



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 11, 2019

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

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

Topics of the meeting will include reports from the university president, board committees, student leadership and faculty senate. Topics also will include discussion and action on the following items: fiscal year 2018 audited financial statements; amendments to board governing documents as well as the tuition and mandatory fees process. Information and discussion items include reports on the SOU strategic plan; SOU Athletics; the Student Success and Completion Model; and state funding for the 2019-21 biennium and campus impacts.

The meeting will occur as follows:

Friday, January 18, 2019

12:00 p.m. to 5:00 p.m. (or until business is concluded)

(Lunch to be provided for the board and selected staff members.)

Hannon Library, DeBoer Board Room, 3rd Floor, Room #303

Visit governance.sou.edu for meeting materials.

Visit sou.edu/video to stream the meeting proceedings at the time of the meeting.

Following the meeting, at 5:30 p.m. the board will meet for an outreach and social event in the Theater/JPR Building at SOU.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **To arrange special accommodations or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Churchill Hall, Room 107 • 1250 Siskiyou Boulevard • Ashland, Oregon 97520-5015

(541) 552-8055 • governance.sou.edu • trustees@sou.edu



Board of Trustees
January 18, 2019





Board of Trustees Meeting

Friday, January 18, 2019

12:00 – 5:00 p.m. (or until business concludes)

DeBoer Room, Hannon Library

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.

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

- | | | | |
|---------|----------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| | 1 | Call to Order/Roll/Declaration of a Quorum | Chair Lyn Hennion |
| | 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 Hennion |
| | 2 | Public Comment | |
| | 3 | Reports | |
| 20 min. | 3.1 | President's Report | President Linda Schott |
| 20 min. | 3.2 | Committee Reports | Chair Hennion; Trustee Clough; Trustee Santos |
| 5 min. | 3.3 | Student Leadership Report | Alexis Phillips, ASSOU, President |
| 5 min. | 3.4 | Faculty Senate Report | Andrew Gay, SOU, Faculty Senate Chair |
| 5 min. | 4 | Consent Agenda | |
| | 4.1 | Approval of September 28, 2018 and October 19, 2018 Meeting Minutes | Chair Hennion |
| | 4.2 | Board Evaluation | Chair Hennion |
| | 5 | Action Items | |
| 25 min. | 5.1 | Review and Acceptance of Fiscal Year 2018 Audited Financial Statements | Jean Bushong, Clifton- LarsonAllen, Principal, Assurance Services |

Board of Trustees Meeting

Friday, January 18, 2019

12:00 – 5:00 p.m. (or until business concludes)

DeBoer Room, Hannon Library

AGENDA (Continued)

| | | | |
|------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30 min. | 5.2 | Amendments to Governing Documents: Bylaws; Board Statements on Delegation of Authority, Conduct of Public Meetings and Board Committees | Chair Hennion; Jason Catz, SOU, General Counsel |
| 10 min. | 5.3 | Tuition and Mandatory Fees Process | President Schott |
| | 6 | Information and Discussion Items | |
| 25 min. | 6.1 | Strategic Plan Reporting | President Schott |
| 20 min. | 6.2 | Athletics Overview: Part II | Matt Sayre, SOU, Director of Athletics |
| 20 min. | 6.3 | Student Success and Completion Model Overview: Part II | Greg Perkinson, SOU, Vice President for Finance and Administration |
| <i>(BREAK 15 mins)</i> | | | |
| 115 min. | 6.4 | State Funding for 2019-21 Biennium and Campus Impacts | President Schott; Greg Perkinson; Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs; Jeanne Stallman, SOU, Associate Vice President for Government Relations and Outreach |
| | 6.5 | Future Meetings | Chair Hennion |
| | 7 | Adjournment | Chair Hennion |

Call to Order / Roll / Declaration of a Quorum

Public Comment

President's Report

Southern Oregon Higher Education Consortium

FACT SHEET

Background and Goals of the Consortium

Four institutions—Klamath Community College, Oregon Institute of Technology, Rogue Community College, and Southern Oregon University—are extending their history of collaboration with the formation in November 2018 of the Southern Oregon Higher Education Consortium. This collaborative of public colleges and universities will work to ensure student success and regional workforce strength in a number of ways:

- Streamline students' educational pathways and address the region's specific workforce needs.
- Broaden collaboration on transfer pathways for students between our institutions so we are "growing our own" workforce for southern Oregon.
- Convene with education and industry sectors about what kind of growth is wanted and needed in southern Oregon, what industries need to ensure a robust workforce, and how higher education can best align to meet those needs.
- Provide a strong, unified voice for southern Oregon, and advocacy for its people and priorities. Advocate with state and federal lawmakers, and attract new resources to fuel the success of our students and the region.
- Connect the Consortium's strengths in several areas, including energy, engineering, environment, healthcare, technology and social services as a few examples, to educate highly skilled professionals to serve the larger interests of the region and the state as a whole.

BY THE NUMBERS 2018

Combined, the Consortium colleges and universities have:

- Enrollment of 26,600+ degree-seeking students
- 200 high-demand degree programs, and 100+ certificate and apprenticeship programs
- 3,370 graduates with degrees in 2018 alone
- \$570 million annual economic footprint in southern Oregon
- \$68 million annual state investments (General Fund)
- Average 5 years out (from graduation) salaries ranging from \$68k at our universities to \$33k at community colleges

Filling the Opportunity Space: Leadership Voices

“



DR. CATHY KEMPER-PELLE, PRESIDENT, RCC

“What excites me most about this consortium is the ability of all four institutions to work together to build a regional college-going culture that will transform our economy, strengthen families, and inspire others to pursue their dreams.”

“



DR. LINDA SCHOTT, PRESIDENT, SOU

“We have done a very good job of working collaboratively in the past. We are poised now to use our history of cooperation as the jumping-off point for a future of seamless pathways, interwoven academics and collective strength.”

“



DR. NAGI NAGANATHAN, PRESIDENT, OREGON TECH

“Our students, industry and business partners, and our communities all benefit through our collective voice for southern Oregon – a vibrant consortium of action focused on education, workforce and regional economy.”

“



DR. ROBERTO GUTIERREZ, PRESIDENT, KCC

“Together, our united effort can create pipelines for highly skilled graduates to enter the workforce and will attract new businesses that pay living-wage salaries. Southern Oregon will be stronger than ever before.”

Regional economic success is closely tied with intellectual capital and the colleges and universities which ensure a highly skilled, flexible workforce. The development of the Southern Oregon Higher Education Consortium is about better serving our entire region, creating partnerships and finding ways its higher education institutions can collaborate to help the region thrive economically, educationally, and with a strong, diverse workforce.

FOR MORE INFORMATION ON THE SOUTHERN OREGON HIGHER EDUCATION CONSORTIUM PLEASE CONTACT:

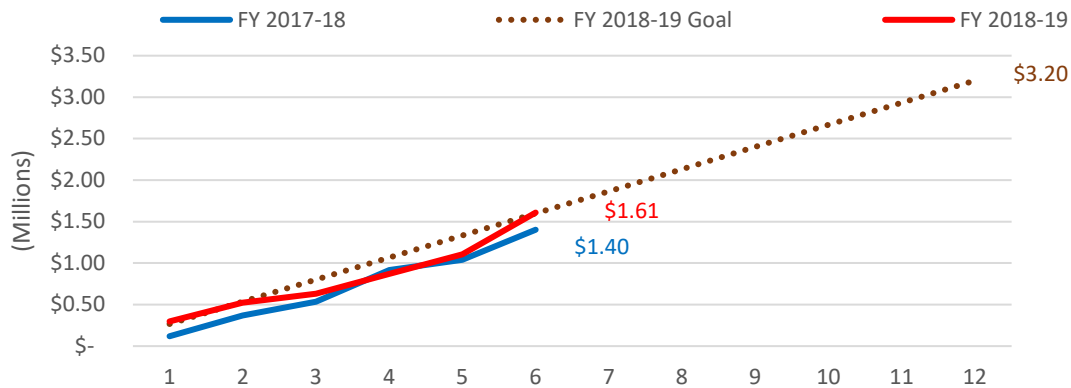
Dr. Gary Kuleck, Provost and VP for Academic Affairs • Oregon Tech • Gary.Kuleck@oit.edu

Dr. Susan Walsh, Provost and VP for Academic Affairs • SOU • walsh@sou.edu

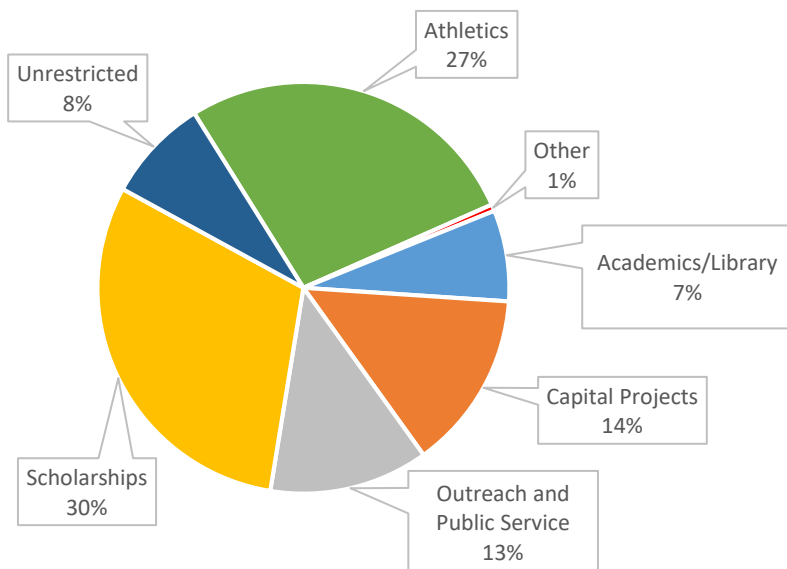
Dr. Leo Hirner, VP of Instruction • RCC • lhirner@roguecc.edu

Jamie Jennings, VP for Academic Affairs • KCC • jennings@klamathcc.edu

FY 2018-19 YTD Gift Revenue

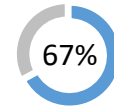


FY 2018-19 YTD Gifts by Designation

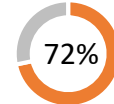


Campaign Progress to Goal

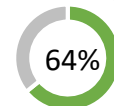
AAUW - \$500k



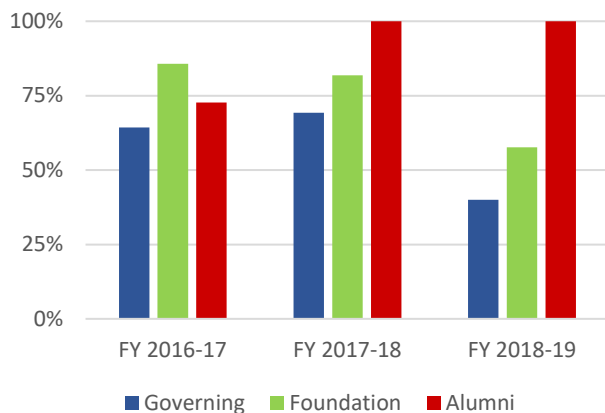
OLLI - \$500k



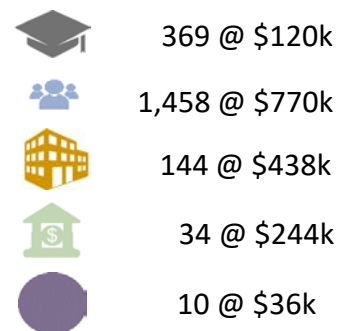
SOU FUND - \$100k



Board Participation (%)



FY 2018-19 YTD Donors by Type



Committee Reports

- **Executive and Audit**
- **Finance and Administration**
- **Academic and Student Affairs**

Student Leadership Report

Faculty Senate Report

Consent Agenda

**Board of Trustees Retreat
Friday, September 28, 2018
Callahan's Mountain Lodge, 7100 Old Highway 99 South, Ashland, OR**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Lyn Hennion called the meeting to order at 8:17 a.m.

Board Members:

| | | | |
|----------------------|---------|---------------------------|---------|
| Lyn Hennion | Present | Deborah Rosenberg | Present |
| Les AuCoin | Present | Daniel Santos | Present |
| Jonathon Bullock | Present | Linda Schott (ex officio) | Present |
| Sheila Clough | Present | Barry Thalden | Absent |
| Shaun Franks | Present | Bill Thorndike | Present |
| Megan Davis Lightman | Present | Steve Vincent | Present |
| Paul Nicholson | Absent | janelle wilson | Present |
| Shanztyn Nihipali | Present | | |

Public Comment

There was no public comment.

Retreat: Information and Discussion Items

The purpose of the retreat was to provide the opportunity for the board to think about and discuss three major areas:

1. Equity, diversity, inclusion, and applying an equity lens
2. Government ethics and conflicts of interest
3. The optimal town-gown marriage

Due to the non-linear nature of the trustees' discussions, the report below serves as a record of the items discussed at the retreat.

Equity, Diversity, and Inclusion

Facilitator, Dr. Markisha Smith, discussed the concept and principles of equity. Adapted from the Oregon Department of Education, educational equity was defined as "the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, educational rigor, and opportunities for historically and currently marginalized youth, students, and families, including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed/marginalized." Trustees were encouraged to think about equity in familiar terms such as civil rights protected classes and especially with consideration of those whose needs or differences are not always visible, such as those who are disabled/differently abled, but whom the university should be serving equitably.

Equity and the importance of diversity and inclusion were applied to SOU's current context, namely its 2018 Strategic Plan where principles of equity, diversity and

inclusion were articulated in the mission, vision, values and strategic directions of the plan, in particular Strategic Direction IV: *SOU will create a diverse, equitable, inclusive community where learners flourish.*

Dr. Smith then introduced Discourses 1 and 2. Discourse 1 is language typically used to talk or ask questions about, and plan the work of institutions, changes, or reform. This language often is deficit-based and favors a traditional or customary, dominant framework. Discourse 2 is language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions in institutions. This language may be strengths-based, value multiple perspectives, and may challenge hegemony. Discourse 2 is thought to be a more productive way to discuss issues, as it encourages supporting the needs and interests of students rather than the dominant culture and systems.

The Oregon Equity Lens was discussed in-depth and examined as a tool for Discourse 2. Trustees discussed the application of the equity lens to deliberations and the decision making process.

Action Steps:

- Trustees to consider future use of the *Equity Decision Pocket Tool* to discuss potential impacts and implications.

Government Ethics and Conflicts of Interest

SOU General Counsel, Jason Catz, provided an overview of the Oregon Ethics Laws, including conflicts of interest. This was provided as an orientation component for new trustees and a refresher for continuing trustees, in order to fulfill the annual requirement to review this information.

In addition to laws, policies, and requirements, many situational examples were discussed.

The Town-Gown Marriage: Next Steps and Role of the Board

In preparation for the retreat, trustees were asked to read the book, The Optimal Town-Gown Marriage: Taking Campus-Community Outreach and Engagement to the Next Level.

Facilitator, Dr. Jon Lange, introduced this session of the retreat. President Schott discussed highlights of the book, which was written to assist campuses and their communities in understanding how the “town” and the “gown” components of college and university relationships come together to increase collaboration between institutions of higher education and the communities in which they are located. These relationships are seen as essential to a thriving campus and mutually supportive community. However, these relationships require nurturing and work to cultivate, maintain and even flourish.

President Schott asked the board to consider whether or not, and if so how, SOU could move forward with assessing SOU’s town-gown relationships and deepening them. The

president and her cabinet also discussed these topics recently. Dr. Lange asked trustees to consider benefits to deepening the town-gown marriage, entertain ideas about moving forward with some kind of deepening of the town-gown relationship, and ideas about how to do that. Dr. Lange also led exercises to help trustees consider the benefits and costs or downsides to conducting an assessment and to doing the work.

Conclusions and Actions Steps:

- Trustees were supportive of conducting an assessment to help identify strengths and opportunities, and better understand SOU's connections, collaborations, and where the mutual relationships could be improved.
- Trustees are willing to support and assist the president as needed or requested in the development and/or execution of these efforts.
- It was recommended that SOU move sequentially, beginning to deepen the town-gown relationships in steps, seeing how each step goes before going too much further with the others.

Association of Governing Boards of Universities and Colleges 2018 Conference

In addition to the three major topics, the board also discussed trustees' recent experiences attending AGB's 2018 National Conference on Trusteeship. Chair Hennion, President Schott, and trustees AuCoin, Clough, Thorndike, and Santos attended the conference and discussed the sessions they attended as well as their general takeaways from the conference. They mentioned specific key learnings on the following topics: Generation Z and different learning styles; socially responsible investing; income sharing agreements in the context of college affordability; navigating freedom of speech on campuses; intercollegiate athletics, including Title IX regulations; internationalism and looking abroad to help solve demographic challenges where populations are declining; and others.

Board members were reminded at the conference that they have fiduciary responsibilities to see that actions, assessments, and accountability measures are carried out—not necessarily to do it themselves—but to make sure it happens. Overall, trustees reported that they derived tremendous value from the sessions, the ability to talk with national peers, and their experiences at the conference with their Oregon board colleagues. Board members were encouraged to attend in 2019 if possible and as the board's budget may permit.

Adjournment

Chair Hennion adjourned the meeting at 4:55 p.m.

**Board of Trustees of Southern Oregon University
Board of Trustees Meeting
Friday, October 19, 2018**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Board Members:

| | | | |
|----------------------|---------|---------------------------|---------|
| Lyn Hennion | Present | Deborah Rosenberg | Present |
| Les AuCoin | Present | Daniel Santos | Absent |
| Jonathon Bullock | Present | Linda Schott (ex officio) | Present |
| Sheila Clough | Absent | Barry Thalden | Present |
| Shaun Franks | Present | Bill Thorndike | Absent |
| Megan Davis Lightman | Absent | Steve Vincent | Present |
| Paul Nicholson | Absent | janelle wilson | Absent |
| Shanztyn Nihipali | Present | | |

Chair Hennion called the meeting to order at 12:01 p.m. in the DeBoer Room of the Hannon Library. The Board Secretary recorded the roll and a quorum was verified.

Attendees observed a moment of silence to recognize the recent death of Dick Moore, a retired SOU employee. Chair Hennion reviewed the agenda, noting the Board would take certain items out of order.

Trustee Recognition

Chair Hennion and President Schott recognized former trustee Joanna Steinman for her service on the Board. Ms. Steinman was the inaugural non-faculty staff member appointed to the Board in 2014 and reappointed in 2016.

Public Comment

Kat Henderson and Allyson Quick, both from SOU's Oregon Student Public Interest Research Group, provided details on the organization and its work to save the bees and, in turn, food [sources]; discourage the building of a fossil fuels pipeline; and to decrease overall costs of higher education by introducing free and open textbooks.

Reports

President's Report

President Schott provided an update on the searches for the Vice President for Enrollment Management and Student Affairs and the Chief Diversity and Inclusivity Officer/Title IX Coordinator. She then introduced Dr. Chad Hamill, American Council on Education Fellow; he described the fellowship process and mentioned the Native American engagement plan he will develop while at SOU.

President Schott mentioned the discussion on town-gown relations that the Board had at its annual retreat. She said the rollout will start in Ashland and must be thoughtful and strategic. She will ask trustees for their assistance as needed.

Regarding financial considerations, President Schott said Strategic Direction V focuses on financial stability and institutional vitality. Key factors in revenue are state funding, tuition, and fees. SOU experienced a decline in undergraduate enrollment and an increase in graduate enrollment; additionally, over the last five years, enrollment has fluctuated. President Schott will engage the campus and community on the topic of enrollment with a summit on November 8. A summit on retention is planned next.

At Chair Hennion's request, President Schott noted some items for the Board's awareness: the governance roles of the independent governing boards and those of the HECC; the HECC's role in university evaluations; and state funding levels. She then mentioned the process the universities followed to calculate the cost of doing business over the next few years and how much the Public University Support Fund (PUSF) must increase in order to keep tuition rate increases below 5 percent (namely, \$130 million). Greg Perkinson reviewed the pro forma and described the budget process. President Schott said the university will explore cost-saving but needs time to implement more initiatives to enhance enrollment. She said the financial issues are intertwined with governance issues, which creates a challenging situation for the Board and for administrators. Trustee AuCoin stressed the importance of private fundraising.

Committee Reports

Executive and Audit Committee – Chair Hennion said the committee reviewed the president's self-evaluation, most of which was done in executive session.

Academic and Student Affairs Committee – Trustee Rosenberg said the meeting's highlights included meeting Dr. Hamill; the provost's report; discussing the approval process for new programs; and presentations about student success coordinators, the Education Advisory Board's Student Success Collaborative, affordable course materials, and the National Survey of Student Engagement.

Finance and Administration Committee – Trustee Vincent said the meeting included a review of the dashboard, the key takeaway being that cost control alternatives will be explored through the rest of the fiscal year because enrollment is trending down. The meeting also included an organizational update; public comment and an update on the installation of a cellular tower on campus; an update on the 11.7 percent ending fund balance for fiscal year 2017-18, which exceeded the projected 10.1 percent; and a \$193,000 increase in state funding due to higher graduation rates.

Student Leadership Report

Alexis Phillips mentioned the election to amend the student incidental fee, which was covered later in the meeting. She also reported that ASSOU: has hired a campus organizer for the Oregon Student Association; will hold a retreat to conduct various trainings for officers; may revise the student fee process to make it easier.

Faculty Senate Report

Andrew Gay said Faculty Senate has had two meetings. They are updating bylaws; discussing transforming general education, which members supported; reviewing the student evaluation process and how the information is used; and improving the system

for term-by-term faculty reviews. They will discuss new curriculum, including university studies and the digital cinema major.

Consent Agenda

Trustee Rosenberg moved approval of the June 22, 2018 meeting minutes, as presented. Trustee Thalden seconded the motion and it passed unanimously.

Action Items

Amendment to Student Incidental Fee for AY 2018-19

Alexis Phillips said ASSOU held an election to decide whether to eliminate the \$13 mandatory fee to help support the Schneider Children's Center, which has closed. An election was held in the spring but not enough students voted to meet the requirements of ASSOU's bylaws. However, ASSOU Judicial Branch certified the results from the election held from September 28 through October 10. There were 288 completed responses, which exceeds the required threshold, and 244 students voted in favor of removing the fee.

Mr. Perkinson added that the Housing staff is working with a couple of vendors interested in reopening the children's center. SOU would not operate it but would sign a lease with a vendor to run the center.

Trustee Vincent moved to approve the resolution to amend the student incidental fee, as included in the meeting materials. Trustee Rosenberg seconded the motion and it passed unanimously.

Adoption of 2018-20 Board Meeting Schedule

Chair Hennion said the proposed schedule continues to follow the current meeting schedule. Trustee AuCoin moved to approve the Board meeting schedule included in the meeting materials. Trustee Thalden seconded the motion and it passed unanimously.

Information and Discussion Items

Part I: Athletics Overview

Matt Sayre and Hugues LeComte led a discussion about SOU's athletics and sport clubs. Athletics highlights included SOU's compliance with Title IX team requirements, 2009 Athletics Task Force recommendations, athletes' community service, fundraising, fostering an environment of excellence, and raising the regional profile. Mr. Sayre then discussed statistics specific to student-athletes, as included in the meeting materials.

Mr. LeComte provided highlights on the eleven sport clubs, which are student-led. Between 160 and 200 students will participate in the sport clubs, which can be competitive or non-competitive. Mr. LeComte stressed the focus on student development, including the training provided to team officers on Title IX, bystander intervention, sexual harassment prevention, financial management, first aid and safety. He also mentioned new developments, including safety officers and a council that will make decisions regarding issues arising in the clubs.

Part I: Student Success and Completions Funding Model

Greg Perkinson provided an overview of the funding model, which is how Oregon funds its public universities. Mr. Perkinson then discussed the mission differentiation, activity-based and completion funding categories. Discussion ensued on the agency budget request.

Enrollment, Retention, and Completions Update

Dr. Blaine Steensland explained that there has been one year with a decline in enrollment, which does not constitute a trend. Current and future initiatives should increase enrollment in future years. He then highlighted information in the dashboard; the funnel report; and student credit hours, headcount and degree completions charts. Discussion ensued on various initiatives and strategies to increase enrollment.

Board Policy Review Process and Schedule

Jason Catz said this would be a good time to review the Board's bylaws and policies and revise them as needed. A work group consisting of Chair Hennion, Vice Chair Nicholson, the General Counsel and the Board Secretary will start the process. Mr. Catz asked trustees to let him know of any concerns or issues they had with the bylaws and policies as well as ideas for new policies. The work group will bring recommended changes to the Executive and Audit Committee and the Board.

Development Update

Janet Fratella said approximately \$3 million was raised in fiscal year 2018, against the goal of \$3.2 million. She then discussed program support the SOU Foundation provides the university and the annual endowment spending distribution. Ms. Fratella mentioned personnel changes in her office and the SOU Foundation.

Ms. Fratella said the fundraising goal for fiscal year 2019 is \$3.2 million and mentioned several new major gifts received toward that goal. Again this year, a donor has offered a fund match up to \$50,000 against a challenge of \$100,000. OLLI has raised over 50 percent of its fundraising goal for the Campbell Center renovation. The American Association of University Women also has issued a bequest challenge that could result in raising over \$1 million.

Presidential Evaluation – Executive Session [Pursuant to ORS 192.660 (2)(f) and (i)]

For the record, Chair Hennion stated that, pursuant to ORS 192.660 (2)(f) and (i), the Board would enter into executive session to review and evaluate the employment-related performance of the chief executive officer, who does not request an open hearing, and to consider information or records that are exempt by law from public inspection. She said that, pursuant to ORS 192.660 (4), representatives of the news media shall be allowed to attend this executive session. All other members of the audience, except designated staff, were asked to leave the room. There were no members of the media present. However, representatives of the news media were specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced.

Further, Chair Hennion said that, pursuant to ORS 192.660 (6), no final action would

be taken or final decision made in the executive session. At the end of the executive session, the Board would return to open session and welcome members of the public back into the room. The Board Secretary and the General Counsel were permitted to remain for the executive session; President Schott was permitted to remain for a portion of the executive session.

Upon completion of the discussion, Chair Hennion reconvened the public session and invited members of the public back into the room.

University President's 2018-19 Goals

President Schott discussed her proposed goals, which are designed to advance the strategic plan. Trustee Nicholson moved to accept the President's 2018-19 goals, as included in the meeting materials. Trustee AuCoin seconded the motion and it passed unanimously.

Adjournment

Chair Hennion adjourned the meeting at 4:58 p.m.

**Southern Oregon University
Board of Trustees**

2018 Board Self-Evaluation Summary

This is a summary report of the results from a self-evaluation survey of the performance of the SOU Board of Trustees for the 2017-18 academic year. The purpose of the survey was to fulfill the board's responsibility of self-evaluation and to provide feedback as well as input regarding board operations, performance, and service. The evaluation tool was approved for use by the SOU Board of Trustees and programmed using Qualtrics, an online survey-hosting tool commonly used to administer surveys at SOU.

The evaluation survey included three sections: the board, meetings, and miscellaneous feedback. Six of the 14 members of the SOU Board of Trustees responded to the survey, which was administered in August and September 2018. The survey was not distributed to the four new trustees whose terms began on July 1, 2018. An additional four trustees retired from the Board at the conclusion of their terms of service on June 30, 2018. In lieu of completing this evaluation, the Chair and Vice Chair, at the recommendation of the Board, together met with the retiring trustees to obtain feedback on their board experiences.

The Board

Respondents were asked to rate themselves with regard to the fulfillment of expectations for board members as described in the Board's "Resolution on the Responsibilities of Individual Trustees" (i.e., evaluation, fiduciary duties, service, respect, and personal behavior). The majority of respondents rated themselves as being "very effective" or "extremely effective" in each area of responsibility. Two respondents rated themselves as "moderately effective" in evaluation and in service. All respondents indicated that they participated in the "life of the university," with commencement and athletic events being the most frequently attended. Two trustees indicated [geographical] distance as an occasional barrier to their participation.

Board members were asked to rate their collective knowledge and experience in 13 areas pertinent to university operations. The range of ratings in each area varied from "slightly knowledgeable" to "extremely knowledgeable," and the highest ratings were in the areas of board-president/CEO relationships and philanthropy. The lowest average rating was in the area of physical plant and planning. The majority of the respondents (n=5) rated the overall performance of the Board as being "very effective." One respondent found the Board "extremely effective."

When asked what issues trustees would like to see more board engagement with, or what areas they personally would like to focus on, the following areas were identified.

The Board

- Enterprise risk management
- Legislative and Town-Gown relations
- More community events in order to help maintain trust in trustees
- Fiscal soundness
- Transparency in ROI/IRR of program delivery by program/department
- Alternative cost/revenue modeling
- Leadership in educational quality and access
- Assist with student recruitment
- Expansion in non-traditional markets
- More time for interactive discussions

Individual Trustees

- Student Life/affairs/services outside of academics (2)
- Building legislative/governmental connections
- University relations with Oregon's federally recognized tribes
- Recruitment and retention of students
- More in-depth exploration of and with Internal Audit
- Guanajuato 50th anniversary events

Meetings

All respondents indicated that the Board and its committees have “just enough” meetings. Regarding the location of committee meetings, five of the six respondents indicated they would like the Board to consider “meeting in other places but only if it logically makes sense with our agenda to hold meetings in [other] spaces.” One trustee responded that for consistency and accessibility, the Board should meet in the same place. Regarding meeting materials, respondents agreed that the materials provide the appropriate information the Board needs to make decisions.

Review and Acceptance of Fiscal Year 2018 Audited Financial Statements

[\(Click here to view\)](#)

Southern Oregon University

Fiscal Year 2018 Audit Presentation

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor

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Create Opportunities

Agenda

Responsibilities Under Auditing Standards

Scope of Engagement and Audit Results

Required Communications to Governance

Upcoming GASB Standards

Higher Education Industry Topics

Questions?



Responsibilities under US Generally Accepted Auditing Standards (GAAS)

Responsible for:

- Expressing opinions whether financial statements are in conformity with US GAAP in all material respects.
- Expressing opinions only over information identified in our report. Other information included in your financial statement package will be read/reviewed, but not subject to testing.
- Performing audit in accordance with required auditing standards.
- Communication of significant matters related to audit, information required by law/regulations, or other information agreed upon.



Responsibilities under GAAS (continued)

An audit in accordance with GAAS:

- Does not relieve management of responsibilities.
- Includes consideration of internal control as basis for audit procedures, but not to opine on effectiveness of internal controls.
- Is designed to obtain reasonable, but not absolute, assurance about whether statements are free of material misstatement.
- Includes Generally Accepted Government Auditing Standards.



Scope of Engagements

Financial Statement Audit

Single Audit
Student Financial Aid



Financial Statement Audit Results

Opinion – unmodified

Findings – none



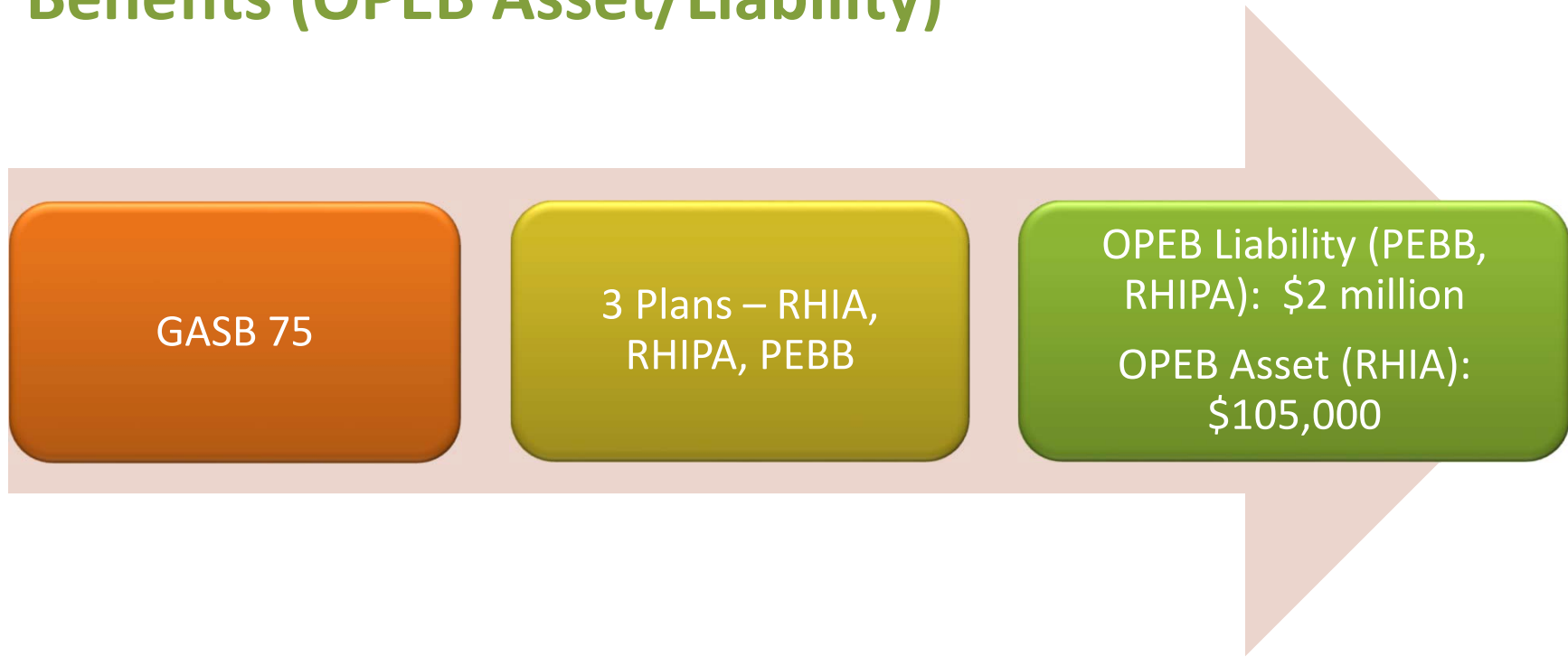
Financial Statements – Net Pension Liability

GASB 68
Year 4

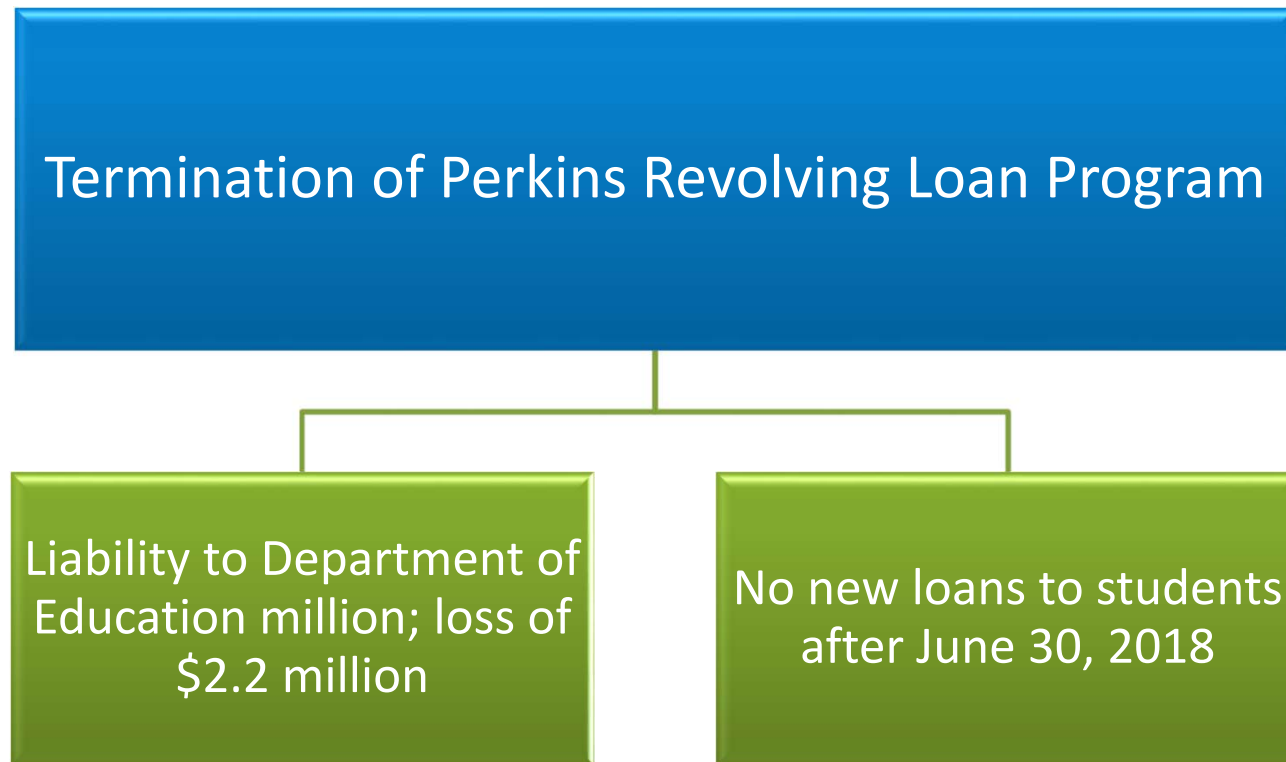
Net pension liability
increased from \$27
million to \$30 million



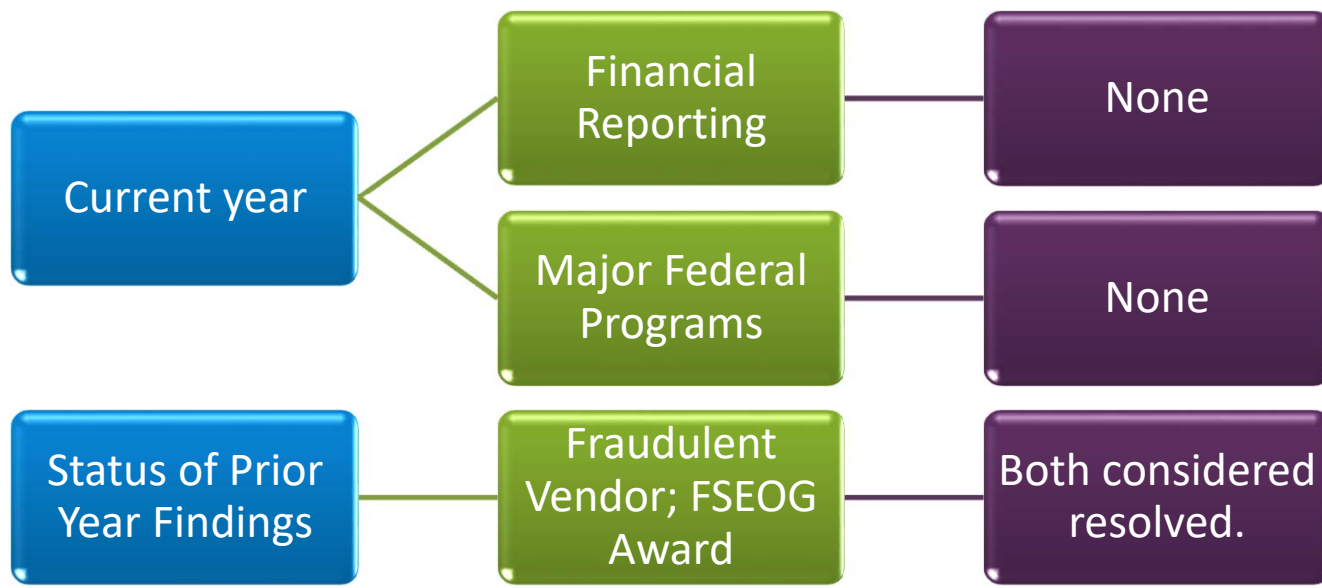
Financial Statements – Other Postemployment Benefits (OPEB Asset/Liability)



Financial Statements



Single Audit Results



Required Communications to Governance

Qualitative Aspects of Accounting Practices

- Accounting Estimates
- Financial Statement Disclosures
- Implementation of GASB Statements Nos. 75 and 89

Difficulties Encountered in Performing the Audit – None

Uncorrected Misstatements – See schedule

Corrected Misstatements – None



Required Communications to Governance

Disagreements with Management

- None

Management Representations

Management Consultations with other Independent Accountants

- None

Significant Issues Discussed with Management Prior to Engagement

- None

Audits of Group Financial Statements

- No concerns about component auditors' work



Questions?





Appendix

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor

Upcoming GASB Standard for Fiscal Year 2019

GASB 83 – Certain Asset Retirement Obligations

Defines ARO and when liability is to be recorded.

University currently assessing impact.



Upcoming GASB Standards for Fiscal Year 2020 and Beyond

GASB Statement
No. 84, *Fiduciary
Activities* (FY2020)

- Impacts accounting of custodial funds (student groups, etc.)

GASB Statement
No. 86, *Leases*
(FY2021)

- All leases will be required to recognize a right-to-use asset and related liability



Industry Trends: Higher Education



Create Opportunities

Moody's Outlook for Higher Education

Outlook remains negative on low tuition growth



Uncertainty at Federal Level



Federal Tax Reform

Changes to Higher Education
Act / financial aid programs



Graham-Leach-Bliley Act (GLBA)

Information security measures

Expected to be incorporated into single audit process in 2019 or beyond

- Draft audit procedures have since been withdrawn

Rules related to internal and external risk identification related to integrity of customer (student) information, design and implementation of controls over safeguarding of information, and ongoing testing/monitoring of the controls in place

Visit www.claconnect.com/events/2018/complying-with-glba-student-financial-aid-11-8-18 to view a webinar on this topic and download materials on complying with the GLBA





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303-265-7884



**Southern Oregon University
Board of Trustees**

**RESOLUTION: Acceptance of Audited Financial Statements of
Southern Oregon University for the Year Ended June 30, 2018**

Whereas, the independent certified public accounting firm of CliftonLarsonAllen, LLP has completed its review of the financial statements of Southern Oregon University for the fiscal year ended June 30, 2018; and

Whereas, the Executive and Audit Committee and the Board of Trustees have reviewed the audited financial statements; and

Whereas, the Executive and Audit Committee and the Board of Trustees met with the external auditors and performed a satisfactory review; and

Whereas, the Executive and Audit Committee of the Board of Trustees recommends the board's acceptance of the audited financial statements; Now therefore,

Be it resolved, that the Board of Trustees of Southern Oregon University accepts the audited financial statements of the 2018 Annual Financial Report for SOU for the fiscal year ended June 30, 2018.

VOTE:

DATE: January 18, 2019

University Board Secretary

Amendments to Governing Documents: Bylaws; Board Statements on Delegation of Authority, Conduct of Public Meetings and Board Committees

**BYLAWS
OF
SOUTHERN OREGON UNIVERSITY**

**ARTICLE I
Name**

The legal name of this independent public body is Southern Oregon University ("University").

**ARTICLE II
Purposes of Organization**

The purposes for which the University is organized are to carry out and exercise the powers, rights, duties and privileges, within and outside this state, that are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties and privileges.

**ARTICLE III
Board of Trustees**

1. Business and Affairs. The University shall be governed and the business and affairs of the University shall be managed by the Board of Trustees of Southern Oregon University ("Board"), which may exercise all such powers, rights, duties and privileges as are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties and privileges. The Board may delegate and provide for the further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.

2. Membership. The membership of the Board is established by law. The President of the University shall serve as an ex-officio, nonvoting member of the Board. With the exception of the President of the University, the Trustees are appointed by the Governor of the State of Oregon and are subject to confirmation by the Oregon Senate in the manner prescribed by law. Per ORS 352.076, the Board shall include one student enrolled at the University, one member of the faculty, and one member of the non-faculty staff of the University. The term of office for each student, faculty and non-faculty staff member of the governing board is two years, and the term for all other Board members appointed by the Governor is four years. A member of the governing board may not be appointed to serve more than two consecutive full terms.

3. Vacancies. A vacancy on the Board shall exist upon the death, resignation, removal, termination of eligibility, or expiration of the term of any Trustee. A Trustee may resign at any time by delivering written notice to the Governor, the Chair of the Board of Trustees, and the President of the University. Resignation shall take effect at the time specified in the letter of resignation or within 30 days of the date of its receipt. When a vacancy exists, the Board Chair, in consultation with

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the other Trustees, including the President, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy.

4. **Removal.** The Governor may remove a Trustee other than the President as provided by law. The Board may terminate the status of the President as a Trustee by terminating the President's appointment as President of the University, subject to the rights, if any, of the President under a contract of employment.

5. **Officers of the Board**~~Officers.~~

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- a. The Board shall select by majority vote one of its members as Chair and another as Vice Chair, who shall be the Board Officers. Thereafter, a vacancy in the position of Chair shall be filled by the Vice Chair, unless the position of Vice Chair is vacant in which case the Board shall ~~elect~~appoint the Chair. A vacancy in the position of Vice Chair shall be filled by an election of the Board as soon as reasonably practicable. The Chair and Vice Chair shall hold office for one year, or until a successor shall have been duly appointed and qualified or until death, resignation, expiration of the appointment as a Trustee, or removal. The Chair and Vice Chair may be appointed to consecutive terms. The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University except as authorized by law or the Board. The Board may appoint such other Board Officers with such duties as the Board determines necessary or appropriate.
- b. The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board. Other officers of the Board, if any, shall be subject to the authority of the Chair and Vice Chair.
- c. Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual Trustee. Individual trustees do not speak on behalf the Board or University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and University, unless otherwise determined by the Board.
- d. A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote.

6. **Compensation; Reimbursement of Expenses.** A Trustee performing his or her official duties is not acting as an employee of the University and shall not receive a salary. In accordance with University policy and upon approval -by first

the Secretary and then the Vice President of Finance & Administration of the University, a Trustee may be reimbursed for -reasonable expenses -incurred in connection with the performance -of official duties.

7. Faculty and Non-faculty Staff Trustees. The Faculty Trustee and Non-faculty Staff Trustee are each hereby granted reasonable leave with pay at their regular salaries as employees of the University to attend meetings of the Board and other official Board functions that occur between the hours of 8 a.m. and 5 p.m. Pacific Time Monday through Friday. Nothing in this section 7 shall be deemed to alter the compensation of the faculty member or staff member for the performance of their duties as a University employee.

ARTICLE IV Meetings of the Board

1. Public Meetings. A "Public Meeting" of the Board is the convening of the Board for a purpose for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. All Public Meetings of the Board shall be conducted in compliance with the Public Meetings Law. Public Meeting does not include any on-site inspection of any project or program or the attendance of Trustees at any international, national, regional, state or local association.

2. Quorum of the Board. Except as otherwise specified herein, a quorum of the Board or Board Committee is required to conduct Board business. A quorum of the Board or the relevant committee shall be a majority of the member Trustees in office (-including the President) or on the relevant committee- at the time of the meeting.

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3. Manner of Acting.

- a. Except as otherwise specified herein, action upon a matter for which a quorum is required shall be taken upon the approval of a majority of the Trustees present.
- b. All Trustees present must vote affirmatively or negatively on any matter on which a vote is called by the Chair, except that a Trustee may not vote if the Trustee is disqualified from voting under law, these bylaws, or applicable Board action. Abstentions may be permitted by the Chair.
- c. The Board may permit any or all Trustees to participate in a meeting by, or conduct the meeting through use of, any means of electronic communication by which all Trustees participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Trustee shall constitute such Trustee's presence in person at the meeting. Voting by proxy or by absentee ballot is not permitted.

4. Quorum Not Required. A majority of the voting Trustees present at a

meeting that is subject to the quorum requirements of this Article, although less than a quorum, may:

- a. Adjourn the meeting from time to time to a different time or place before the date of the next regular meeting without further notice of any adjournment. At such adjourned and rescheduled meeting at which a quorum is present, any business may be transacted that might have been transacted at the meeting originally held.
- b. Set a time for adjournment.
- c. Call a recess.
- d. Take any measure necessary or appropriate to assemble a quorum.
- e. Absent a quorum, the Board may meet for the purposes of gathering information and making public announcements but no formal action may be taken.

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5. Waiver of Notice by Trustee. A Trustee's attendance at or participation in a meeting waives any required notice of the meeting to the Trustee unless the Trustee at the beginning of the meeting objects to the holding of the meeting or the transaction of business at the meeting and does not subsequently vote for or assent to action taken at the meeting. A Trustee may at any time waive any notice required by law, these Bylaws or other Board action, with a writing signed by the Trustee and specifying the meeting for which notice is waived. Any such waiver of notice shall be filed with the minutes of the meeting for which notice is waived.

6. Procedural Rules. Procedural disputes shall be resolved by traditional procedural rules, as interpreted by the Chair. Any Trustee who disagrees with a procedural decision may introduce a motion to amend or reverse the procedural decision.

ARTICLE V Public Meeting Procedures

1. Regular Meetings. Regular Public Meetings of the Board shall be held ~~at four times per year~~ least once quarterly on such dates and at such times as specified by the Chair.

2. Special Meetings. Special Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board and must be called by the Chair no less than ~~within~~ seventy-two (72) hours prior to the meeting ~~after the Chair's receipt of a written request for a special Public Meeting signed by a majority of the Trustees then in office and specifying the purpose of the meeting. Signatures may be electronic and in counterparts.~~

3. Emergency Meetings. Emergency Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board in instances of an actual emergency and ~~may~~ be called withby the Chair less than ~~within~~ twenty-four (24) hours' notice. Such notice as is appropriate to the circumstances shall be given for the meeting, after the Chair's receipt of a written request for such a meeting signed by a majority of the Trustees then in office, identifying the actual emergency and specifying the purpose of the meeting. Signatures may be electronic and in counterparts. Minutes of emergency Public Meetings shall describe the emergency justifying the emergency Public Meeting.

4. Place of Meetings. All regular Public Meetings and special Public Meetings of the Board shall be held in the State of Oregon at a location owned, controlled, leased, rented, or licensed by the University. Emergency Public Meetings necessitating immediate action may be held at other locations.

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5. Notice of Meetings.

- a. Notice of all regular Public Meetings shall be given in a manner reasonably calculated to give interested persons actual notice of the time and place of the meeting and principal subjects anticipated to be considered at the meeting. Notice of special Public Meetings shall be given to the news media which have requested notice and to the general public at least 24 hours prior to the hour of the meeting. Notice of an emergency Public Meeting shall be such as is appropriate to the circumstance.
- b. Notice of a regular or special Public Meeting must be given to each Trustee at least 48 hours prior to the hour of the meeting, but longer advance notice as set forth in other Board action is preferable. Notice to each Trustee of an emergency Public Meeting shall be such as is appropriate to the circumstance. Notice of all such meetings may be given to Trustees orally either in person or by telephone or may be delivered in writing, either personally, by mail, by electronic mail, or by facsimile transmission. If provided other than by electronic mail, facsimile machine, or a telephone number on file with the Secretary, notice shall be deemed to be given three (3) days after deposit in the United States mail addressed to the Trustee at the Trustee's address on file with the Secretary for the purpose of receiving Board correspondence, with postage prepaid. If notice is provided by electronic mail, telephone, or facsimile transmission, notice shall be deemed given immediately if the notice is provided to the Trustee's Southern Oregon University electronic mail address or, as applicable, the Trustee's telephone number or facsimile number on file with the Secretary for the purpose of receiving such correspondence. Notice by all other means shall be deemed to be given when received by the Trustee.

6. Minutes of Meetings. The Board shall provide for the taking of written minutes of all Public Meetings, which minutes shall give a true reflection of the

matters discussed and actions taken at the Public Meetings ~~and the views of the participants~~. In addition to written minutes, the Board may provide for an audio recording, an audio and video recording, streaming audio, or streaming audio and video. A record of each recording or transmission shall be retained ~~in~~ accordance with applicable records retention requirements.

ARTICLE VI Officers of the University

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1. **Officers.** The officers of the University shall be a President, ~~Provost,~~ Vice President for Finance & Administration, ~~Provost,~~ General Counsel, Secretary and such other officers as may be deemed necessary by the President to conduct University business. The officers shall have such authority and perform such duties as set forth in the law and these ~~Bylaws~~ and as may be prescribed by Board action or by the President.

2. **President.** The Board shall appoint a President. The President of the University is the President of the Faculty. The President is also the executive and governing officer of the University, except as otherwise provided by statute or action of the Board. Subject to the supervision of the Board, the President of the University has authority to direct the affairs of the University. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to affairs of the University. The President shall perform such other duties as assigned by the Board. The President may appoint other officers and employees of the University, who shall have such powers and duties as may be prescribed by the President. The President is authorized to accept legal process on behalf of the University.

3. **Vice President for Finance & Administration.** The President shall appoint a chief financial officer, who shall be the Vice President for Finance & Administration. ~~Subject to the supervision of the Board and applicable law, the~~ The Vice President for Finance & Administration of the University shall properly account for all monies collected, received and expended by the University and all real and personal property of the University. The Vice President for Finance & Administration will keep and maintain, or cause to be kept and maintained, adequate and correct records of the assets, liabilities, and business transactions of the University. The Vice President for Finance & Administration will disburse the funds of the University as may be provided for by the Board, may settle and pay all claims against the University, and will render to the President or the Board, upon request, an account of the financial condition of the University.

4. **Provost.** The President shall appoint a Provost who shall have such powers and duties as assigned by the President. In the absence or incapacity of the President, the Provost shall assume the duties of the President. In the absence or incapacity of the President and the Provost, the Vice President for Finance & Administration shall assume the duties of the President.

5. General Counsel. The President shall appoint a General Counsel. The General Counsel to the University is the chief legal officer of the University and represents and advises the University, including the Board, officers, and employees, in all matters related to the affairs of the University. The General Counsel is authorized to accept legal process on behalf of the University.

6. Secretary. In consultation with the Board Chair and Vice Chair, the President shall appoint the Secretary. The Secretary shall cause the required notices of meetings of the Board to be sent to each Board member, and the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of meetings. The Secretary is the custodian of and shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements. The Secretary is authorized to accept legal process on behalf of the University.

ARTICLE VII

Board Committees

Subject to the requirements of applicable law, the Board may establish such committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, composition, membership and reporting requirements of such committees. Members of the Board Committees shall be appointed by the Chair.

ARTICLE VIII

Conflicts of Interest

1. In General. Subject to the requirements of law and of this Article VIII, the Board may take any action involving either a potential conflict of interest or an actual conflict of interest (as defined in ORS Chapter 244). Prior to taking any action in an official capacity on any matter involving a potential conflict of interest or an actual conflict of interest for a Trustee, the Trustee shall publicly announce the nature of the potential or actual conflict of interest. Any Trustee having an actual conflict of interest in a transaction with the University shall in addition (i) refrain from participating in any discussion or debate on the issue out of which the conflict arises, and (ii) refrain from voting on the issue, unless the Trustee's vote is necessary for Board action on the issue and is otherwise not prohibited by ORS Chapter 244.

2. Labor Negotiations. The faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the Board or attend any executive session of the Board involving collective bargaining issues. Each such member of the governing board shall be limited from participating in discussions, actions, and executive session pertaining to both faculty and non-faculty staff bargaining issues at the University.

3. Other. The Board may take such actions pertaining to conflict of interest and

ethics as the Board determines to be appropriate.

ARTICLE IX Indemnity

1. Indemnification and Defense in General.

- a. The University shall defend and indemnify any Trustee or Officer ("Party") against any Claim, whether groundless or otherwise, arising out of an alleged act or omission occurring in the performance of official duties. The University shall not provide indemnification and defense in case of malfeasance in office, ~~or~~ willful or wanton neglect of duty, or criminal conduct. The University may cease to provide indemnification or defense upon a determination by the University, in its sole discretion, that an act or omission may constitute malfeasance in office, willful or wanton neglect of duty, or criminal conduct.
- b. The University may choose to defend a Party under a reservation of rights. Any Party to whom the University is providing a defense shall cooperate fully with the University in the defense of such Claim. If the University determines, in its sole discretion, that such Party has not so cooperated or has otherwise acted to prejudice the defense of the Claim, the University may at any time terminate its defense and indemnity or proceed under a reservation of rights.

2. Legal Expenses when Claim is by a Governmental Entity or Professional Licensing Authority.

- a. Expenses incurred by a Party in the defense of a civil Claim by a governmental entity or a professional licensing authority may be advanced or reimbursed by the University if the University, in its sole discretion, determines that the civil Claim arose out of the Party's performance of official duties. Such advancement or reimbursement constitutes part of the Party's official compensation package for purposes of ORS Chapter 244. The University may decline to reimburse a Party for any expenses incurred prior to the University's written commitment to provide reimbursement.
- b. Expenses shall be paid by the University in advance of the final disposition of a civil Claim described in this section 2 at the written request of the Party if:
 - (1) The University determines, in its sole discretion, that the conduct of such Party was in good faith, and the Party reasonably believed that such conduct was in the best interests of, or not opposed to the best interests of, the University.
 - (2) The Party furnishes the University a written undertaking to repay such advance to the extent it is ultimately determined by the University, in its sole discretion, that such Party is not entitled to be

indemnified by the University under this Article or under any other indemnification rights granted to such Party.

- (3) Such advances shall be made without regard to the person's ability to repay such advances.

3. Legal Representation. The President or designee shall have the exclusive authority to select counsel and to defend against any Claim. The President will consult with the Party regarding any term of a settlement agreement that affects the legal rights of the Party.

4. Definition. The term "Claim" means any threatened, pending, or completed investigation, action, suit, or proceeding brought by a party other than the University.

5. Non-Exclusivity and Continuity of Rights. This Article: (i) shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, agreement, general or specific action of the University or otherwise, both as to action in the official capacity of the person indemnified and as to action in another capacity while holding office, (ii) shall continue as to a person who has ceased to be a Party, and (iii) shall inure to the benefit of the heirs, executors, and administrators of such person.

6. Amendments. Any repeal of this Article shall only be prospective and no repeal or modification hereof shall adversely affect the rights under this Article in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any Claim or complaint.

ARTICLE X Miscellaneous Provisions

1. Principal Office. The principal office of the University is located at the Office of the President, Southern Oregon University, 1250- Siskiyou Boulevard, Ashland, OR 97520.

2. Fiscal Year. The fiscal year of the university begins on July 1 of each year and ends on June 30 of the succeeding year.

3. Severability. Any determination that any provision of these **By**laws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these **By**laws. The headings in these **By**laws are provided for convenience and shall not be considered in the interpretation or construction of these **By**laws.

4. Authority. Because the Board is the final University authority, these bylaws and Board actions have precedence over other actions of the University and its constituent parts without regard to whether such actions have the force of law. Any

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such actions shall be consistent with these ~~B~~ylaws.

5. Nondiscrimination. ~~The University and the Board do not discriminate in educational, employment or other practices against any person on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law.~~

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64. Amendment of Bylaws. These ~~B~~ylaws may be altered, amended, restated or repealed and new bylaws may be adopted by the Board at any regular or special Public Meeting.

Approved on _____

Chair, ~~of the~~ Board ~~of Trustees~~

~~University Board~~ Secretary ~~of the University~~

| <u>Revision</u> | <u>Change</u> | <u>Date</u> |
|-----------------|----------------------------|-----------------------------|
| | Initial Version | January 30, 2015 |
| <u>1</u> | | |

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Board Statement on Delegation of Authority
Board of Trustees of Southern Oregon University

1.0 Authority of the Board of Trustees

1.1 Board Authority. The Board of Trustees is the final University authority and has full control of the University and its property of various kinds. The Board may take any and all actions as it determines necessary or appropriate. Board actions have precedence over other actions of the University and its constituent parts. Any such actions shall be consistent with Board actions. The Board may review and intervene in any and all aspects of the University; amend or rescind any action; and take any such action it deems proper. The Board shall adopt a mission statement for the University in consultation with the faculty, students and staff members.

1.2 Collective Bargaining Agreements. Nothing in this ~~Policy Statement~~ affects any collective bargaining agreement entered into prior to the adoption of this Board Statement.

1.3 Appointment of the President of the University. As provided in ORS 352.096, in consultation with the Governor, or the Governor's designee, the Board shall appoint and employ a President of the University. Except in the case of an interim or acting president, the hiring committee for the President of the University shall include representatives of the University community and at least one other president of a public university based in Oregon. The President reports exclusively to the Board, and the Board supervises the President. The Board shall prescribe the President's compensation and terms and conditions of employment and is responsible for the reappointment or removal of the President. The President shall perform such duties as are assigned by the Board. Except as otherwise provided by law or Board action, the President is the executive and governing officer of the University and President of the faculty. The faculty and officers and employees of the University shall, through appropriate channels, be responsible to the President of the University and through the President to the Board of Trustees, except that the officers of the University and its auditors are responsible to the Board in such areas that the Board has retained authority or otherwise determined it necessary or appropriate to take action~~except that the Vice President of Finance & Administration and Secretary are responsible to the Board in relation to the business of the Board~~. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to the affairs of the University.

1.4 University Budget. The Board shall adopt the budget of the University.

1.5 Tuition and Fees. The Board shall determine tuition and mandatory enrollment fees, including the incidental fee, in accordance with ORS 352.102, ORS 352.105, and other applicable law.

1.6 Business and Administrative Affairs. The Board retains sole authority for the business and administrative affairs of the University set forth in this section-
1.6. All other authority for business and administrative affairs, including the authority set forth in section 2.78, is delegated to the President.

- 1.6.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.
- 1.6.2 The approval of the execution of instruments relating to real property where the anticipated cost or value to the University exceeds \$500,000.
- 1.6.3 The approval of the appointment of external auditors.
- 1.6.4 The approval of a capital project budget that is anticipated to exceed \$500,000, including expenses for architects, construction managers, engineers and other professional consultants; and approval of any increase to a capital project budget that causes the total of all increases to the capital project budget to exceed \$500,000.
- 1.6.5 The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of \$500,000, singularly or in the aggregate.
- 1.6.6 The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$500,000, unless the shares, stock or other equity or interests in or obligations of the entity are publicly traded or provided through the State Treasurer, Southern Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.
- 1.6.7 Consent to the encumbrance of University real property by the State of Oregon.
- 1.6.8 The approval of the execution of any other instruments, including but not limited to instruments related to the acquisition, disposal or provision of goods and services, where the anticipated cost or value to the University exceeds \$500,000; and approval of any increase or decrease in cost or value that causes the total of all increases or decreases in cost or value to exceed \$500,000. When the ultimate aggregate cost to the University is not known in advance for instruments relating to the acquisition, disposal or provision of goods or services on a continuing or intermittent basis (e.g. rental, service, or supply contracts), the amounts set forth in this paragraph shall be calculated on an annual basis.
- 1.6.9 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Chair of the Board of Trustees, or a majority of the Trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.

1.7 Academic Affairs.

- 1.7.1 The Board has the authority to establish, eliminate, control or substantially reorganize academic programs and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission must be approved by the Board prior to submission to the Commission. The Board confers academic degrees, certificates and other forms of recognition upon the recommendation of the faculty. Such academic degrees, certificates and other forms of recognition are granted in the name of the Board of Trustees of Southern Oregon University and are executed by the Board Chair and the University President. The Board shall have the exclusive authority to approve honorary degrees.
- 1.7.2 The Board delegates to the President and the professors ("the faculty" as defined in ORS 352.146) authority relating to: (a) academic standards relating to admission to study at the University; (b) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and (c) standards of student competence in a discipline.

1.8 Gifts. The Board retains sole authority for gifts to the University set forth in this section 1.8. All other authority related to gifts is delegated to the President.

- 1.8.1 Gifts that create obligations on the part of the University for which there is no established funding source.
- 1.8.2 Gifts with a value exceeding \$1,000,000 which involve: (1) Construction of facilities not previously approved; or (2) Non-traditional investment assets (such as real estate, debt instruments, closely held stock, partnership interests, permanent insurance policies, royalties, copyrights, licenses, and other illiquid assets); provided that gifts described in this subsection with a value between \$500,000 and \$1,000,000 will be reported to the Board of Trustees quarterly.
- 1.8.3 A gift requiring naming of a University building or outdoor ~~space~~areas.
- 1.8.4 Any other gift that the President, Vice President for Finance & Administration, or a majority of the Board of Trustees deems appropriate for Board consideration.
- 1.8.5 Current gifts of non-traditional investment assets, charitable lead trusts where the University is to act as trustee, bargain sale gifts of property, and partial interest gifts.
- 1.8.6 Deferred gifts, if the University is to act as trustee or custodian of the deferred gift.

- 1.8.7 Gifts of real estate, interests in real estate, or gifts of debt instruments secured by real estate from other than the Southern Oregon University Foundation. The Vice President for Finance & Administration shall determine in each such case, including when the gift is from the Southern Oregon University Foundation, whether a hazardous waste inquiry or other due diligence is required, and the scope and extent of such inquiry. The President and the Vice President for Finance & Administration, in consultation with the Vice President for Development, shall establish further policies and procedures regarding evaluation of gifts of real estate, as may be necessary or desirable from time to time.

1.9 Gifts to the Southern Oregon University Foundation. Gifts to the Southern Oregon University Foundation shall be accepted by the Southern Oregon University Foundation in accordance with then-current agreements between the University and the Foundation (as may be amended from time to time).

2.0 Authority of the President of the University

2.1 Executive and Governing Officer: Delegation. The President of the University is the executive and governing officer of the University, except as otherwise provided by statute or Board actions. Subject to the supervision of the Board and Board action, the President shall direct the affairs of the University. The authorities and responsibilities of the President of the University include, but are not limited to, the authorities and responsibilities set forth in and modified by section 1-~~0~~ and this section 2-~~0~~, and the President may delegate any authorities and responsibilities, except as provided by Board actions. Any delegation must be consistent with Board actions. The President remains responsible for the proper functioning of the University, notwithstanding any delegation.

2.2 Presidential Actions. The President of the University shall take such actions regarding matters within the authority of the President when the Board or the President deems it necessary or appropriate. Any Presidential actions are subordinate to and must be consistent with Board actions. In carrying out these duties, the President shall consult with the faculty, other employees, and students as deemed appropriate by the President. Consultation shall not remove from the President the authority and the responsibility vested in the President by law and Board actions.

2.3 Emergency and Temporary Actions: Technical Corrections. The President of the University shall take emergency and temporary actions when the Board, its designee, or the President deems it necessary or appropriate. Such actions may have the scope and force of Board actions and must be reported to the Board expeditiously. Pursuant to expedited procedures, the President of the University

may amend a Board action or Presidential action in order to correct typographical errors, make address or formatting changes, or clarify language without changing the effect of such actions. Such amendments must be reported to the Board quarterly. The President may make expedited repeals of Board actions upon notice to the Board and Presidential actions, provided that expedited repeals of Board actions must be ratified at the next meeting of the Board or its designee.

2.4 Committees, Councils and Advisory Groups. The President of the University shall establish and define the charge of any and all University committees, councils, and advisory groups, except as provided in Board action. The establishment and charge of any and all University committees, councils and advisory groups shall be consistent with law and Board action. The recommendations and reports of all committees, councils and advisory groups shall be made to the President. The President shall inform the Executive Committee of the Board regarding significant recommendations and reports related to the affairs of the University. Upon request by the Chair of the Board or a majority of the Trustees, the President shall provide the Board with a recommendation or report of a University committee, council or advisory group.

2.5 Students. Subject to Board action, the President is responsible for development and administration of policies governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others. The guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of law or institutional policies must be consistent with standards of procedural fairness. The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes.

2.6 University Personnel. The President of the University shall act for the Board of Trustees regarding all personnel and employment matters, including labor relations and approval of collective bargaining agreements. Subject to Board action, the President has the exclusive authority to and shall establish necessary or appropriate written policies covering all employees not represented by a collective bargaining organization and necessary or appropriate written policies covering employees represented by a collective bargaining organization, subject to any legal obligation to negotiate the terms and conditions of such policies with the exclusive representative of the relevant bargaining unit. Upon request by the Chair of the Board or a majority of the Board, and subject to Article VIII section 2 of the Board Bylaws, the President shall provide the Board with requested information regarding personnel and employment matters, including labor relations and collective bargaining. The President may appoint volunteers as necessary or appropriate and establish the terms and conditions of the activities of such appointed volunteers.

2.7 Research Grants and Contracts. The President of the University shall act

~~for the Board of Trustees regarding grants and contracts for research, development, service, and training. However, a quarterly report to the Board is required for each initial contract or grant award that exceeds \$100,000, and when any increase or decrease to a contract or grant award causes the total of all increases or decreases to the contract or grant award to exceed \$100,000.~~

2.78 Execution and Administration of University Affairs. Except as provided by Board action, the President of the University shall act for the Board regarding the execution and administration of instruments and the affairs of the University. Notwithstanding the dollar limits specified in section 1.0 above, the President shall act for the Board of Trustees regarding the execution and administration of all instruments, business affairs, and operations relating to:

- 2.78.1 Acquisition of electricity, natural gas, sewer, water, and all other utility services.
- 2.78.2 The acquisition of goods and services made by participating in contracts entered into by group purchasing organizations or pursuant to collaborative purchasing initiatives with public or non-profit entities.
- 2.78.3 The acquisition of fixtures, equipment and furnishings that are included in capital project budgets that have been authorized by the Board of Trustees.
- 2.78.4 The acquisition of goods and services for sponsored research programs when the source of the goods or services is directed by the sponsor, or the sponsor retains title to the goods acquired.
- 2.78.5 The settlement of claims or lawsuits brought against the University.
- 2.78.6 The acquisition of insurance or self-insurance.
- 2.78.7 Leases and licenses of real property and modifications thereto of up to 20 years.
- 2.78.8 Deferred gift assets.
- 2.78.9 Real property acquired through gift or devise from the Southern Oregon University Foundation.
- 2.78.10 The protection of the University's interests, property and operations in an emergency.
- 2.78.11 Actions and execution of documents necessary to establish legal entities, controlled by the University, through which the University may conduct business.
- 2.78.12 The selection of depositories and investments.
- 2.78.13 The execution of instruments or the conduct of business affairs where approval by the Board or a Board committee is impractical due to time or other constraints. The President shall submit a report of any actions taken pursuant to this delegation to

the Board of Trustees or its Executive Committee on or before the next regularly scheduled meeting.

2.89 Legal Action. The President of the University shall act for the Board of Trustees regarding all legal action necessary or appropriate to protect the interests of the University. However, no litigation shall be instituted against a public entity or official or in exercise of the power of eminent domain without approval by the Board of Trustees.

2.109 Gifts. The President of the University shall act for the Board of Trustees regarding all current and deferred gifts to the University, including gifts to establish quasi-endowed or permanently endowed funds. Notwithstanding any delegation by the President, a gift with unusual terms or conditions affecting an academic program shall be accepted only with the concurrence of the President to the proposed terms or conditions. The proceeds of any gift, devise, bequest, or contribution received by the University shall be administered in accordance with the intention of the donor and any directions of the Board of Trustees in accepting the gift. Wherever possible, the Southern Oregon University Foundation shall manage gifts. The President of the University is authorized to act for the Board of Trustees regarding the disposition of gifts.

2.101 Fees, Fines and Charges. The President of the University shall establish fees, fines, and charges after providing notice to the Board. In arriving at a determination of fees, fines and charges, the President shall consult with employees and students as the President deems appropriate. The President shall enforce the collection of tuition, mandatory enrollment fees, other fees, fines, charges, and all other amounts due to the University.

3.0 Enforcement

Board actions shall have the force of law to the extent set forth therein. Emergency and temporary Presidential actions may have the force of law to the extent set forth therein. Any Board action or Presidential action that is intended to have the force of law must include an opportunity for appeal. Any Board action or Presidential action may be enforced by the University through internal procedures and in any court of competent jurisdiction. All Board actions and Presidential actions are binding on University employees, students, volunteers, contractors and members of the public, except as set forth therein.

4.0 Miscellaneous

All authority not addressed in this Policy is delegated to the President.

Approved on _____.

Chair, ~~of the~~ Board of Trustees

University Board Secretary ~~of the University~~

| <u>Revision</u> | <u>Change</u> | <u>Date</u> |
|-----------------|-------------------------|-------------------------|
| | <u>-Initial Version</u> | <u>January 30, 2015</u> |
| <u>1</u> | | |

Board Statement on the Conduct of Public Meetings Board of Trustees of Southern Oregon University

1.0 Regular Meetings

1.1 Content of the Agenda. Only items approved by the Chair, President or a majority of the Board may be placed on the agenda for a regular meeting.

1.2 Notice to Trustees. Every reasonable effort will be made to provide notice of a regular meeting of the Board of Trustees and all available, pertinent materials to each trustee no less than seven calendar days before the meeting. The proposed agenda and all available, pertinent materials for a regular public meeting of the Board should be provided to each trustee by email to the trustee's official Southern Oregon University email address, which may be an email message that contains only a link to the agenda and materials, not less than seven calendar days before any regularly scheduled meeting.

1.3 Notice to Others. Every reasonable effort will be made to provide notice of a regular public meeting of the Board of Trustees and all available, pertinent materials to all others no less than six calendar days before the meeting.

1.4 Board Calendar. The Board must meet at least four times per year ~~once quarterly~~. Generally, regular Board meetings will be in October, January, In September, December, March, and June. The Secretary will work with each Board member to generate a schedule of regular Board meetings for at least one year in advance. The Secretary will cause to be posted on the Board's website and delivered to each trustee periodically an updated schedule of the Board's regular meetings.

1.5 Order of Regular Meetings. The following will be the order of business at each regular public meeting of the Board:

1. Call to Order/Roll/Declaration of a Quorum
2. Public Comment
3. Consent Agenda (including approval of minutes)
3. Reports
4. Consent Agenda (including approval of minutes)
5. Action Items
 - a. Matters before the Board by Seconded Motion
 - b. Other Matters before the Board
6. Information, and Discussion, and Action Items
7. Adjournment

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The Chair or President determines the items to be placed on the consent agenda. An Item may be removed from the consent agenda by any Trustee in which case

the matter will be treated as an information, discussion or action item as appropriate to the item. The order of business of the Board may be altered by the Chair, President or majority vote of a quorum.

2.0 Special Meetings and Emergency Meetings

2.1 Definition. Any meeting that is not a regular meeting of the Board is a special meeting of the Board or, in proper cases, an emergency meeting.

2.2 Content of the Agenda. Only items approved by the Chair, President or majority of a quorum may be placed on the agenda for a special meeting.

2.3 Notice to Trustees. Every reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to each trustee no less than five calendar days before the meeting. The proposed agenda and all available, pertinent materials for a special meeting of the Board should be provided to each trustee by email, which may be an email message that contains only a link to the agenda and materials, not less than five calendar days before any special meeting.

2.4 Notice to Others. Every reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to all others no less than four calendar days before the meeting.

2.5 Meetings. Notwithstanding anything to the contrary in this Board statement, should a special or emergency meeting be set on less than five days' notice as authorized by the bylaws of the Board, all reasonable efforts shall be made to provide appropriate notice and all available, pertinent materials as soon as reasonably practicable.

3.0 Role of the Chair

The Chair presides over all meetings of the Board and is authorized to control meetings, preserve order and decorum, and prohibit comments that are duplicative, disruptive, repetitive or irrelevant. Meetings may be canceled or rescheduled in the discretion of the Chair.

4.0 Procedure for Appearing Before the Board

4.1 Importance. Public comment is an important component of effective governance. Public comment provides an opportunity to share ideas, information and opinions. Public comment may not be used as a forum for negotiations or asking questions of individuals or ~~T~~trustees. The opportunity for public comment will be provided at regular meetings of the Board.

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4.2 Protocol. The Chair has the authority to alter this protocol in the ~~h~~interest of time or other considerations. Priority in public comment will be given first to topics on the meeting agenda and thereafter to those who sign up in advance of the meeting in the order in which members of the public signed up to comment.

4.3 Sign-Up. An individual who wishes to provide public comment must sign up with the Secretary of the University in advance of the meeting, stating his or her name, affiliation with the University or other group, and topic to be discussed. Sign-up may be available on the Board's website, and a sign-up sheet will be available at each meeting. Sign-up via the Board's website must be made at least 24 hours in advance of the scheduled start of a meeting.

4.4 Duration. Unless otherwise indicated on the agenda or by the Chair, each public comment period will be between 15 and 30 minutes with a limit of three minutes per speaker. The Chair may call individuals out of order of sign-up to ensure that different viewpoints are heard during the public comment period. The Chair may require that a group designate one spokesperson to make comments. Those who sign up and are not called are invited to share their comments via trustees@sou.edu. The public comment period is complete when any public comment has been provided or the public comment period expires, whichever occurs first.

4.5 Written Information. An individual who wants to provide written information to the Board may do so by: (1) sending the material electronically to trustees@sou.edu; (2) delivering the material to the Office of the University Secretary; or (3) mailing the material to the Office of the University Secretary. The Chair, President and Secretary will determine whether and, if so, when, submitted material is appropriate for dissemination to trustees based on the University's bylaws and relevant Board actions. Materials may be subject to disclosure under the Public Records Law.

5.0 Role of the Secretary

5.1 Notices and Minutes. The Secretary is responsible for causing: the issuance of required notices of meetings of the Board; the issuance of the agenda; the preparation and advance distribution of the minutes as part of the Board materials; and making arrangements for any audio recording, audio and video recording, streaming audio, or streaming audio and video. The Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements and is the custodian of such records. For notice purposes, a calendar day includes the date of the meeting.

6.0 Executive Sessions

6.1 Authorization. Executive sessions are authorized by the Public Meetings Law. The Chair shall have discretion, consistent with applicable law, to determine whether the Board or a ~~C~~committee should meet in executive session. When the

Chair determines that an executive session is appropriate, the Chair will use the following procedure:

- The Chair will announce the executive session as required by law and cite the basis for and statute authorizing an executive session for each subject to be discussed
- The Chair or Secretary will specify individuals who may remain ~~in~~ the meeting
- The Chair or Secretary will ~~in~~struct news media on each subject that the news media may not disclose
- The Chair or Secretary will also notify news media that they are prohibited from making audio or video recordings of the executive session
- The Chair or Secretary will notify news media that they are excluded from the executive session for one or more of the reasons set forth in section 6.4 below
- The Chair or Secretary will determine whether the executive session is recorded or whether minutes shall be kept. If a recording is made, the Secretary shall specify on the recording when the executive session begins and ends
- At the conclusion of the executive session, the Secretary shall notify all other members of the audience that the portion of the meeting open to the public has resumed

6.2 Notice. Notice of an executive session shall be provided substantially in accordance with notice of a regular, special or emergency meeting, depending on whether the executive session is to take place during a regular, special, or emergency meeting. The Board may hold meetings that consist solely of an executive session. The basis for and statute authorizing the executive session will be included in the notice.

6.3 Inclusion of News Media. Only representatives of the institutional news media are permitted in executive session when not excluded.

6.4 Exclusion of News Media. Representatives of the news media are allowed to attend executive sessions other than those held to conduct deliberations with persons designated by the governing body to carry on labor negotiations; to confer with counsel on current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation; or when material or information that is confidential under federal law or that constitutes a faculty record under Oregon law will be discussed.

7.0 Committee Meetings

Committee meetings shall be conducted substantially in accordance with this policy.

Approved on _____

Chair, ~~of the~~ Board of Trustees

University Board Secretary ~~of the University~~

| <u>Revision</u> | <u>Change</u> | <u>Date</u> |
|-----------------|-------------------------|-------------------------|
| | <u>-Initial Version</u> | <u>January 30, 2015</u> |
| <u>1</u> | | |

Board Statement on Board Committees Board of Trustees of Southern Oregon University

1.0 Standing Committees and Ad Hoc Committees

Subject to the requirements of applicable law, the Board may establish such Standing Committees and Ad Hoc Committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, membership and reporting requirements of such committees. The Standing Committees of the Board shall be the Executive and Audit Committee, Finance & Administration Committee, and Academic and Student Affairs Committee. Standing Committees may consist only of Trustees, continue until terminated by the Board, and develop a charter for approval by the Board. The term of Ad Hoc Committees, if any, shall be one year or less. An Ad Hoc Committee shall include at least one Trustee, engage in information gathering and reporting only, and make any report or recommendation to the Chair of the Board or the Chair of a Standing Committee.

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2.0 Executive and Audit Committee

2.1 There shall be a six-member Executive and Audit Committee (EAC) of the Board of Trustees, which shall sit as the Executive Committee of the Board and the Audit Committee of the Board. The Chair and Vice Chair of the Board and the chairs of the Finance & Administration Committee and Academic and Student Affairs Committee shall each be an ex officio voting member of the EAC, and the Chair of the Board shall select the fifth and sixth voting members. The University President may not serve on the EAC. The Chair of the Board shall be the chair of the committee. During the absence or incapacity of the Chair, the Vice Chair shall be the chair. During the absence or incapacity of the Chair and the Vice Chair, the chair of the Finance & Administration Committee shall be the chair.

2.2 When sitting as the Executive Committee, the EAC shall represent and, except as prohibited by applicable law, may act for the Board on any matter, except for the hiring or removal of the President of the University. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall submit reports on its actions to the Board.

2.3 When sitting as the Executive Committee, the EAC shall consider matters pertaining to the hiring, employment, and removal of the President of the University. Such matters, except for the hiring or removal of the President, shall be referred to the Board as seconded motions. The hiring or removal of the President shall be referred to the Board as a proposed motion.

2.4 When sitting as the Executive Committee, the EAC shall consider matters

pertaining to governance of the Board such as structure, composition, engagement and assessment. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall submit reports on its actions to the Board.

2.5 When sitting as the Audit Committee, the EAC may consider matters pertaining to audits, compliance and risk management. Matters that may be brought before the committee include, but are not limited to, the following examples:

2.5.1 Audits and Internal Controls-matters relating to external and internal auditors, audit plans and reports, and internal controls.

2.5.2 Compliance-matters relating to compliance with legal and regulatory requirements.

2.5.3 Risk Management-matters relating to risk management, insurance, and risk transfer devices.

2.6 All matters considered pursuant to section 2.45 by the EAC sitting as the Audit Committee that require action by the Board shall be referred to the Board as ~~a~~-seconded motions unless authority to act on behalf of the Board has been delegated expressly to the EAC. Subsequent to the transaction of any business under such express delegated authority, the committee shall render a report on the business to the Board.

2.7 Any of the examples of matters brought before the EAC sitting as the Audit Committee pursuant to section 2.45 may be directed to any other committee or the Board for consideration.

3.0 Finance & Administration Committee

3.1 There shall be a ~~seven member~~ Finance & Administration Committee (FAC). ~~At the Board's second regular meeting of each odd-numbered calendar year or~~ At any such ~~other~~ time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the FAC. The Chair ~~and Vice Chair~~ of the Board shall not be appointed to the FAC but may act as an alternates, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.

3.2 All matters considered by the FAC that require action by the Board shall be referred, as appropriate, to the Board or the Executive Committee for action as ~~a~~-seconded motions unless authority to act on behalf of the Board has been delegated expressly to the FAC. Subsequent to the transaction of any business under express delegated authority, the FAC shall render a report on the

business to the Board.

3.3 The FAC may consider matters pertaining to the financial, capital, and other assets of the University. Matters that may be brought before the ~~C~~committee include, but are not limited to, the following examples:

3.3.1 Budget-matters relating to the University's general financial conditions, operating and capital budgets, general and auxiliary enterprise funding, and requests for appropriation of state funds.

3.3.2 Investments and Finances-matters relating to the University's investments, finances, financial accounts, and debt finance.

3.3.3 Tuition and Fees-matters relating to tuition and mandatory enrollment fees.

3.3.4 Real Property-matters related to the acquisition, management, development and disposal of real property.

3.3.5 Personal Property-matters related to the acquisition, management, development and disposal of personal property, tangible and intangible.

Any of the above enumerated examples of matters brought before the FAC may be directed to any other committee or the Board for consideration.

4.0 Academic and Student Affairs Committee

4.1 There shall be an ~~seven-member~~ Academic and Student Affairs Committee (ASAC). ~~At the Board's second regular meeting of each odd-numbered calendar year or~~ At any such ~~other~~ time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the ASAC. The Chair ~~and Vice Chair~~ of the Board shall not be appointed to the ASAC but may act as an alternates, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.

4.2 All matters considered by the ASAC that require action by the Board shall be referred, as appropriate, to the Board or the Executive Committee for action as ~~a~~ seconded motions unless authority to act on behalf of the Board has been delegated expressly to the ASAC. Subsequent to the transaction of any business under express delegated authority, the ASAC shall render a report on the business to the Board.

4.3 The ASAC may consider matters pertaining to the teaching, research, and public service programs of the University and to its faculty, staff, and students. Matters that may be brought before the ~~C~~committee include, but are

not limited to, the following examples:

4.3.1 Faculty and Staff Affairs- matters relating to the faculty and the professional and classified staff, including their status and responsibilities, discipline and welfare.

4.3.2 Educational Policy-matters relating to educational policy, including admissions requirements, instruction, curriculum, degrees, research, educational technology, distance learning, public services activities, and the establishment and disestablishment of educational and research organizational units.

4.3.3 Student Welfare-matters relating to the general welfare of students, including housing and food services, health services and health insurance, safety, extracurricular activities, s, competitive athletic programs, s, -student life sports programs, and policies governing student discipline and student organizations.

Any of the above enumerated examples of matters brought before the ASAC may be directed to any other committee or the Board for consideration.

5.0 Notice of Meetings of Standing Committees

Meetings of Standing Committees of the Board shall be held at such times and places as may be fixed by each committee or its chair. The Secretary shall cause the required notices of meetings of Standing Committees to be sent to each member of the Board. The Secretary shall also cause the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of the meeting. The Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements.

6.0 Quorums

A majority of the members of a Standing Committee shall be necessary to constitute a quorum, except as permitted by Article IV of the Board's bylaws. The faculty and non-faculty staff members of any committee may not participate in any discussions or action by the committee or attend any executive session of the committee involving collective bargaining issues that affect faculty or non-faculty staff at the University.

7.0 Information Gathering and Investigation

The Chair of the Board, or the Vice Chair during the Chair's absence or incapacity, may appoint one to three members of the Board and/or one or more other persons to a Working Group to gather information and provide it to the Board or a Board Committee. The Chair of a Standing Committee may appoint

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one to three members of the Standing Committee and/or one or more other persons to a Working Group to gather information and provide it to the Standing Committee.

Approved on _____

Chair, Board of Trustees

University Board Secretary

| Revision | Change | Date |
|----------|-------------------------------------------|------------------|
| | -Initial Version | January 30, 2015 |
| 1 | Section 2.4 added to include “governance” | January 20, 2017 |
| <u>2</u> | | |

Tuition and Mandatory Fees Process

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Mandatory Fees

Tuition and mandatory fees are established annually by the Southern Oregon University Board of Trustees, in accordance with ORS 352.102, 352.105 and other applicable laws. When setting tuition and fees, the Board considers a number of factors, including the desire to: create access to degree programs and courses; create a diverse student body; maintain quality academic programs; encourage enrollment, retention and graduation of its students; maintain the university infrastructure necessary to support the academic, cultural and physical development of its students; promote sustainability of the university; and support the educational goals of the State of Oregon.

The Board of Trustees' consideration of tuition and mandatory enrollment fees will be based on the recommendation of the university President. In developing recommendations to the Board, the President will consider the advice of SOU's Tuition Advisory Council. The President also will consult with Associated Students of Southern Oregon University (ASSOU) and enrolled students in developing the recommendation to the Board. The President shall establish the process for student participation in the development of the recommendation. The President will report to the Board, the nature and outcomes of consultations with students and others, including relevant, significant disagreements, if any, and will share all written reports and minority reports, including recommendations, deliberations, and observations that are provided to the President by the Tuition Advisory Council. The President's recommendation will include considerations of historical tuition and fee trends; comparative data of peer institutions; the university's budget and projected costs; anticipated state appropriation levels; access and affordability, as well as any other factors deemed relevant to providing a recommendation.

With regard to mandatory incidental fees, and in accordance with applicable law, the Board of Trustees will collect student incidental fees upon the request of the recognized student government, ASSOU, under a process established by the recognized student government. The President shall consult with ASSOU in their establishment of a process for requesting a recommendation on student incidental fees, and ASSOU shall put changes to such processes before the Board for further consultation. The President of the university shall review ASSOU's recommendation for student incidental fees before the Board authorizes, establishes or eliminates any such fees. Except in those circumstances where ORS 352.105(2) applies, the Board requests that the President and ASSOU submit a joint recommendation with regard to such incidental fees.

Further, in accordance with the Board Statement on Committees, the Finance and Administration Committee may consider matters pertaining to the financial, capital, and other assets of the university, including matters relating to tuition and mandatory enrollment fees.

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Fees (Continued)

Matters determined by the Finance and Administration Committee that require action are referred to the full SOU Board of Trustees for consideration. Now, therefore,

Be it resolved by the Board of Trustees of Southern Oregon University, that tuition and mandatory fees will be established pursuant to this process.

VOTE:

DATE: January 18, 2019

University Board Secretary

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Mandatory Fees

Tuition and mandatory fees are established annually by the Southern Oregon University Board of Trustees, in accordance with ORS 352.102, 352.105 and other applicable laws. When setting tuition and fees, the ~~board~~Board considers a number of factors, including the desire to: create ~~affordable~~ access to degree programs and courses; ~~encourage~~create a diverse student body; maintain quality academic programs; encourage enrollment, retention and graduation of its students; maintain the university infrastructure necessary to support the academic, cultural and physical development of its students; promote sustainability of the university; and support the educational goals of the State of Oregon.

~~In accordance with applicable laws, the president of the university must transmit to the board, the joint recommendation of the president and the recognized student government before the board authorizes, establishes or eliminates any incidental fees for programs under the supervision or control of the board, and found by the board to be advantageous to the cultural or physical development of the students. The board delegates to the president the responsibility to consult with Associated Students of Southern Oregon University (ASSOU) to establish a process for requesting a recommendation on student incidental fees.~~

The Board of Trustees' consideration of tuition and mandatory enrollment fees will be based on the recommendation of the university ~~president, who~~President. In developing recommendations to the Board, the President will consider the advice of SOU's Tuition Advisory Council. The President also will consult with Associated Students of Southern Oregon University (ASSOU) and enrolled students in developing the recommendation- to the Board. The ~~president~~President shall establish the process for student participation in the development of the recommendation. The ~~president~~President will ~~cause to be reported~~report to the ~~board~~Board, the nature and outcomes of consultations with students and others, including relevant, significant disagreements, if any- The president's, and will share all written reports and minority reports, including recommendations, deliberations, and observations that are provided to the President by the Tuition Advisory Council. The President's recommendation will include considerations of historical tuition and fee trends; comparative data of peer institutions; the university's budget and projected costs; ~~and~~ anticipated state appropriation levels; access and affordability, as well as any other factors deemed relevant to providing a recommendation.

~~For Academic Year 2016-2017 (AY 16-17), the state funding allocation to the seven public universities was definitively established in and limited by the 2015-2017 biennium budget. The distribution by institution will be calculated in accordance with the funding model and is subject to change from representations in SOU's budget projections.~~

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With regard to mandatory incidental fees, and in accordance with applicable law, the Board of Trustees will collect student incidental fees upon the request of the recognized student government, ASSOU, under a process established by the recognized student government. The President shall consult with ASSOU in their establishment of a process for requesting a recommendation on student incidental fees, and ASSOU shall put changes to such processes before the Board for further consultation. The President of the university shall review ASSOU's recommendation for student incidental fees before the Board authorizes, establishes or eliminates any such fees. Except in those circumstances where ORS 352.105(2) applies, the Board requests that the President and ASSOU submit a joint recommendation with regard to such incidental fees.

Further, in accordance with the Board Statement on Committees, the Finance and Administration Committee may consider matters pertaining to the financial, capital, and other assets of the university, including matters relating to tuition and mandatory enrollment fees.

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Mandatory Fees (Continued)

Matters determined by the Finance and Administration Committee that require action are referred to the full SOU Board of Trustees for consideration. Now, therefore,

Be

Now, therefore, be it resolved by the Board of Trustees of Southern Oregon University, that tuition and mandatory fees will be established pursuant to this process, ~~and as outlined and presented to the Board of Trustees at its regular meeting this 15th day of April, 2016.~~

VOTE:

DATE: January 18, 2019

University Board Secretary

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Strategic Plan Reporting

SOU Strategic Plan – January 2019 Progress Report

Executive Summary

The SOU Strategic Plan was adopted in January of 2018 after an expansive effort by the Strategic Planning Committee. Full text of the plan, its seven Strategic Directions (SD), and their goals can be found on the President's [web site](#). Overall, 22 goals extend across the seven directions and six of these were identified as immediate priorities (see below). According to the criteria used, the priority goals are those that most help the institution financially, have the biggest impact on students and employees, could be achieved with current resources, and/or should start immediately due to the time required.

Current Priority Goals:

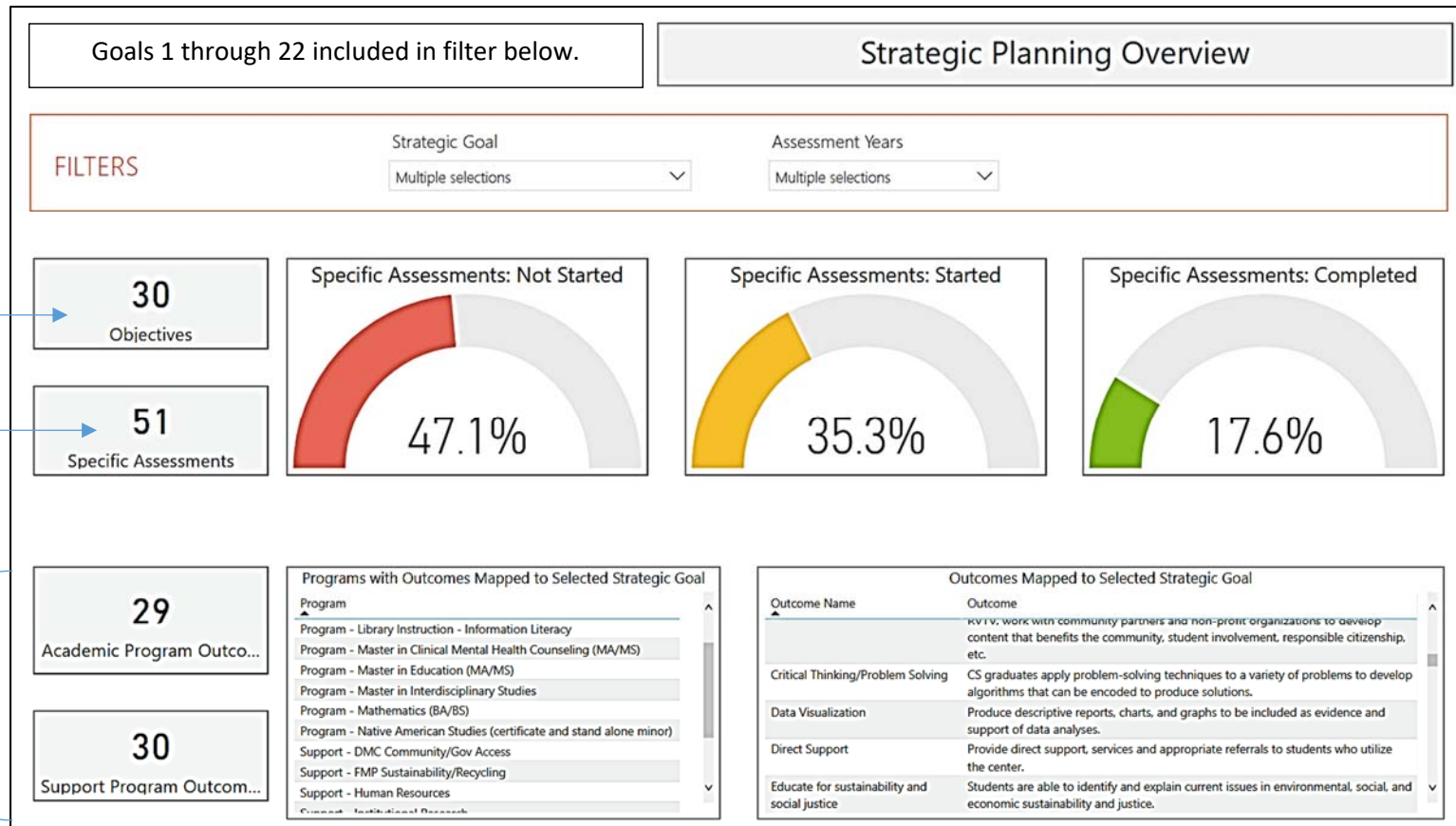
1. SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose. (SD 1.2)
2. SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement. (SD 2.1)
3. SOU will design and implement a program that will develop a culture of service excellence in all employees. (SD 2.4)
4. SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds. (SD 4.2)
5. SOU will develop, implement and monitor a comprehensive strategic enrollment management plan. (SD 5.1)
6. SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations or efficiencies. (SD 5.2)

The priority goals guide the institution's immediate efforts to execute the Strategic Plan. The first step has been to define specific plans needed to address these priorities, simultaneously recognizing many other efforts across campus related to non-priority goals are occurring. These efforts are also documented. Each Strategic Direction has been assigned a sponsor responsible for defining the objectives needed to achieve its goals. Each objective is then more specifically defined to include how and when it should be measured, who is responsible for the work, and whether the identified target for that assessment was met or not.

To date, and taken all together, the seven Strategic Directions include 30 defined objectives and within these objectives, 51 specific means of assessment are actively being tracked. Nine of those 51 assessments have already been completed, 18 are started but not yet complete, and 24 have yet to begin. When quantifying the progress of only the six priority goals, 24 objectives have been defined and include 37 assessments. Of those 37, seven have been completed, seven have been started and the remaining 23 will be under way soon.

It is anticipated that many more objectives for these priority goals will be defined and tracked over the course of the academic year. Similarly, future academic years will see other goals assigned priority status, with new objectives defined, giving the institution a living document to guide future efforts to execute the overall plan. In addition, academic and academic support programs will continue to map their internal outcomes to the goals of the Strategic Directions as part of their ongoing assessment work. While this is SOU's first endeavor to accurately and continuously monitor a strategic plan, the assessment software is already well established on campus and allows us to demonstrate the clear integration between the Strategic Plan, Accreditation core themes, and individual program outcomes. This integration is one of the key measures NWCCU uses in accrediting the institution and confirming that the institution is fulfilling its mission.

Strategic Plan – All Strategic Directions and all goals included



Glossary:

- Objective – A subunit of the strategic direction, defining, in part, how the strategic direction will be accomplished.
- Specific Assessment – A subunit of the objective, defining how the objective will be measured for completion.
- Program Outcomes – Same as “Objective” but uses naming convention resonating with academic and support program assessment plans.

Progress Report - Strategic Direction I

SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal One [priority]: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

Work on this goal began with an inventory of existing programs and practices, as well as of those that are currently in development. We continue to provide opportunities to educate the campus about the dynamic and rapid changes occurring in higher education. This summer we held two four-hour workshops for Academic Program Chairs and Directors, followed by an Academic Directors retreat where we provided materials relevant to Strategic Direction I, focusing specifically on current scholarship on pedagogy and curriculum. Assigned readings and activities examined current and future trends in curriculum development, retention, adult learners, models of adaptive leadership/adaptive change, general education revision, high-impact teaching practices, and effective pedagogy and course redesign.

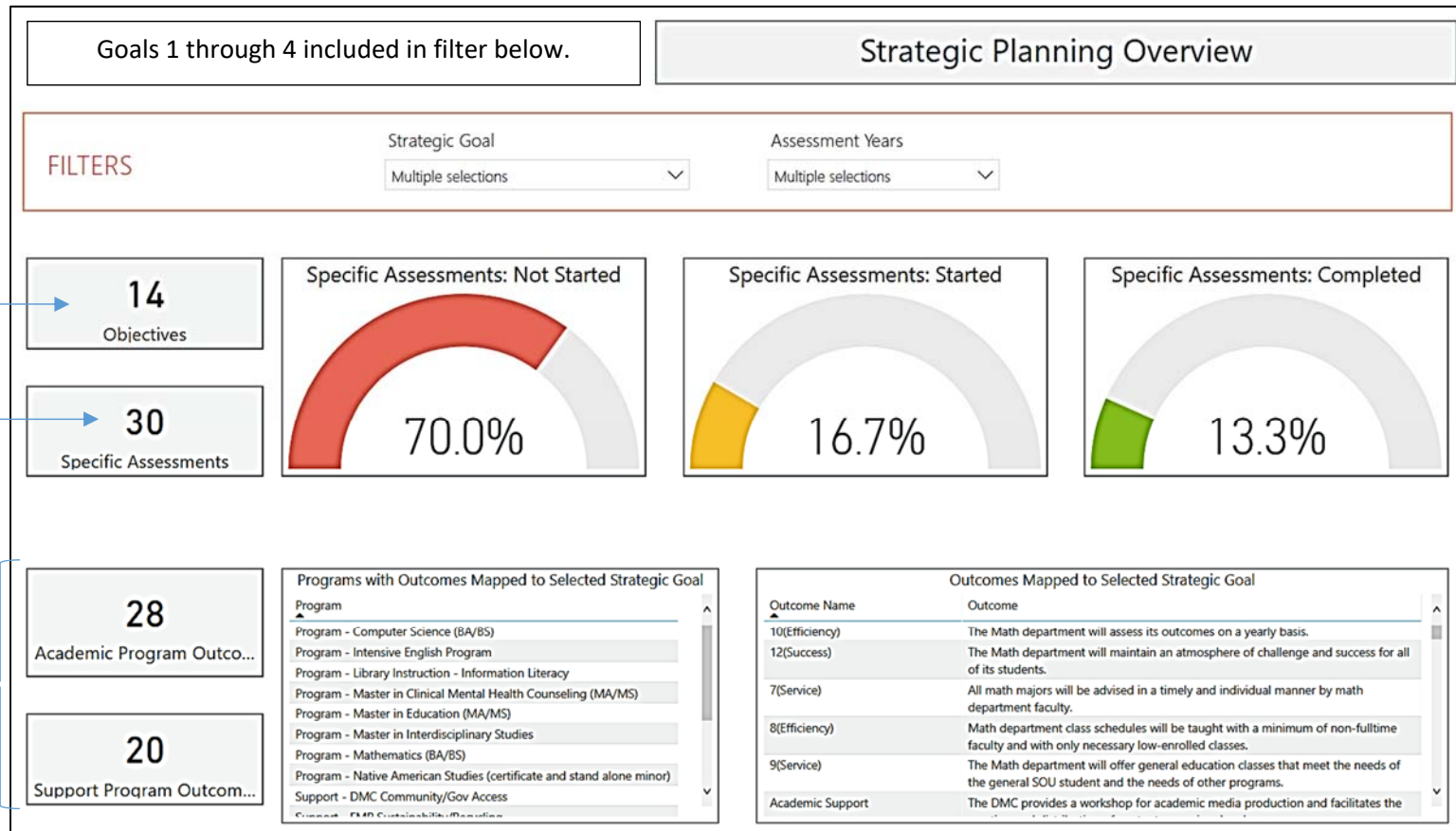
We are also providing faculty and staff with professional development centering on the future of higher education (e.g., webinars and conferences), and hosted George Mehaffy from AASCU to speak to SOU faculty, staff and students about that topic last May. We will continue to seek out other thought leaders for visits to campus. We are also maintaining a digital repository of links to articles, videos, and webinars to allow faculty/staff access to all relevant materials pertaining to these important issues.

We continue to explore ways to institutionalize best practices related to student success--particularly for first year students--through our involvement in research on Belonging/Growth Mindset and Adverse Childhood Experiences. Last summer, we brought together over 50 people from across campus for a two-hour meeting to identify opportunities to operationalize the findings from those and other student success initiatives, and to connect these to the aspects of pedagogy and curricular development identified in this strategic direction. An all-campus retention summit is planned for winter term, where we will present the work that is under way, and identify areas where further work is needed. As noted in Strategic Direction V, Goal One, SOU's implementation of the Student Success Collaborative system will likely inform new pedagogies that respond to specific populations of students.

We remain focused on growing new student populations, including adult learners. We will add two new concentrations to our online MBA program in 2019. We are developing an online Master in Education program, with four concentrations, to begin in Fall 2019. Our Innovation and Leadership major, designed for working adults, will also be fully available online in 2019.

Progress toward the other goals is also being made. On Goal Two, we will continue having conversations about: 1) expanding the faculty reward system beyond the three traditional areas of scholarship, teaching and service, including but not limited to efforts at increasing retention and, 2) revising performance expectations for post-tenure faculty. Goal Three work focuses on making Open Education Resources and other affordable instructional materials available to students. Goal Four relates to continuous improvement. Annual academic program assessment is ongoing and we are developing a new framework for annual academic program review. Five majors will serve as pilots in Spring 2019 and the reviews will include analysis of major migration, enrollment trends, student learning outcomes, and external demand.

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



Glossary:

- Objective – A subunit of the strategic direction, defining, in part, how the strategic direction will be accomplished.
- Specific Assessment – A subunit of the objective, defining how the objective will be measured for completion.
- Program Outcomes – Same as “Objective” but uses naming convention resonating with academic and support program assessment plans.

Strategic Plan Progress Report - Detail

Strategic Direction 1 - Transform Pedagogy & Curriculum

Assessment Coordinator: Sue Walsh - Strategic Direction 1 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Strategic Plan Priority Goal (AY 2018-19) - 1.1 - SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

| Objectives | Means of Assessment | Results | Actions Taken |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------|
| 1 - Transform pedagogy and curriculum: Analysis - Study best practices in pedagogy and curriculum Objective Status: Active Assessment Year(s): 2017 2018 | Process Analysis - PLC focusing on general education Target: Convene PLC, conduct research, analyze, and disseminate findings Assessment Status: Assessment Started but not Completed | Reporting Period: 2016 2017 Result Type: Target Met Sample (12/10/2018) | Action Taken: Sample (12/10/2018) |
| | Process Analysis - PLC focusing on upper division education Target: Convene PLC, research, analyze, and disseminate findings Assessment Status: Assessment Started but not Completed | | |
| | Task - Conduct curricular audit Target: Curriculum audited Notes: New curriculum informed by PLC findings Assessment Status: Assessment Not Started Yet | | |
| | Task - Revise structure and content of curriculum Target: New curriculum | | |
| | | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| | implemented Notes: Revised curriculum informed by both PLC findings and research of best practices Assessment Status: Assessment Not Started Yet | | |
| 2 - Transform pedagogy and curriculum: Implementation - Implement and/or revise pedagogy and curriculum Objective Status: Active Assessment Year(s): 2017 2018 | Task - Implement general education curriculum Target: Gen Ed curriculum implemented Assessment Status: Assessment Not Started Yet Task - Implement upper division curriculum Target: Curriculum implemented Assessment Status: Assessment Not Started Yet | | |
| 3 - Inventory Learning Experiences - Identify and create curricular and co-curricular opportunities Objective Status: Active Assessment Year(s): 2018 2019 | Task - Catalog opportunities to "connect to community, region, world" Target: Catalog established Assessment Status: Assessment Completed Task - Catalog opportunities to "think critically" Target: Catalog established Assessment Status: Assessment Completed Task - Catalog opportunities to "innovate boldly" Target: Catalog established Assessment Status: Assessment Completed Task - Catalog opportunities to "create lives of purpose" Target: Catalog established Assessment Status: Assessment | Reporting Period: 2018 2019 Result Type: Target Met First draft of inventory complete. (see attached doc) (12/28/2018) Related Documents: SD1Goal One Inventory of Learning Experiences.docx Reporting Period: 2018 2019 Result Type: Target Met First draft of inventory complete. (see attached doc) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences.docx Reporting Period: 2018 2019 Result Type: Target Met First draft of inventory complete. (see attached doc) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences.docx Reporting Period: 2018 2019 Result Type: Target Met First draft of inventory complete. (see attached doc) (01/07/2019) | |

| Objectives | Means of Assessment | Results | Actions Taken |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------|
| | Completed | Related Documents: SD1Goal One Inventory of Learning Experiences.docx | |
| 4 - Academic Program Review - Establish process and schedule for APR Objective Status: Active Assessment Year(s): 2018 2019 | Task - Delegate Work Group to develop formal work process Target: Work group convened Notes: A schedule of academic programs with expected years for their review will be identified Assessment Status: Assessment Not Started Yet | | |
| | Task - Implement APR schedule and process Target: Review from the identified programs completed on schedule Assessment Status: Assessment Not Started Yet | | |

Progress Report - Strategic Direction II

SOU will become an employer of choice and provide excellent service to all of its constituents.

Goal One [priority]: SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.

Goal Four [priority]: SOU will design and implement a program that will develop a culture of service excellence in all employees.

Planning and implementation of Goal One has been led by the Director of Human Resources Services. The primary activity for this goal has been the development of a new employee orientation/on-boarding program which was implemented on January 7th, 2019. In addition, professional development program improvements were identified based on results of customer survey administered to all staff on campus in 2018. The results indicated that SOU employees wanted both online and traditional, in-person training and professional development opportunities. A team has also been formed to provide feedback on existing or “legacy” performance management processes and to develop alternatives where needed. The intent is to develop these processes, providing training to managers to apply them, and eventually implement a simpler, timelier and more efficient system for performance evaluation and management.

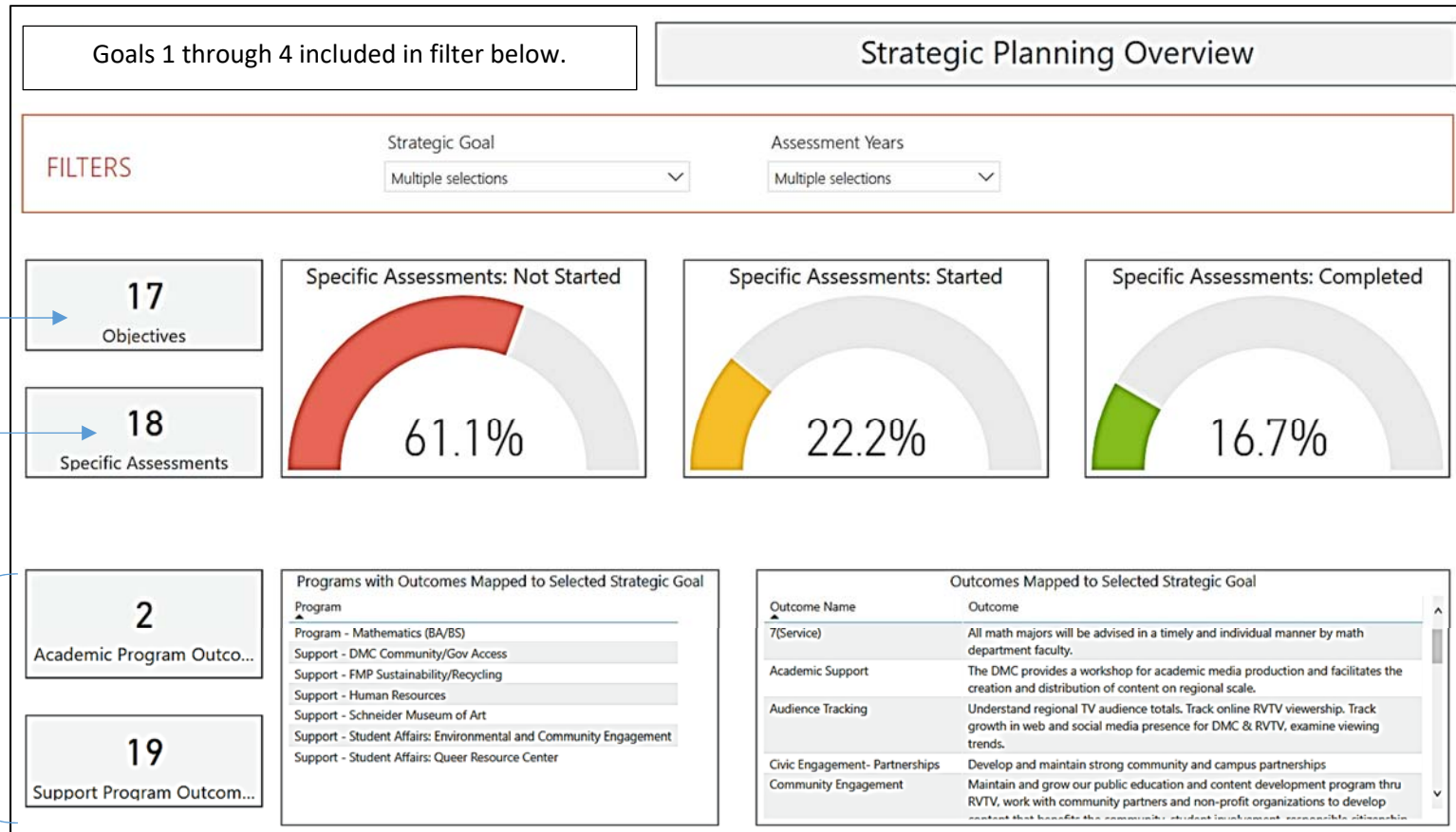
The Vice President of Finance and Administration leads implementation of Goal Four, focused on service excellence. In Spring 2018, a Service Excellence Work Group was convened to develop a framework for implementation of this goal, including a Manager’s “Toolkit,” training materials, and procedures for recognition of excellent customer service by SOU employees. The team focused on understanding and defining the “culture” of service excellence, and developing four values (Knowledge, Teamwork, Accountability and Quality Service) that represent the initiative and its goals. The framework was presented to SOU Cabinet and Executive Council for approval, and the toolkit was subsequently rolled out to Directors in Business Affairs and Academic Affairs Councils.

The toolkit is the principal teaching resource for this goal. It provides ideas and templates for incorporating the culture of service excellence into SOU programs. It also emphasizes teaching and modeling by leaders and managers. The toolkit also supports the development of a common language related to service excellence, and is intended to result in improved service delivery across SOU.

Various recognition methods were also developed, including branded stationery for hand-written notes of appreciation between employees, and a coin for presentation to employees who have achieved service excellence. Recognition events (in which coins have been awarded to employees) have been both public and private, with 11 coins being presented to date. Goals of these initiatives are acknowledgement of merit, improvement in teamwork, and increasing employee morale.

Over the next six months, training will continue for key campus leaders, including the new VP for Enrollment Management and Student Affairs. Emphasizing that this Strategic Direction involves a process of continuous improvement and evaluation, an Institutional Effectiveness (IE) team has been established. This team will work cross-functionally with the previously-convened IE Committee to support managers through corrective action planning and implementation, risk management, process improvement and the development of key performance indicators (KPIs). KPIs will be developed to ensure assessment and tracking of progress in implementing the Strategic Plan. In addition, a system to identify, resolve, track, and communicate service excellence opportunities is currently being developed. Upon completion, the system will be introduced to the university community.

Strategic Direction II - SOU will become an employer of choice and provide excellent service to all of its constituents.



Glossary:

- Objective – A subunit of the strategic direction, defining, in part, how the strategic direction will be accomplished.
- Specific Assessment – A subunit of the objective, defining how the objective will be measured for completion.
- Program Outcomes – Same as “Objective” but uses naming convention resonating with academic and support program assessment plans.

Strategic Plan Progress Report - Detail

Strategic Direction 2 - Become an Employer of Choice that Provides Excellent Service

Assessment Coordinator: Greg Perkinson - Strategic Direction 2 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will become an employer of choice and provide excellent service to all of its constituents.

Strategic Plan Priority Goal (AY 2018-19) - 2.1 - SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.

| Objectives | Means of Assessment | Results | Actions Taken |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| Training and mentoring - Provide all new employees training and mentoring in areas specific to their work Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019 Start Date: 07/02/2018 End Date: 11/30/2018 | Task - Provide position specific training Target: For example, CBA awareness training, dept chair training, resource training and Program Assistant training (standardize best practice) Notes: Need to ensure employees receive recurring training on policy / standards (tool for administering training and record completion of training) Assessment Status: Assessment Not Started Yet | | |
| | Task - Provide access to computer based / in-person development and training Target: Get programs like "Lynda.com/LinkedIn Learning" online; includes micro-sessions; Partner with outreach and engagement to offer in-person | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| | Assessment Status: Assessment Not Started Yet Task - Develop mentoring program (formal and informal) Target: Enable mentoring opportunities for all employees...tie to Performance Management (part of "growth"); formalize "shadow programs" and "walk a mile" programs Assessment Status: Assessment Not Started Yet | | |
| New employee orientation - Implement systematic "onboarding" programs to help new employees optimize performance by forming relationships and accessing central information from the start. Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 05/22/2018 End Date: 01/31/2019 | Task - Survey participants at completion; then assess data quarterly Target: Identify topics and presenters; then apply monthly; Feedback from new employees on program effectiveness Assessment Status: Assessment Started but not Completed Task - Report on employee experience and knowledge gained (testing effectiveness) Target: Improving effectiveness of knowledge gained (about SOU, their work group, University mission, values, strategic planning etc.) Notes: Pilot the program January 2019 Assessment Status: Assessment Not Started Yet | | |
| Internal Communications - Improve internal communications and transparency by providing internal stakeholders sufficient information to enable their active participation in ongoing SOU operations. Objective Status: Active Assessment Year(s): 2018 2019 | | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| Start Date: 05/14/2018 End Date: 08/10/2018 | | | |
| Performance Management - Revise existing Performance Management review program, including policies, process, and forms for administrative and classified staff. Ensure training program for managers Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 08/01/2018 End Date: 12/31/2019 | Task - Establish high-level policy, process and forms (Administrators and Classified Staff only) Target: Drive employee engagement and active goal setting and development with frequent dialogue as opposed to a year in review. Notes: Build a new on-going process for relationships, goal setting, coaching, evaluation and feedback. Assessment Status: Assessment Not Started Yet | | |
| | Task - Develop training and incorporate (connect) the holistic value of assessing PM reviews in accordance with the SOU vision, mission and Strategic Plan Target: This enables Pres / VP / Directors and managers to hold each other accountable for having 'candid conversations' (PM reviews - 2 parts: performance and growth (professional development) Assessment Status: Assessment Not Started Yet | | |

Strategic Plan Priority Goal (AY 2018-19) - 2.4 - SOU will design and implement a program that will develop a culture of service excellence in all employees.

| <i>Objectives</i> | <i>Means of Assessment</i> | <i>Results</i> | <i>Actions Taken</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Form Service Excellence Work Group - Form Service Excellence Work Group, identify charter and way-ahead Objective Status: Active Assessment Year(s): 2017 2018 Start Date: 04/18/2018 End Date: 05/01/2018 | Task - Cabinet approve WG's framework Target: Obtain feedback, get approval of framework, methodology and tools Assessment Status: Assessment Completed | Reporting Period: 2018 2019 Result Type: Target Met Framework approved (08/06/2018) | |
| Develop Service Excellence Framework - Study relative benchmarks, discuss pros/cons and coordinate framework for approval/implementation Objective Status: Active Assessment Year(s): 2017 2018 Start Date: 05/01/2018 End Date: 05/24/2018 | Task - Present Framework to Executive Council and Cabinet, receive feedback and amend as required for implementation Target: Verbal review and Approval Notes: briefed on 14 May Assessment Status: Assessment Completed Related Documents: Service Excellence.pptx | Reporting Period: 2017 2018 Result Type: Target Met J. King suggested referring to empowerment; Scott recommended considering how/when use of "customer" is presented (05/24/2018) | Action Taken: Met with Jeanne S and Cynthia Scherr to discuss S.E. framework, implementation, and validate values in the model. (05/24/2018) |
| Teach model and set expectations with SLT - Present updated framework and teaching 'vignettes' to cabinet Objective Status: Active Assessment Year(s): 2017 2018 Start Date: 05/24/2018 End Date: 06/04/2018 | Task - obtain approval of teaching methodology from Cabinet; and validate future timeline Target: Approval granted on 2 June Assessment Status: Assessment Completed | Reporting Period: 2018 2019 Result Type: Target Met Cabinet approved (07/09/2018) | |
| Teach all Directors - Teach framework, methodology and provide expectations to all Directors Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019 Start Date: 06/05/2018 End Date: 06/29/2018 | Training/Professional Development - Training classes conducted Target: 100% for all Directors Notes: BAC is 100%, Academic Affairs is 100% Assessment Status: Assessment Started but not Completed | | |
| Directors teach their managers - | | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p>Directors teach their managers; set expectations for cascading framework and modeling behavior</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019</p> <p>Start Date: 07/02/2018</p> <p>End Date: 07/31/2018</p> | | | |
| <p>Managers teach their employees -</p> <p>Managers introduce framework to employees (6 20-minute lessons...one per week)</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019</p> <p>Start Date: 07/16/2018</p> <p>End Date: 08/31/2018</p> | | | |
| <p>Integrate KPIs into service excellence model - Integrate Key Performance Indicators into Service Excellence model; assess data monthly; monitor results</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019</p> <p>Start Date: 08/01/2018</p> <p>End Date: 10/31/2018</p> | <p>Task - Conduct Customer Satisfaction Surveys</p> <p>Target: 98% customer satisfaction = world class</p> <p>Assessment Status: Assessment Started but not Completed</p> | <p>Task - Service Recovery - measure volume</p> <p>Target: Identify the number, type and resolution of negative customer interface (aka Service Recovery)</p> <p>Assessment Status: Assessment Not Started Yet</p> | |
| | <p>Task - Financial Year-end close out - variance assessment and clean audit</p> <p>Target: minimize variance to less than 10% variance to budget; obtain clean external audit</p> <p>Assessment Status: Assessment Not Started Yet</p> | | |
| <p>Present initial results to Board -</p> <p>Provide holistic review of framework and initial results to Board</p> <p>Objective Status: Active</p> | | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| Assessment Year(s): 2018 2019 Start Date: 11/01/2018 End Date: 11/21/2018 | | | |
| Conduct lessons learned review - Conduct review of lessons learned (surveys, interviews and observable data) Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 11/01/2018 End Date: 12/31/2018 | | | |
| Training and mentoring - Provide all new employees training and mentoring in areas specific to their work Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019 Start Date: 07/02/2018 End Date: 11/30/2018 | Task - Provide position specific training Target: For example, CBA awareness training, dept chair training, resource training and Program Assistant training (standardize best practice) Notes: Need to ensure employees receive recurring training on policy / standards (tool for administering training and record completion of training) Assessment Status: Assessment Not Started Yet | | |
| | Task - Provide access to computer based / in-person development and training Target: Get programs like "Lynda.com/LinkedIn Learning" online; includes micro-sessions; Partner with outreach and engagement to offer in-person Assessment Status: Assessment Not Started Yet | | |
| | Task - Develop mentoring program (formal and informal) Target: Enable mentoring opportunities for all employees...tie to Performance Management (part | | |
| | | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| | of "growth"); formalize "shadow programs" and "walk a mile" programs Assessment Status: Assessment Not Started Yet | | |
| New employee orientation - Implement systematic "onboarding" programs to help new employees optimize performance by forming relationships and accessing central information from the start. Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 05/22/2018 End Date: 01/31/2019 | Task - Survey participants at completion; then assess data quarterly Target: Identify topics and presenters; then apply monthly; Feedback from new employees on program effectiveness Assessment Status: Assessment Started but not Completed | | |
| | Task - Report on employee experience and knowledge gained (testing effectiveness) Target: Improving effectiveness of knowledge gained (about SOU, their work group, University mission, values, strategic planning etc.) Notes: Pilot the program January 2019 Assessment Status: Assessment Not Started Yet | | |
| Create strategic Communications plan - Create a strategic communications plan to guide our efforts; create uniform standards and facilitate effective communications to establish a baseline of perspectives regarding SOU Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 07/16/2018 End Date: 09/28/2018 | | | |
| Internal Communications - Improve internal communications and transparency by providing internal | | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| <p>stakeholders sufficient information to enable their active participation in ongoing SOU operations.</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019</p> <p>Start Date: 05/14/2018</p> <p>End Date: 08/10/2018</p> | | | |
| <p>Performance Management - Revise existing Performance Management review program, including policies, process, and forms for administrative and classified staff. Ensure training program for managers</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019</p> <p>Start Date: 08/01/2018</p> <p>End Date: 12/31/2019</p> | <p>Task - Establish high-level policy, process and forms (Administrators and Classified Staff only)</p> <p>Target: Drive employee engagement and active goal setting and development with frequent dialogue as opposed to a year in review.</p> <p>Notes: Build a new on-going process for relationships, goal setting, coaching, evaluation and feedback.</p> <p>Assessment Status: Assessment Not Started Yet</p> | | |
| | <p>Task - Develop training and incorporate (connect) the holistic value of assessing PM reviews in accordance with the SOU vision, mission and Strategic Plan</p> <p>Target: This enables Pres / VP / Directors and managers to hold each other accountable for having 'candid conversations' (PM reviews - 2 parts: performance and growth (professional development))</p> <p>Assessment Status: Assessment Not Started Yet</p> | | |

Progress Report - Strategic Direction III

SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.

Each of the three goals for this strategic direction contribute to either creating or reinforcing the overall campus commitment to sustainability: (1) SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university; (2) SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU; (3) SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

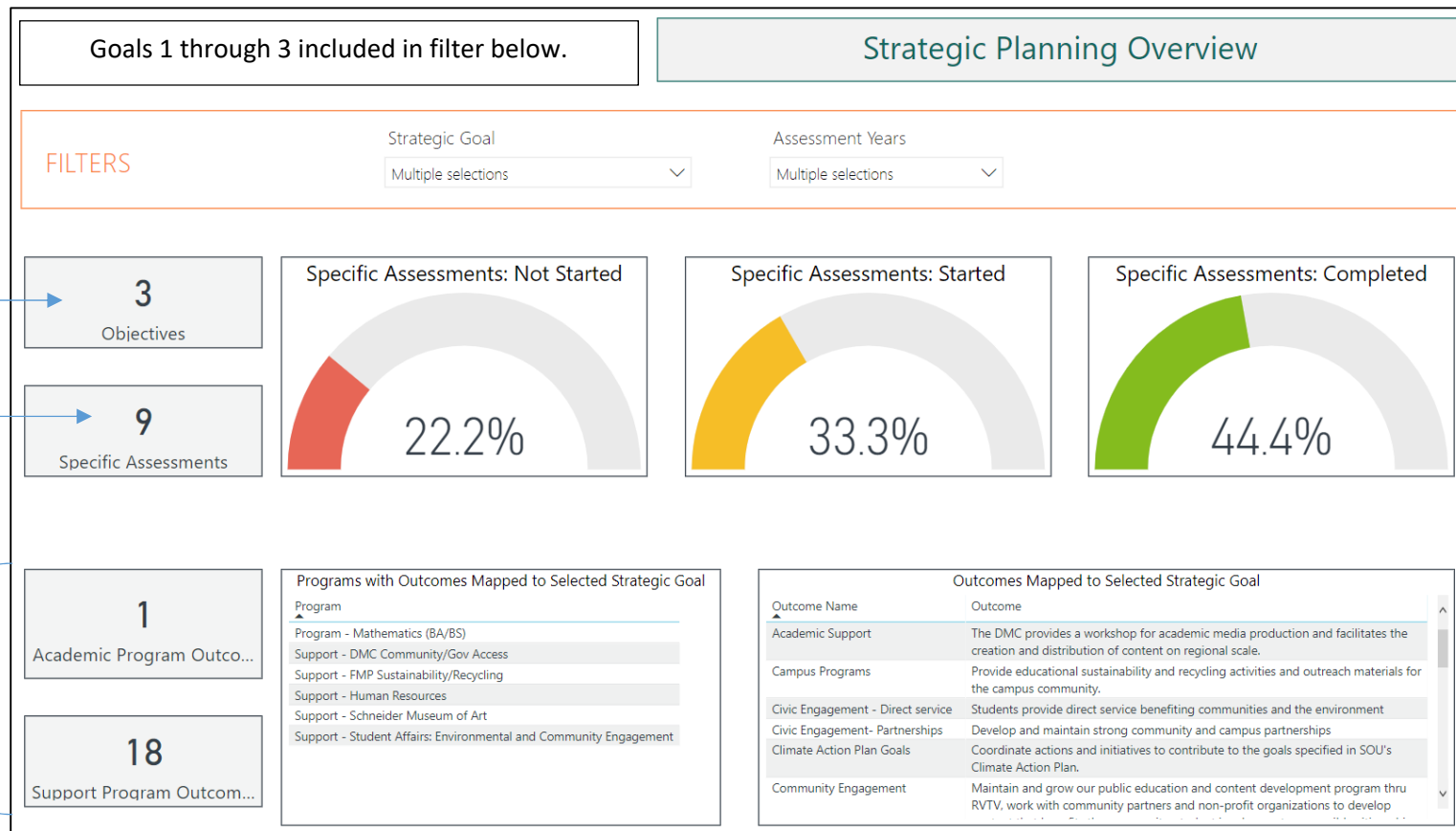
In support of Goal One, SOU has embarked on two highly innovative initiatives. First, in October 2018, SOU became the first university in Oregon to sign the Real Food Challenge, underscoring the university's intention to support ecologically sustainable, humane, and socially equitable food systems. SOU pledges that at least 20% of all food and beverage procurement will be "real food." The second initiative was developed and led by students. The Associated Students of SOU (ASSOU) entered into an agreement with the university for ASSOU to use the student Green Fund to purchase and install solar panels on the Hannon Library. The university will then pay ASSOU for electricity the system generates. This solar financing model has gained national attention from Association for the Advancement of Sustainability in Higher Education (AASHE), the primary coordinating and rating organization for sustainability in higher education. AASHE has also developed a webinar for national distribution on this model.

In addition to new initiatives, progress on ongoing activities that support this strategic direction continues. The aforementioned solar system will be the third installation completed this academic year, contributing to a 57% increase in anticipated solar energy generation. SOU is actively installing building-level electric meters to provide detailed usage data to enable analytics and decision-making. SOU's Sustainability Council, which includes students, faculty, and staff, continues to provide oversight and leadership for sustainability activities. The Council is creating a "Values Lens" to serve as a decision-making framework to better integrate sustainability, equity, diversity and inclusion in campus programs and policies. The Council is also updating SOU's Green Purchasing Policy to reflect best practices in sustainable procurement. The goal is to have both items available for campus feedback this spring.

Incremental progress is being made related to Goal Two. SOU is exploring options to elevate sustainability leadership on campus, specifically, the implementation of a Chief Sustainability Officer position. In addition, the Sustainability Coordinator expanded her student employees from two PEAK students to four, including a Zero-Waste Coordinator, a Sustainability Coordinator Assistant, and two new positions: Sustainability Data Analyst and Sustainability, Equity, Diversity and Inclusion (SEDI) Coordinator. The data analyst assists with sustainability reporting requirements and the SEDI Coordinator examines ways to recognize the intersections between sustainability and EDI and collaborate to provide programming supporting both core values.

Goal Three focuses on the integration of sustainability in curriculum and scholarly activity. The Sustainability Council will collaborate with others working on Strategic Direction I to discuss current and future opportunities to integrate sustainability into the curriculum. The Sustainability Coordinator also led SOU's first Climate Resilience Assessment, detailing how climate change will affect the university. This was the first step toward updating SOU's Climate Action Plan. In 2019, the Sustainability Council will collaborate with the City of Ashland and the Ashland School District to explore opportunities to adopt joint climate action goals and update the plan to help SOU reduce greenhouse gas emissions.

Strategic Direction III - SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.



Glossary:

- Objective – A subunit of the strategic direction, defining, in part, how the strategic direction will be accomplished.
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Strategic Plan Progress Report - Detail



Strategic Direction 3 - Become an Employer of Choice that Provides Excellent Service

Assessment Coordinator: Greg Perkinson - Strategic Direction 3 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.

There are no priority goals in this strategic direction.

Progress Report - Strategic Direction IV

SOU will create a diverse, equitable, inclusive community where learners flourish.

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

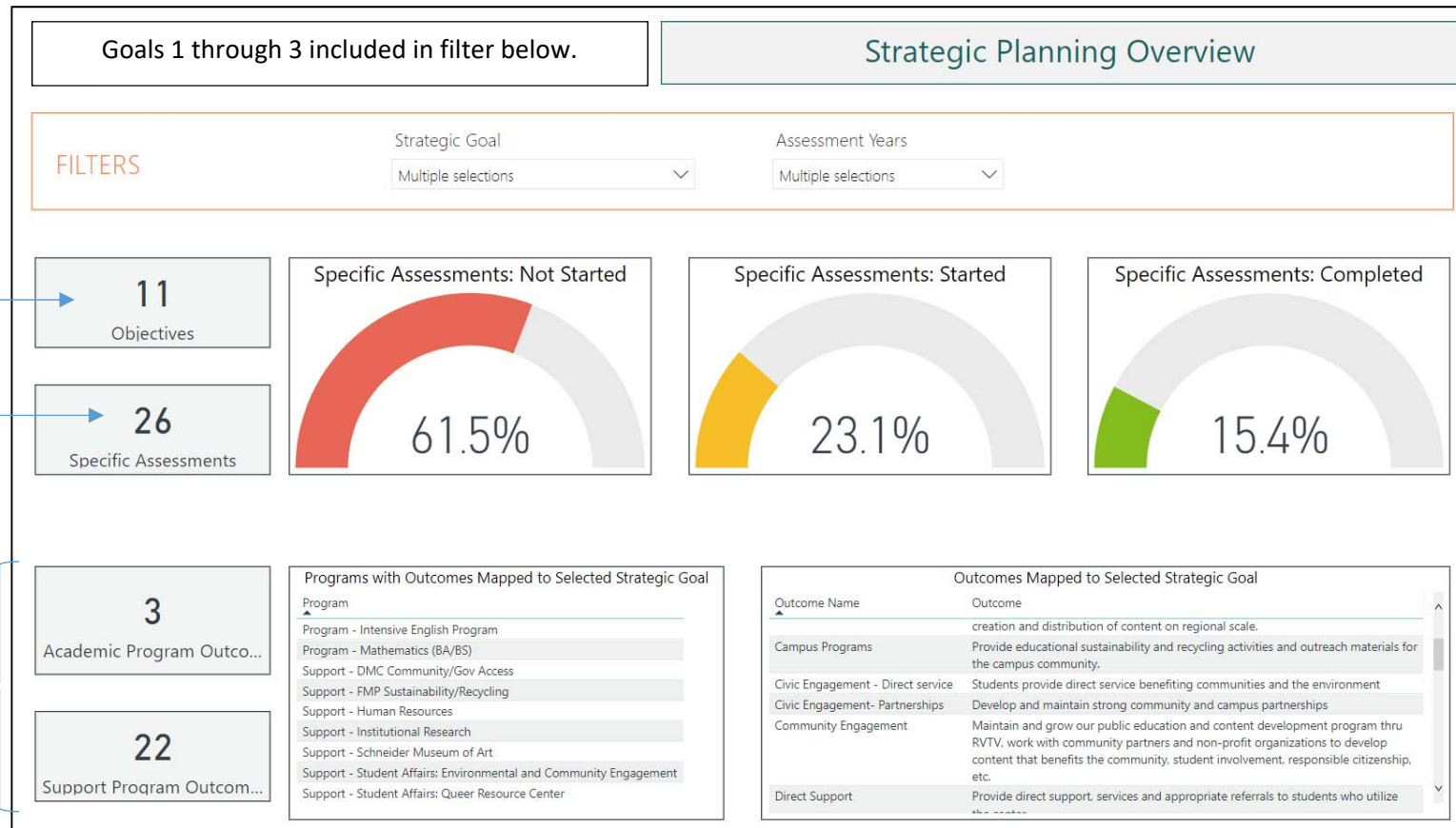
The first steps in addressing this priority goal include analysis of needs and approaches to providing supportive pathways for students, faculty and staff across the three areas of access, retention and success. Included in this will be a census of faculty, staff and students from “underrepresented” communities (e.g. non-majority ethnic, racial and cultural groups; gender non-conforming and LGBTQ; veterans; first-generation; low socio-economic status), and analysis to determine where needs are greatest. Existing programs, services, activities and resources will also be inventoried. Included in this analysis will be findings generated by the newly convened Professional Learning Community (PLC) focusing on learner satisfaction and success. Once needs and existing resources have been analyzed, the work to implement, continue or revise existing programs will commence, both to enhance existing activities, as well as develop new ones. Several campus entities will contribute to this work, including but not limited to, the Diversity, Access and Inclusion Oversight Committee, the Title IX team, the X-Factor faculty group, staff and students involved in the various identity resource centers on campus (including the Queer Resource Center, Multi-cultural Resource Center, Women’s Resource Center, and Veterans’ Resource Center), as well as faculty and students from key academic programs, such as Gender, Sexuality and Women’s Studies, Native American Studies and others.

Work to restructure, staff, and provide resources in support of this strategic direction was largely focused in Fall 2018 on establishing the new Office of Diversity, Equity, and Inclusion, developing the charge and position description for the new Chief Diversity and Inclusion Officer/Title IX Coordinator, and conducting a national search. SOU will also apply for an AmeriCorps Diversity Volunteer position in March 2019. In Fall 2019, the newly created position of Equity Grievance Director was appointed. Reporting to the Chief Diversity and Inclusion Officer, the EGB will oversee discrimination and bias concerns and promote a diverse campus culture. The new Veterans’ Resource Coordinator will start in January 2019. In addition to retention efforts for veterans and military-connected students, one-quarter of the position is dedicated to recruitment and outreach. SOU will also be hosting Dr. Chad Hamill as an ACE Fellow in 2019. He is currently the Vice President for Native American Initiatives at Northern Arizona University and will focus on Native American student recruitment and enrollment strategies.

Human Resource services has integrated equity into its new employee on-boarding program which includes training on equity grievance process and the university’s commitment to establishing safe and responsible workplace free from gender or other forms of discrimination. SOU has also recently joined the Higher Education Recruiting Consortium in order to ensure that recruiting and hiring practices are consistent with goals of inclusion, access and equity, and Human Resource services continues to train and provide “diversity advocates” for search committees. Student Life provides ongoing mentoring, advocacy, and collaborative support and programming to several key communities, including the upcoming Black Youth Leadership Summit and the “Audacity” Queer Leadership program focusing on the intersections between leadership and queer identities.

SOU complies with federal requirements for diversity and inclusion such as Clery Act reporting, Affirmative Action and Equal Opportunity practices and reporting, and Title IX compliance, all of which are designed to ensure that the institution protects and safeguards the rights and opportunities of all its members. Over the Fall 2018 term, the acting Chief Diversity and Inclusion Officer identified a process and convened a committee to address newly legislated Oregon Revised Statute 350.375 which requires all public universities and community colleges to meet cultural competency requirements.

Strategic Direction IV - SOU will create a diverse, equitable, inclusive community where learners flourish.



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Strategic Plan Progress Report - Detail

Strategic Direction 4 - Create a Diverse, Equitable, & Inclusive Community Where Learners will Flourish

Assessment Coordinator: Shenethia Manuel - Strategic Direction 4 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will create a diverse, equitable, inclusive community where learners flourish.

Strategic Plan Priority Goal (AY 2018-19) - 4.2 - SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.

| Objectives | Means of Assessment | Results | Actions Taken |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| Institutional Climate and Inter-group Relations-cultural competency process - Implement the process and form the committee required in ORS 350.375 which outlines the states mandate for cultural competency requirements at public universities and community colleges Objective Status: Active Assessment Year(s): 2018 2019 | Task - The process will be finalized and the committee will be formally appointed by the President of the University Target: The target date for completion is on or before December 31, 2019, as required by the statute. Assessment Status: Assessment Started but not Completed | | |
| Inventory of Supportive Pathways - Provide inventory of activities, programs, initiatives focused on access, retention and success (faculty, staff, learners) Objective Status: Active Assessment Year(s): 2018 2019 | Task - Inventory existing programs and initiatives focused on success Target: Inventory completed Assessment Status: Assessment Not Started Yet | | |
| | Task - Inventory existing programs and initiatives focused on retention Target: Inventory completed Assessment Status: Assessment Not Started Yet | | |
| | Task - Inventory existing programs | | |

| Objectives | Means of Assessment | Results | Actions Taken |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
| | and initiatives focused on access Target: Inventory completed Assessment Status: Assessment Not Started Yet | | |
| Analyze Supportive Pathway - Analyze need and approaches for supportive pathways to increase access, retention and success Objective Status: Active Assessment Year(s): 2018 2019 | Task - Conduct census that quantifies representation in underrepresented communities at SOU Target: Determine populations that are underrepresented Notes: Establish which communities (e.g. ethnic/race, gender and sexual identity, first-generation, veterans. low SES, rural, etc.) are underrepresented and most in need of supportive pathways Assessment Status: Assessment Not Started Yet Process Analysis - PLC on learner satisfaction and success specific to underrepresented communities Target: Convene PLC research, analyze and compile findings Assessment Status: Assessment Not Started Yet Task - Needs assessment Target: Assessment of needs in relation to access, recruitment and success relative to underrepresented communities Assessment Status: Assessment Not Started Yet | | |
| Establish Supportive Pathways - Development and implementation of programs, activities, initiatives to increase access, retention and success Objective Status: Active Assessment Year(s): 2018 2019 | Task - Implement, continue, and/or revise programs, activities, initiatives to increase access Target: Pathways established Assessment Status: Assessment Not Started Yet Task - Implement, continue, and/or | | |

| <i>Objectives</i> | <i>Means of Assessment</i> | <i>Results</i> | <i>Actions Taken</i> |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------|
| | <p>revise programs, activities, initiatives to increase retention</p> <p>Target: Pathways established</p> <p>Assessment Status: Assessment Not Started Yet</p> | | |
| | <p>Task - Implement, continue, and/or revise programs, activities, initiatives to increase success</p> <p>Target: Pathways established</p> <p>Assessment Status: Assessment Not Started Yet</p> | | |

Progress Report - Strategic Direction V

SOU will maintain financial stability and invest for institutional vitality.

Goal One [priority]: SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.

In support of Goal One, the Enrollment Management Council (EMC) was established in February 2018, comprising 23 key individuals and was co-chaired by the Provost and the Acting VP for Enrollment Management and Student Affairs. Its work was developed through six standing committees focusing on how SOU can better attract and retain students. The EMC developed planning assumptions and reviewed SOU's enrollment history, retention rates, marketing and recruitment plans in order to better understand the context, details and opportunities for enrollment.

The initial outcome of the EMC's work was the development of a three-year Enrollment Management Plan that identified a) specific goals for both recruitment and retention of students during the planning period and beyond; b) thirty-five initiatives to enhance the recruitment and retention of students with each initiative identifying the desired outcomes, accountability, start, and completion dates; c) an on-going structure through which the EMC would monitor progress, assess changing conditions, and initiate and/or modify plans accordingly.

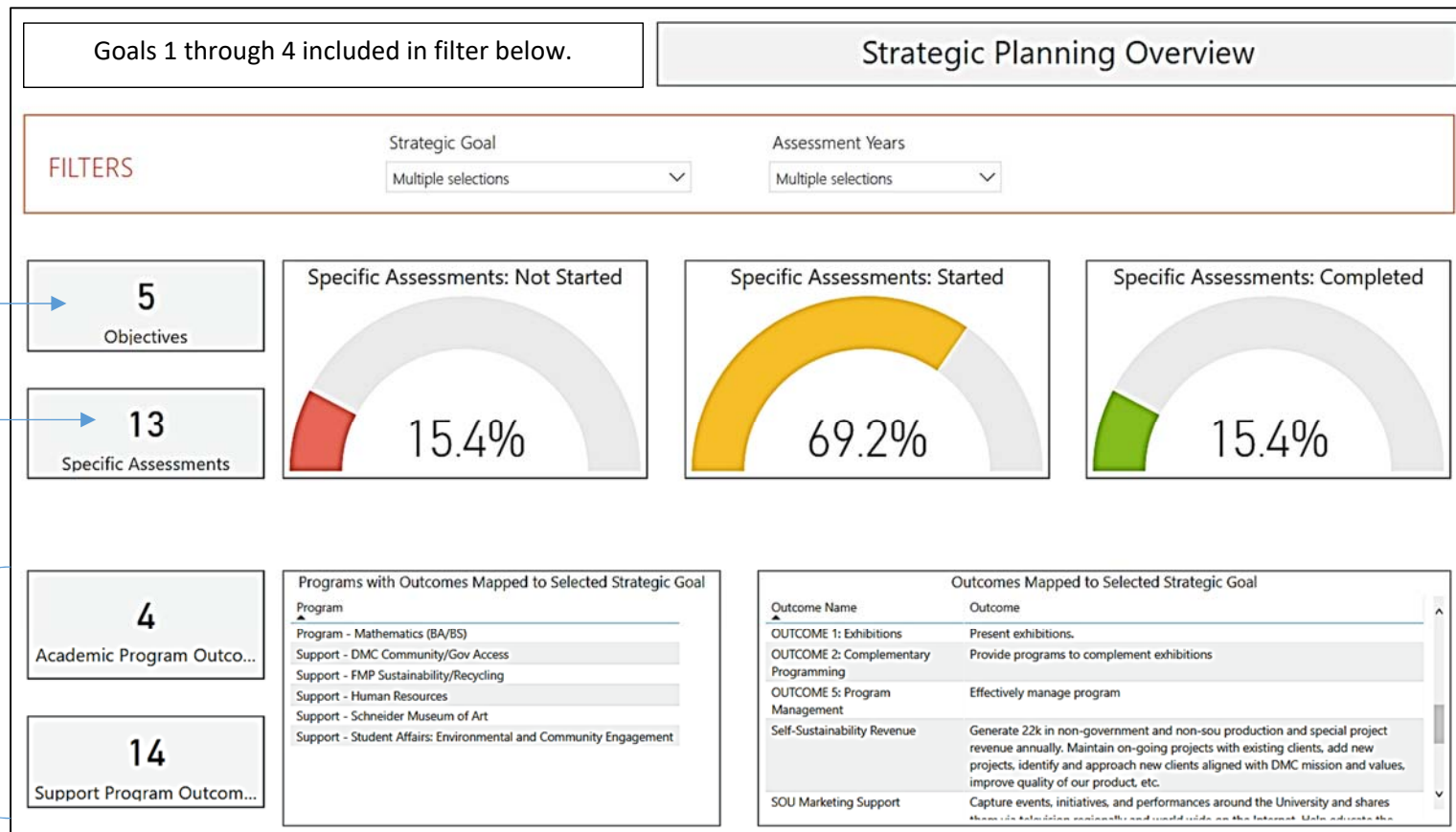
At the completion of fall term, several aspects of this strategic direction had been undertaken or initiated, including: development of an Admissions Operations Plan, convening of an Orientation Council, undertaking of the Public Perception Survey, development of a Student Satisfaction Assessment, and review of institutional Financial Aid to better incentivize new and continuing enrollment.

SOU recently entered into an agreement with the Education Advisory Board (EAB) to implement the Student Success Collaborative system. This platform will significantly enhance our ability to effectively engage students and create efficiencies in advising by identifying risk factors and barriers to success. Importantly, it provides a sophisticated methodology for more effective intervention for academically "at-risk" students. Other institutions in the Student Success Collaborative report significant gains in persistence and degree completion. We will complete full implementation by Fall 2019.

Work on Goal Two focuses on creating key performance indicators (KPI) and using them to improve decision-making and enable operational success. The AVP for Budget and Planning initially led this work, forming a working group to explore how to leverage the Kaplan Scorecard methodology in the execution of the strategic plan. Accordingly, a matrix was developed to identify how "legacy" KPIs fit some of our criteria, and to also highlight areas where further development was needed. Directors in Business Affairs Council have started the development of "headline" metrics, three to five indicators that are customer-focused and measure priorities. Initial KPIs will be developed in the first quarter of calendar year 2019. Workshops and professional development opportunities related to KPI metrics were provided to staff members.

Over the next six months, additional workshops for key campus leaders will be conducted, including the new VP for Enrollment Management and Student Affairs. This effort directly supports the Institutional Effectiveness (IE) initiative launched in fiscal year 2018. KPIs that are developed will inform the ongoing goals of achieving continuous improvement and will also support the goals related to service excellence in Strategic Direction II.

Strategic Direction V - SOU will maintain financial stability and invest for institutional vitality.



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Strategic Plan Progress Report - Detail



Strategic Direction 5 - Maintain Financial Stability and Invest for Institutional Vitality

Assessment Coordinator: Greg Perkinson - Strategic Direction 5 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will maintain financial stability and invest for institutional vitality.

Strategic Plan Priority Goal (AY 2018-19) - 5.1 - SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.

| Objectives | Means of Assessment | Results | Actions Taken |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------|
| Convene Enrollment Mgmt Council - The enrollment management council will be reconvened with regular meeting schedules established. Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019 | Task - Council will be constituted by co-directors of EMC with schedules advertised. Target: Council established in AY 2017-18 Assessment Status: Assessment Completed | Reporting Period: 2018 2019 Result Type: Target Met Council convened (01/07/2019) | |
| | Task - Enrollment management plan drafted Target: Draft plan by end of AY 2017-18 Assessment Status: Assessment Completed Related Documents: EMCPPLANFINAL with appendices.docx | Reporting Period: 2018 2019 Result Type: Target Met Plan adopted (01/07/2019) | |

Strategic Plan Priority Goal (AY 2018-19) - 5.2 - SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations or efficiencies.

| <i>Objectives</i> | <i>Means of Assessment</i> | <i>Results</i> | <i>Actions Taken</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------|----------------------|
| <p>Establish KPI working group - Develop a cross-functional WG to identify options, alternatives, a framework, comm-plan, etc. Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 07/02/2018 End Date: 08/31/2018</p> | | | |
| <p>Develop KPI framework - Consider options, then develop a standard methodology to develop, present and utilize KPIs Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 07/12/2018 End Date: 09/28/2018</p> | | | |
| <p>Develop linkage from KPIs to Strategic Plan; and accreditation - Ensure KPIs will support the Strat Plan, and will add value to the 7-year accreditation cycle; then integrate them into business processes Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 10/01/2018 End Date: 02/28/2019</p> | | | |
| <p>Present first phase of KPIs to Cabinet - Ensure cabinet has reviewed, understands, and supports the KPI method and operating rhythm Objective Status: Active Assessment Year(s): 2018 2019 Start Date: 01/01/2019 End Date: 03/25/2019</p> | | | |

Progress Report - Strategic Direction VI

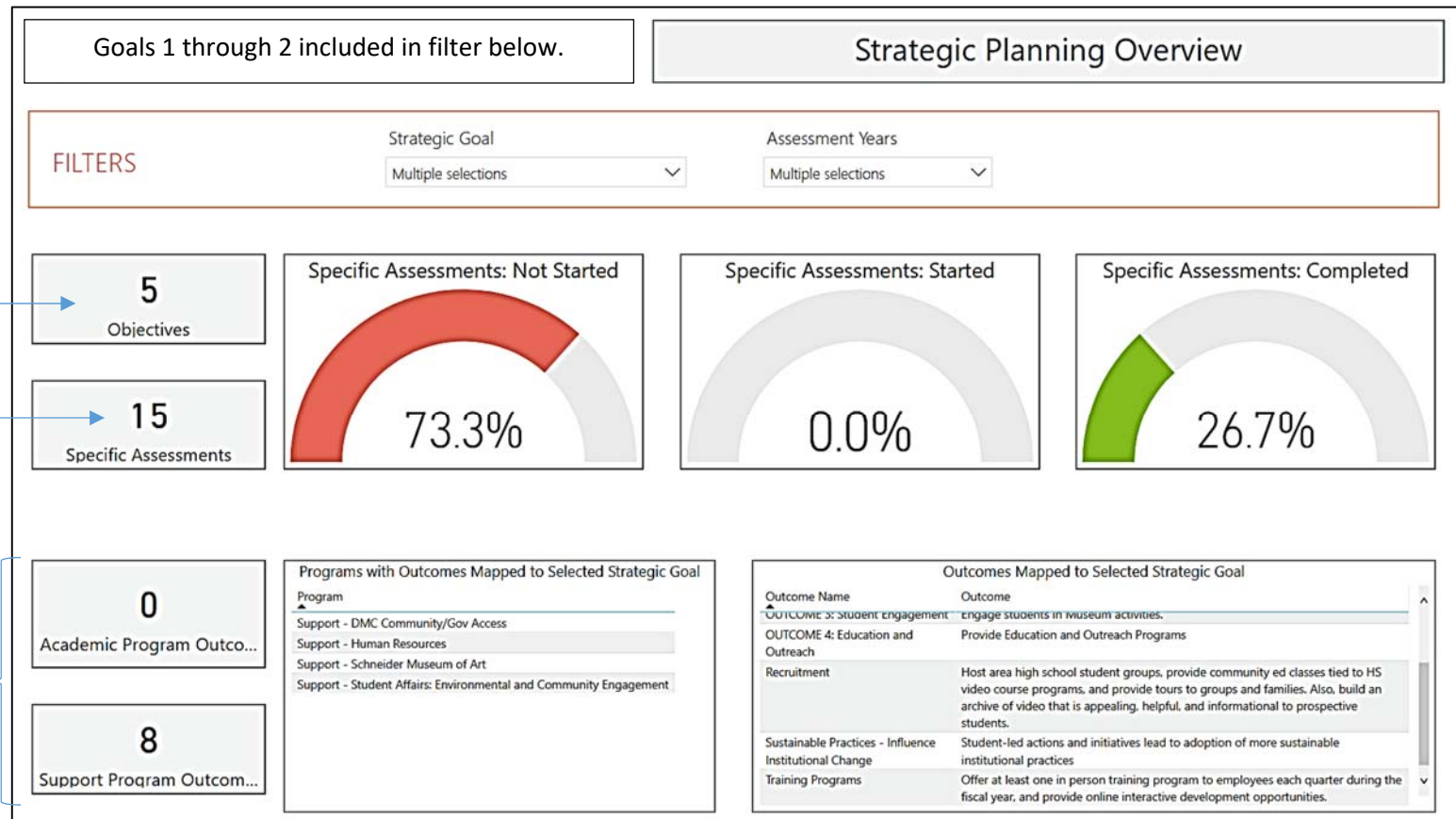
SOU will develop physical and virtual environments in which all learners can thrive.

Although this strategic direction was not identified as an immediate priority, the team has made progress on its goals of improving learning spaces as well as access to learning environments. The Director of Facilities, Management and Planning has led efforts to ensure Universal Design (and active learning spaces) are integrated into future capital improvements. For example, a space with both enhanced accessibility and opportunities for learning or performing was designed and constructed adjacent to the new Jefferson Public Radio studio which opened this fall. In addition, the new Theatre facilities offer interactive lighting labs, a workshop for making costumes, and hands-on workshops for set design and construction using wood-shop and metal-shop spaces. New spaces, such as those in Theatre and JPR, are available to faculty who undertake interactive activities with groups of up to 40 students, allowing participants to move around and collaborate in ways that are restricted in traditional classrooms. Instructional spaces with such flexibility are in short supply on campus, and these spaces increase students' learning opportunities. Among other benefits, flexible, collaborative learning spaces help prepare students for the future of workplaces and to work in diverse environments.

Other examples of new, flexible learning spaces are the Thalden Pavilion and Lithia Motors Pavilion. The Thalden Pavilion creates an open-air opportunity for educational, community-building, and civic ventures. Similarly, the Lithia Motors exterior courtyard was designed and built to enable academic instruction adjacent to the facility on the lower level. Athletic and Academic departments will use this space for classroom and co-curricular activity. Future capital improvement projects such as Britt and Central Hall renovations, will apply Universal Design practices wherever possible, and will seek to enhance and increase active learning spaces.

Virtual reality technologies were included successfully in the Theatre renovation and in the next six months, SOU will continue its exploration of how to integrate immersive technologies in the classroom. Key faculty members in programs that utilize the Digital Media Center (DMC), instructors, related academic programs, and staff at the DMC will continue to pursue new technologies for selected learning environments.

Strategic Direction VI - SOU will develop physical and virtual environments in which all learners can thrive.



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Strategic Plan Progress Report - Detail



Strategic Direction 6 - Develop Physical & Virtual Environments in Which Learners Will Thrive.

Assessment Coordinator: Greg Perkinson - Strategic Direction 6 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will develop physical and virtual environments in which all learners can thrive.

There are no priority goals in this strategic direction.

Progress Report - Strategic Direction VII

SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, national, and global partners.

Activities and initiatives related to this goal are an ongoing part of campus identity, but have been somewhat disparate. Its inclusion as a strategic direction enhances the visibility and importance of the role that SOU plays in the community and region, and the institution's many partnerships. Executive leadership has emphasized this role in recent Board and Cabinet discussions regarding "town-gown" relationships. Over the last six months, accomplishments related to the two goals identified for this strategic direction are wide-ranging.

In support of Goal One, which focuses on SOU as a resource and collaborative partner for the economic, cultural, artistic and social betterment of the region, several activities have taken place. In order to foster increased development of key partnerships, President Schott hosted City of Ashland leaders for a small-group dinner at her home to discuss collaborating more significantly. Subsequently, the mayor and city councilors participated in the SOU Homecoming Parade and increased Chamber participation in the parade next year is planned. The City of Medford has also asked SOU to provide a high-level campus member to participate in two city commissions.

Collaboration to increase access to higher education has advanced significantly through the newly created Southern Oregon Higher Education Consortium launched in November. New corporate partnerships are being developed between the university and several local and regional business as a result of the online MBA program.

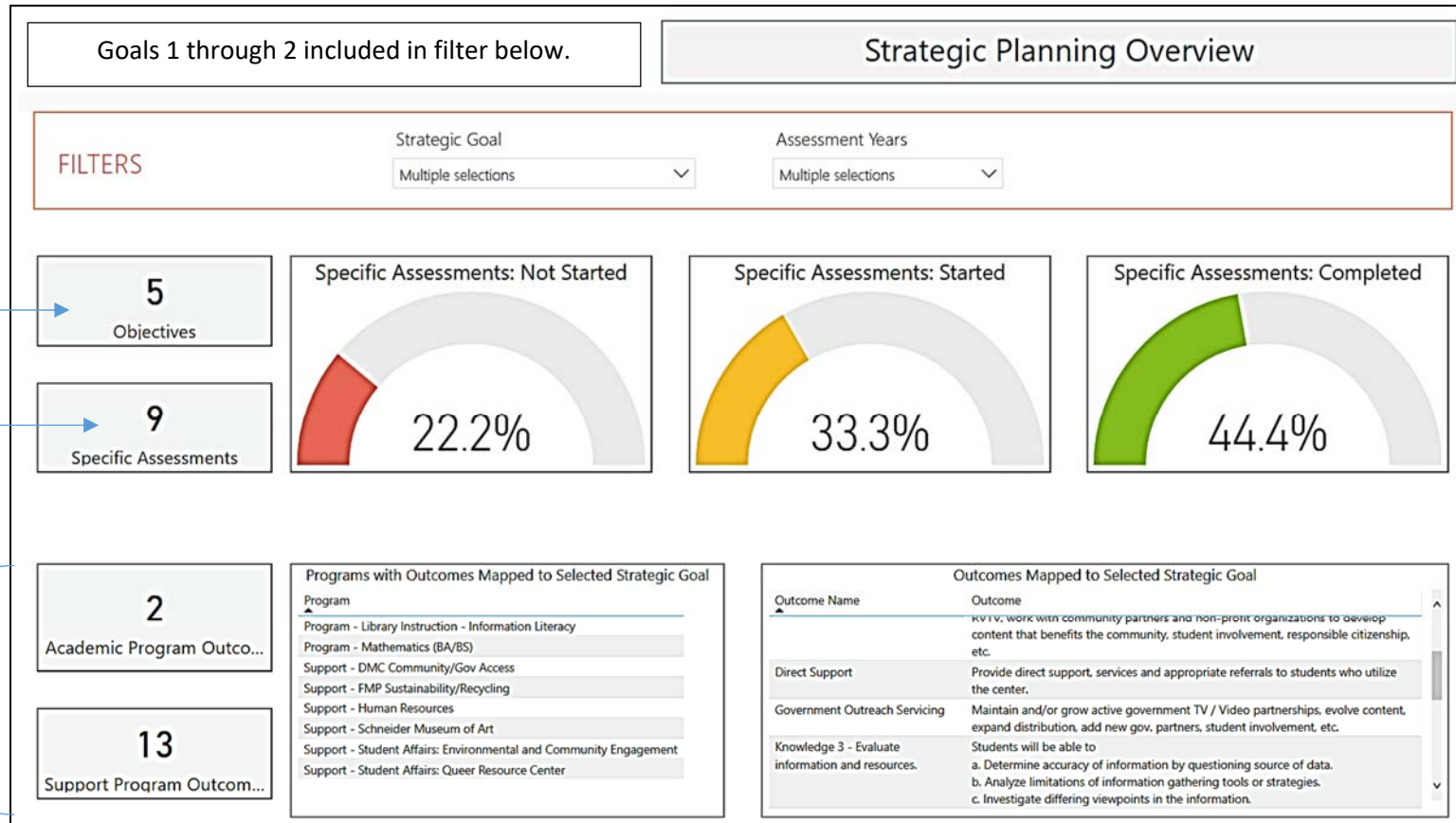
SOU made gains in leveraging university resources to contribute to the cultural enrichment of the region this past year, installing the World Peace Flame at the Thalden Pavilion on the SOU campus, hosting "Guanajuato Nights" to support student exchanges and Ashland's sister city relationship, and partnering with the Oregon Shakespeare Festival, Red Earth Descendants, and other community entities for the 2018 Indigenous People's Day celebrations. We continue to develop partnerships with the K-12 system to serve under-represented groups. SOU has launched new programs with Ashland High School focusing on opportunities for Native American students, and with the Phoenix-Talent School District's work to support parents of Latinx students.

Goal Two states that "SOU will collaborate with a wide range of partners to provide civic engagement, service learning, and community-based learning experiences for all its learners. Various activities and on-campus events support this goal, including an SOU-hosted Town Hall with state senator candidates held during the 2018 election. Over 350 participants attended, including 60 SOU students. This event has sparked a student-planned "improv" event with the newly elected Senator Jeff Golden to be held early in Winter term. The SOU Creativity Conference attracted over 300 attendees from the SOU campus, surrounding community, across the US, and 28 countries.

SOU is also developing curricular initiatives that support this goal. Most academic degree programs provide practicum and internship opportunities that situate students in a wide range of local and regional community groups, businesses and governmental entities. One such program infusing community-based learning components into curriculum is Healthcare Administration (HCA). The program has developed a regional Population Health and Community Wellbeing dashboard, based on industry needs, for which students will analyze and input data sets, as well as complete practica and capstones within community organizations to work on progress toward these indicators.

Overall, there is increased energy around partnerships and a growing sense of the importance of SOU's role in the community. Over the next six months, we anticipate that several of these newly launched programs, such as the regional consortium and K-12 partnerships, will increase their presence in the community, while partnership development efforts continue to provide more avenues for collaborative successes.

Strategic Direction VII - SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, national, and global partners.



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Strategic Plan Progress Report - Detail

Strategic Direction 7 - Catalyst for Economic Vitality, Civic Engagement, and Cultural Enrichment with Local/State/National/Global Partners

Assessment Coordinator: Jeanne Stallman - Strategic Direction 7 Sponsor

Next Program Review: 2018 2019

Program Notes: SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, national, and global partners.

There are no priority goals in this strategic direction.

Athletics Overview: Part II

Athletics

Southern Oregon University



Contents

- Athletics' Benefit to SOU Campus and Community
- Return on Athletics (ROI)
- Athletics Financial Overview
- President's Athletic Advisory Committee

Benefit to Campus and Community



Benefit to Campus and Community

- Non-SOU attendance
Fall 2018 = 9,759
- 1,441 pay-per-view customers
- 2.5 Million *souraider.com* views
- 470 Press Releases
- 348 Articles in local press
- 55+ Articles in regional press
- Media is on campus: 3-5 times per week during football season, 2-3 times per week the rest of the year.
- 94 segments on local TV
- Top 5 NAIA social media following on Twitter, Facebook and Instagram.
- 600 Donors participate in Golf, Auction, etc.

Benefit to Campus and Community



- **Over \$100k corporate sponsorships and \$700k total fundraised.**
- **Capital funds: Over \$1.5M for Stadium project, track and field, Lithia Motors Pavilion, locker rooms, etc.**
- **\$10k raised and donated for charitable causes.**
- **10 hours of community service per student-athlete, 4000 hours total in the name of SOU**

Benefit to Campus and Community



Special Olympics, Jackson County Fuel District, ACCESS, Relay for Life, Free kids sports clinics, Jr. Raiders, Bellevue Elementary lunch buddies, City of Ashland light a life, Campus clean up, Ashland YMCA, Southern Oregon Meth Project, Veterans Appreciation Day, Real Raiders Read, Wolves to Raiders, Rogue Valley Pop Warner, Talent Elementary School, Y.E.S. (Youth Education Success), Providence Cancer Awareness, Asante Breast Cancer Awareness



2017-18

3rd consecutive Cascade Conference All-Sports Trophy

22 NAIA All-America, 55 All-Conference performances

148 NAIA or Conference Scholar Athletes

Postseason appearances for all 13 sports - Conference titles in 5 sports

National semifinalists in football and softball; 4th place overall in men's cross country

Return On Athletics

“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair.”

— Nelson Mandela

Return On Athletics

ROI Model:

- + New Enrollment Revenue per student
- New Costs to Instruction per student
- Cost for Enrollment/Retention program per student
- = Net Return on Investment (ROI)



Return On Athletics



Return On Athletics

We are in competition for student-athletes
who would not otherwise be at SOU

- Among criteria contributing to college choice; 86% indicate they would not have chosen SOU without the opportunity to participate in their respective athletic programs.
- Coaches are key factor in student-athletes' overall satisfaction and persistence once at SOU.
- 68% indicate their coach was their first connection with SOU.

Coaches recruit, coach, teach, fundraise and—through academic and eligibility oversight—retain their students at high rates.

Return On Athletics

99% of student-athletes enroll full-time compared to 85% for all other admitted students.

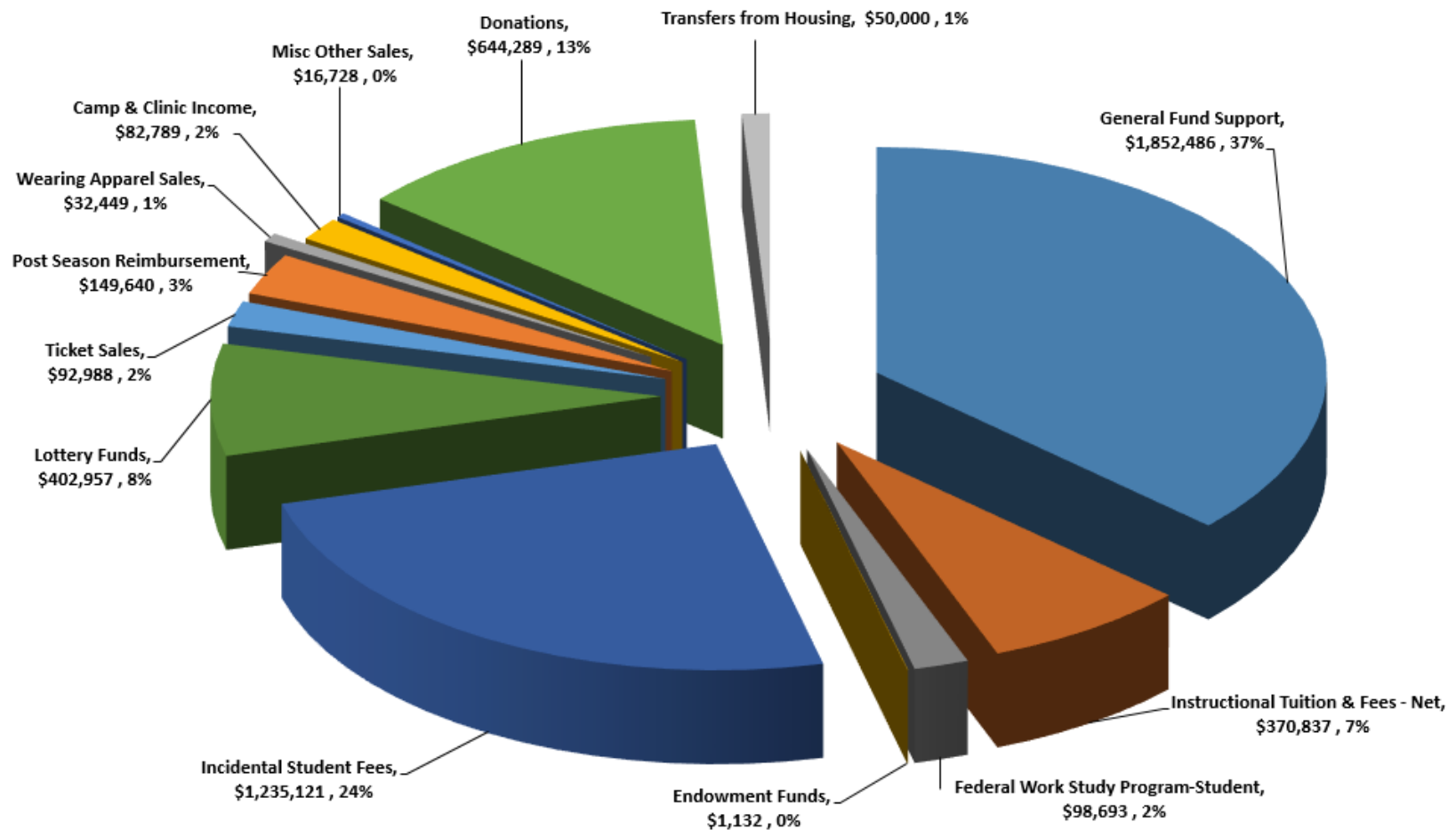
- Student-athletes avg. SCH load/term = 13.6
- All other admitted students avg. SCH load/term = 12.9

Financial Overview

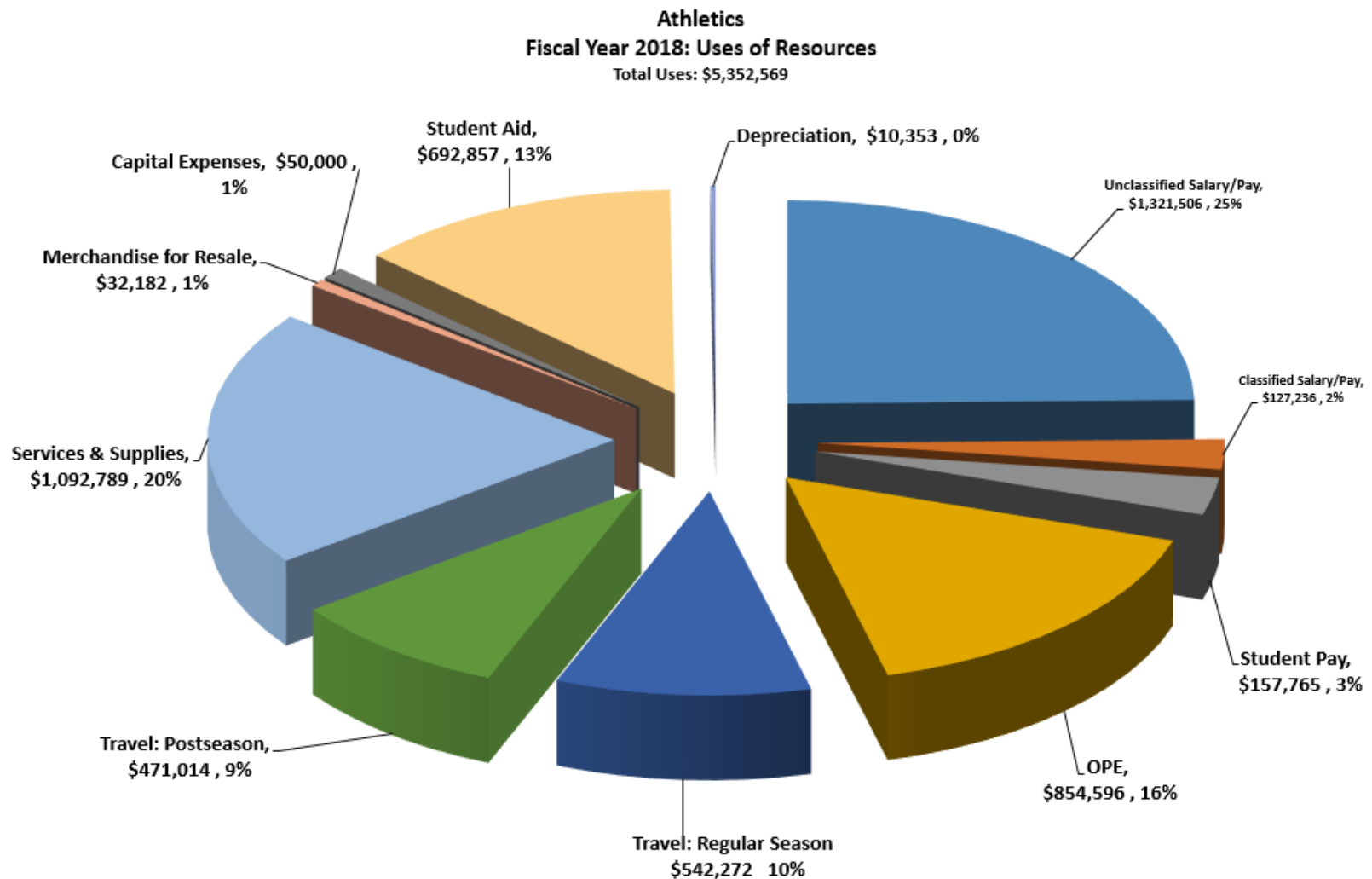


FY 2018 Funding Resources

Athletics
Fiscal Year 2018: Funding Resources
 Total Resources: \$5,030,109



FY 2018 Uses of Resources



President's Advisory Committee



President's Advisory Committee

- The Council shall advise and report to the President on policy matters affecting intercollegiate athletics and shall monitor the implementation of such policies.
- The Council does not set or execute policy. It serves to influence policy development and administration of athletics by presenting recommendations to the President.
- The Council exists to help the University develop and promote the Athletic Department's dedication to academic integrity, equity, compliance, financial sustainability, character development and servant leadership.



SO
U **RAIDERS**

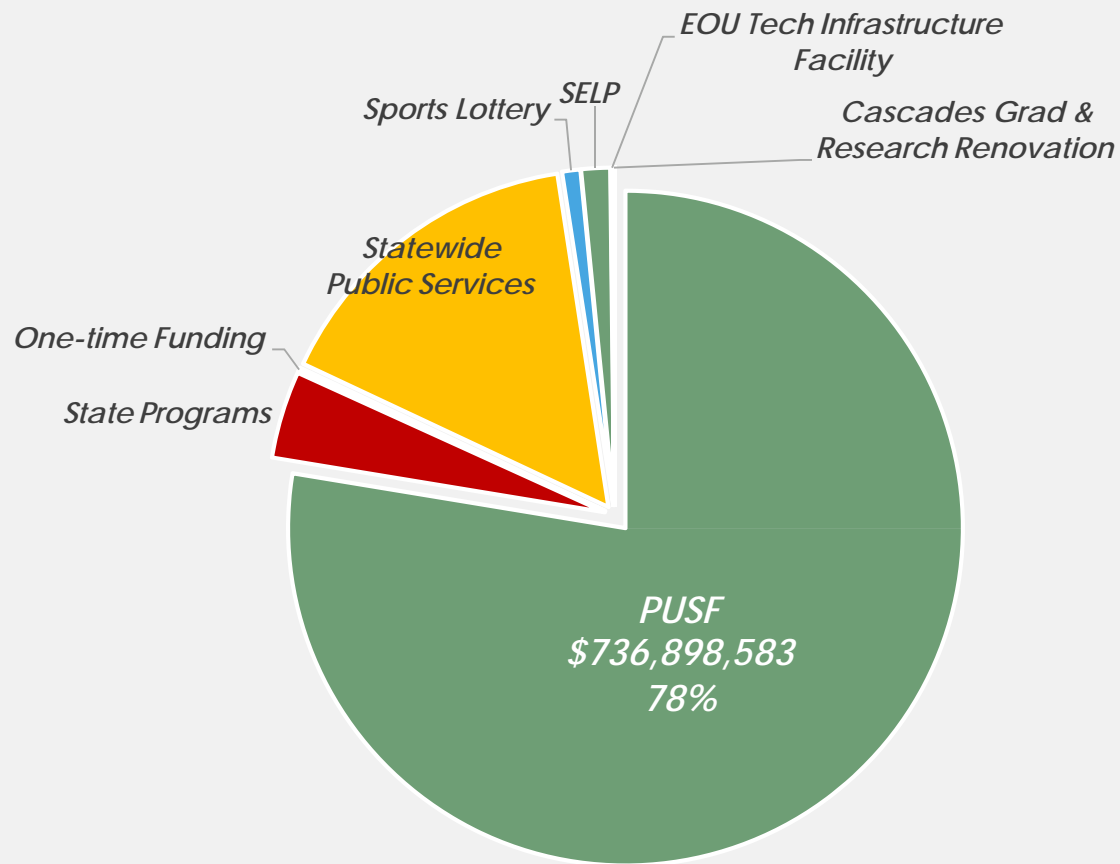
Student Success and Completion Model Overview: Part II

SSCM Learning Road Map (Part 2)



- Deeper dive into Higher Education Coordinating Commission (HECC) presentation
 - Focus on lessons learned and why the model limits SOU
- References:
 - <https://www.oregon.gov/highered/Documents/HECC/Resources/Finance/FINALOregonSSCMTwo-Pager2102016.pdf>

2017-19 PUBLIC UNIVERSITY FUNDING



2017-19 Total Public University Funding **\$1,121,617,063**
2017-19 Total Public University Funding for distribution **\$936,504,998**

Summary of SSCM Funding Categories

| SSCM FUNDING CATEGORY SUMMARY | | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Funding Category | Data | Calculation |
| Mission Differentiation Funding | <ul style="list-style-type: none"> Historical funding levels for MD items Dual Credit completions | <ul style="list-style-type: none"> Allocation is “off the top” Based on historical funding levels adjusted for inflation Includes new line item funding related to governance transition, funding model and definitional changes Includes resources for Dual Credit completions |
| Activity-Based Funding | <ul style="list-style-type: none"> SCH completions by CIP code (program area) and student level | <ul style="list-style-type: none"> A defined percentage of non-MD funding is distributed for SCH completions (40% of non-MD funding at full implementation) Distributes resources based on SCH completions at each institution utilizing program- and course level-specific cost weighting system |
| Completion Funding | <ul style="list-style-type: none"> Degree and graduate certificate completions by level and CIP code Completions by transfer status (BA/BS only) Completions by underrepresented students <ul style="list-style-type: none"> Low income student (Pell Grant recipient) Underrepresented minority student Rural student Veteran student Completions in priority degree areas <ul style="list-style-type: none"> STEM Healthcare Bilingual Education | <ul style="list-style-type: none"> Degrees at all levels are funded: BA/BS through PhDs², including graduate certificates Cost-weighting adjustments are made to reflect program duration and type (CIP code) Additional weighting awarded for BA/BS degrees earned by underrepresented students and degrees in high-demand and high-reward areas Allocations for transfer students are discounted relative to non-transfer students |

Notes: All data is three-year rolling average. Non-resident PhDs are treated as resident PhDs.

MISSION DIFFERENTIATION

Mission Differentiation

“Off the Top” Allocation – MD calculated and deducted from PUSF prior to OBF & SCH allocations

- PUSF levels determine how most MD line items are calculated
 - If the PUSF increase over the prior year > Portland CPI, apply CPI to historical funding.
 - If PUSF increase < Portland CPI apply PUSF % change to historical funding.
- Most Line Items based on historical funding
 - Items in **red font** are calculated based on SCH (Student Credit Hour) completions.



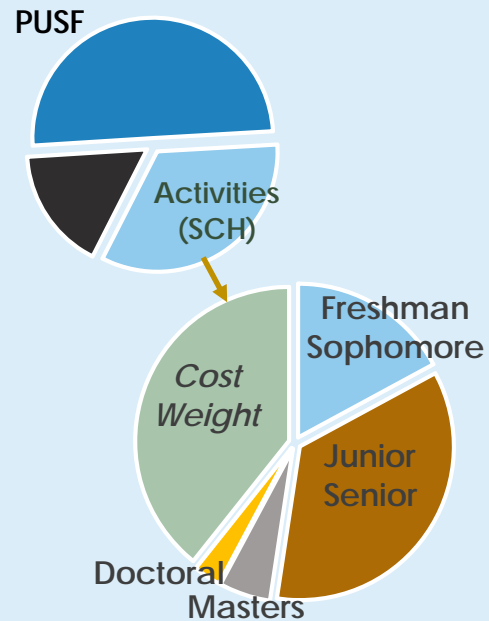
| FY 2018 MISSION DIFFERENTIATION FUNDING | | |
|-----------------------------------------|----------------------------------------------|--------------|
| Category | Program | Funding |
| Mission | Bldg. Maintenance / SWPS | \$1,893,951 |
| | Campus Public Service Programs | \$1,522,147 |
| | Collaborative OUS Nursing Program | \$102,585 |
| | Dual Credit | \$2,697,324 |
| | Engineering Graduate | \$3,066,331 |
| | Engineering Technology Undergraduate | \$1,603,611 |
| | Health Professions Programs | \$3,426,227 |
| | Law & Legal Studies | \$639,490 |
| | OCATE | \$618,508 |
| | OIT AA SCH adjust. | \$212,229 |
| | Oregon Wide-Area Education Network (OWEN) | \$429,191 |
| | Pharmacy | \$1,098,365 |
| | PSU-NEW Leadership Oregon | \$69,471 |
| | PSU-Oregon Biodiversity Information Center | \$52,351 |
| | Regional Solutions | \$55,568 |
| | Rural Access | \$268,553 |
| | Southwestern Oregon University Center (SOUC) | \$119,610 |
| | Statewide Access | \$881,430 |
| | Systemwide Expenses / Programs | \$2,225,254 |
| | Vet. Med | \$3,665,707 |
| | Veterinary Diagnostic Lab | \$1,301,044 |
| Regional Support | Regional Support | \$3,353,812 |
| | EOU Resident Adjust. | \$2,113,119 |
| | IT Fifth Site/OCATE/Southwest Oregon/OWEN | \$2,028,988 |
| | Regional Access | \$1,674,949 |
| | Regional University Support | \$12,152,342 |
| | Retention & Graduation | \$1,688,484 |
| | Retrenchment | \$964,848 |
| Research | TRU Shared Services | \$6,175,570 |
| | Underpinning | \$1,688,484 |
| | Faculty Salaries - Research | \$2,186,844 |
| Total Mission Differentiation Funding | Sponsored Research | \$3,959,043 |
| | | \$63,935,430 |

ACTIVITY BASED FUNDING (SCH)

SCH Funding

Points-based system that compares resident Student Credit Hours (SCH) completions among the institutions

- Student Credit Hours are funded based on number transcribed in each recognized CIP Code
 - Averaged over prior 3-year period
- Credit Hours are cost-weighted based on student level, field of study, and degree level.



SCH PER STUDENT CREDIT HOUR FUNDING RANGE

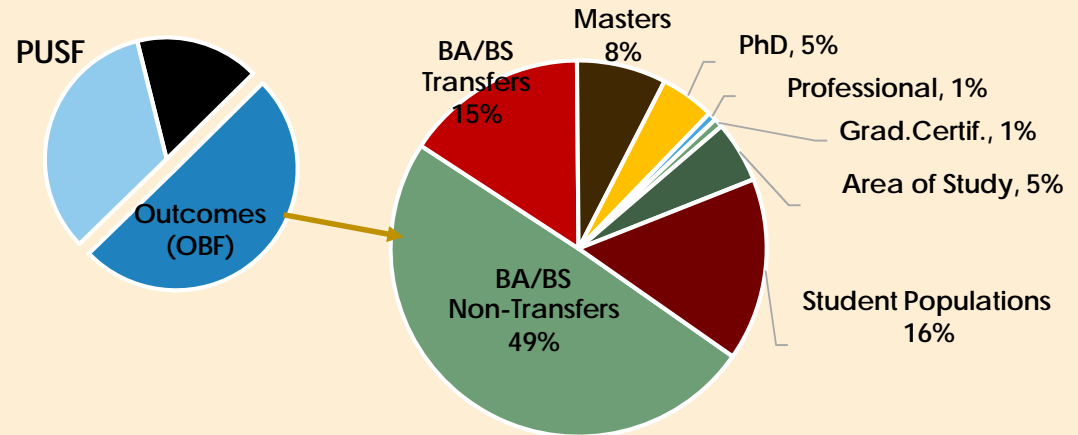
| | Value | \$29/SCH |
|------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Low | Example | Freshman Level <ul style="list-style-type: none"> · Natural Resources, Conservation · Area, Ethnic, Cultural, Gender, Group Studies · Foreign Languages, Literatures, Linguistics · English Literature and Language · History · Liberal Arts and Sciences, Humanities · Mathematics and Statistics · Philosophy and Religious Studies · Psychology · Social Sciences and History |
| | Value | \$122/SCH |
| High | Examples | PHD Level <ul style="list-style-type: none"> · Computer and Information Science · Engineering · System Science and Theory · Science Technologies · Business, Mgmt, Marketing, Related Support Svcs |
| | Value | |

OUTCOMES BASED FUNDING (OBF)

OBF Funding

Points-based system that compares Resident Degree completions among the institutions

- Degrees funded based on number transcribed in each recognized CIP Code.
 - Averaged over prior 3-year period
- All degree levels are funded, including graduate certificates.
- Degree points weighted in the following categories to reflect state priorities:
 - Degree Level
 - *Non-Transfer Bachelors-100%*
 - *Transfer Bachelors-62.5%*
 - *Masters-50%*
 - *PhD-70%*
 - *Professional-50%*
 - *Certificates-10%*
 - Cost Weight of Program
 - Area of Study Bonus for high-demand, high-reward areas
 - Additional points awarded for undergraduate degrees earned by students in at least one of the designated targeted populations.



| OBF PER DEGREE FUNDING RANGE | | | |
|------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Undergraduate | Graduate |
| Low | Value | \$5,126 | \$1,025 |
| | Example | ·Natural Resources, Conservation ·Area, Ethnic, Cultural, Gender, Group Studies ·Foreign Languages, Literatures, Linguistics ·English Language and Literature ·Liberal Arts and Sciences, Humanities ·Philosophy and Religious Studies ·Psychology ·Social Sciences and History ·History | Graduate Certificates: ·Natural Resources, Conservation ·Area, Ethnic, Cultural, Gender, Group Studies ·Education ·Liberal Arts and Sciences, Humanities ·Philosophy and Religious Studies ·Homeland Security, Law Enforcement, Protective Services ·Public Administration and Social Services ·Social Sciences and History ·Business, Mgmt, Marketing, Related Support Svcs |
| High | Value | \$18,209 | \$24,853 |
| | Examples | ·Engineering ·Engineering Technologies ·Health Professions, Related Programs | ·PhD: Computer and Information Science ·PhD: Engineering ·PhD: Systems Science and Theory |

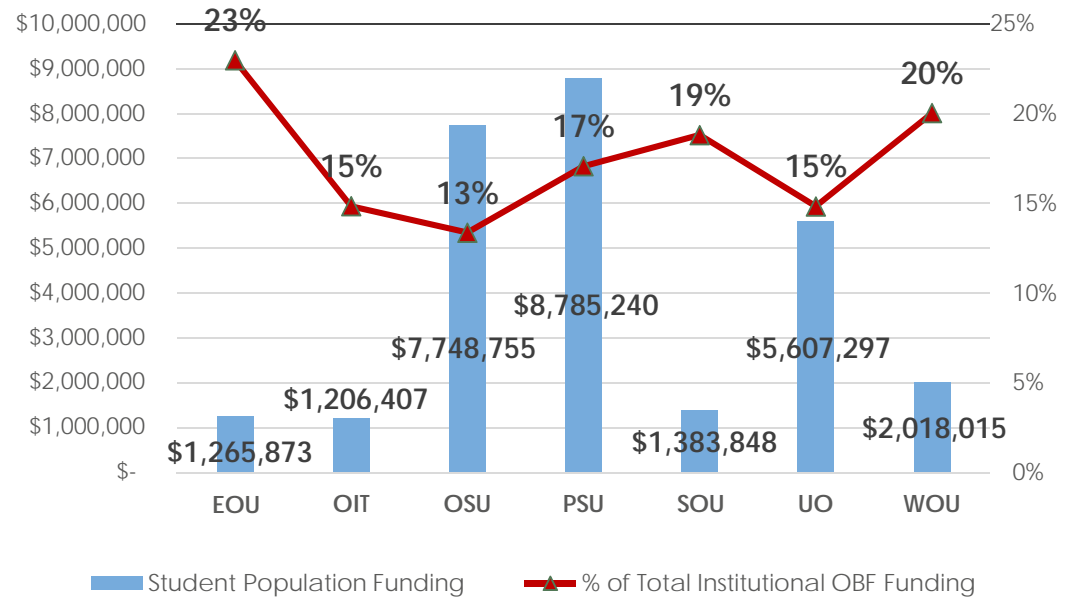
TARGETED POPULATION FUNDING

Targeted Populations

Additional weighting applied to Bachelor degree completions by students who identify as members of one or more of the following student populations:

- Low-income
- Underrepresented minority
 - American Indian/Alaskan Native
 - Hispanic
 - Pacific Islander
 - Black
 - African American
- Rural
- Veteran

FY18 Student Population Funding by Institution



FY18 TARGETED POPULATION ALLOCATION

| Number of Targeted Characteristics | Category Weight | # of Degrees* | Add'l Allocation per Degree | \$ Allocated by Category |
|------------------------------------|-----------------|---------------|-----------------------------|--------------------------|
| 1 | 0.8 | 5947.3 | \$3,280.88 | \$19,512,487 |
| 2 | 1.0 | 1853.3 | \$4,101.10 | \$7,600,705 |
| 3 | 1.1 | 200.0 | \$4,511.21 | \$902,242 |
| Total | | | | \$28,015,434 |

*3 yr avg

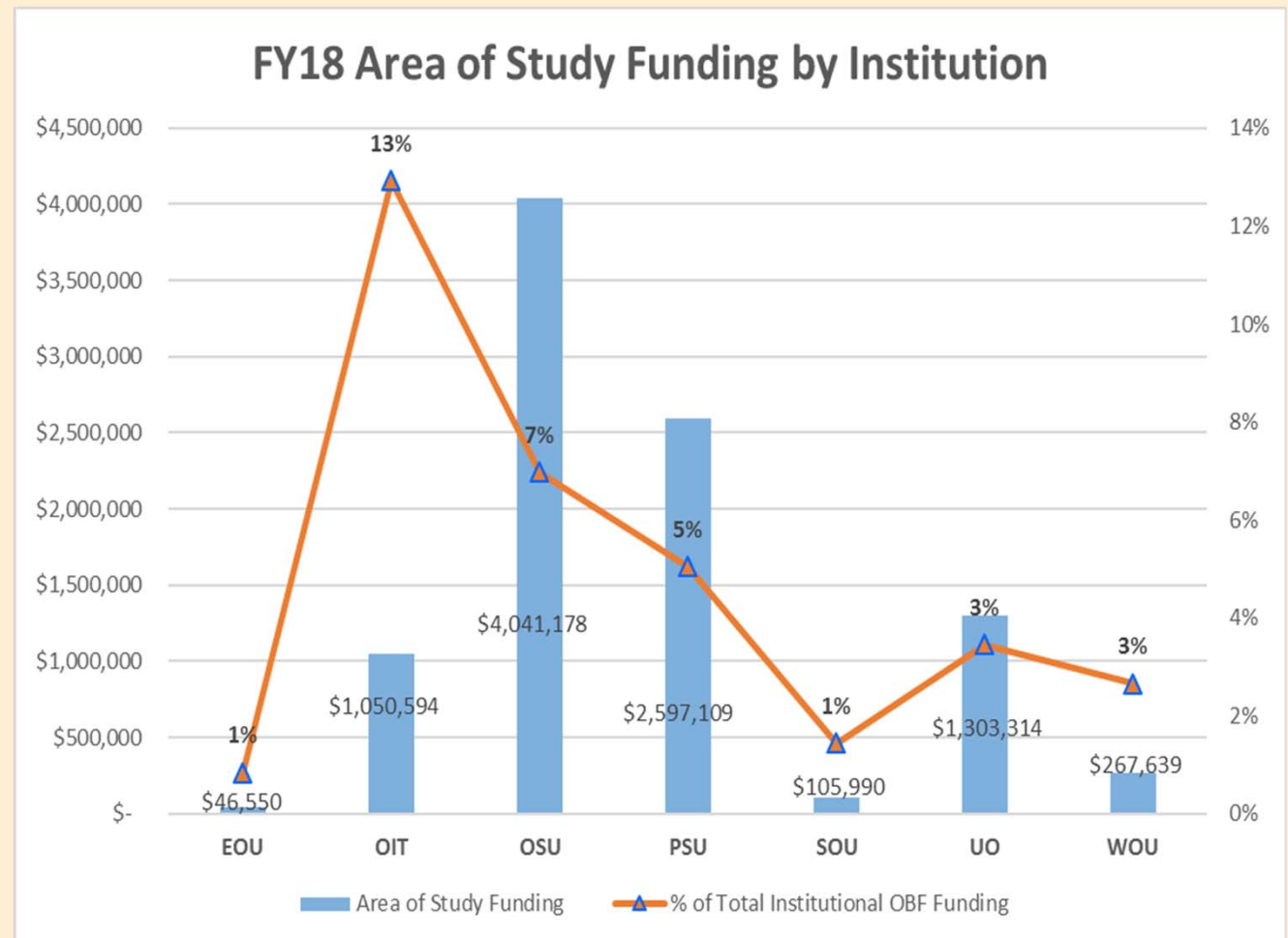
AREA OF STUDY BONUS

Area of Study

Additional weighting applied to degree completions which are completed in Areas of Study which serve a critical need for the State economy.

- *STEM programs*
- *Health programs*
- *Bilingual Teacher Education*
- Applies to all degree levels
- Determined by CIP code

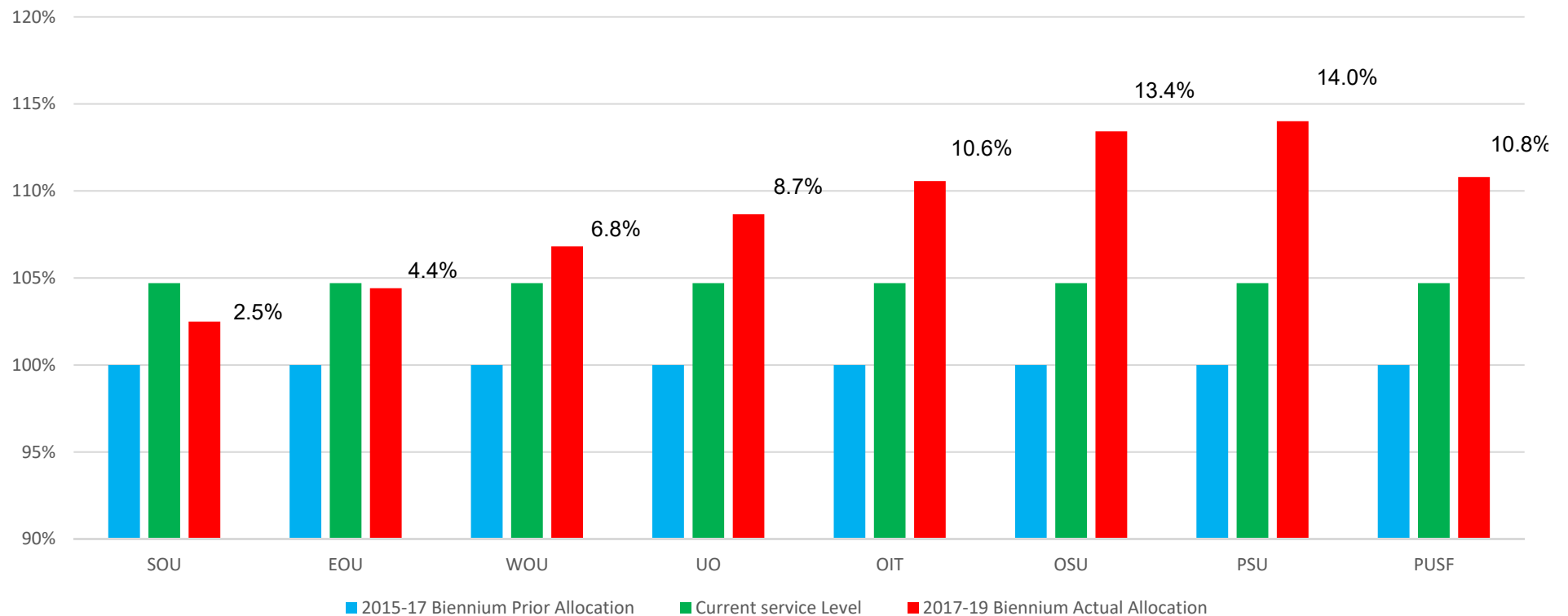
| Area of Study (All Degrees) | Weight |
|-----------------------------|--------|
| STEM | 120% |
| Health | 120% |
| Bilingual Education | 220% |



Current Biennium - How the funds were initially allocated



The increased funding from the legislature was allocated to the 7 universities via the Student Success and Completions Model, or SSCM. Despite receiving more than double the increase required to fund Current Service Level, not all schools received CSL fu



Note: If all Universities first received CSL increases, there would have still been over \$40Million available to allocate for Performance Based Funding outcomes

October 2018 - Summary of True-up by Institution (SOU was + \$193k)

Summary

| SSCM FY19 FUNDING ALLOCATION TRUE UP SUMMARY | | | | | | | | | | | | |
|----------------------------------------------|-------------------------------|---------------|---------------|----------------|--------------|----------------|---------------|---------------|---------------|---------------|----------------|--|
| | | EOU | OIT | OSU | OSU-Cascades | OSU Total | PSU | SOU | UO | WOU | Total | |
| Mission Differentiation (MD) | Projection | \$ 11,377,913 | \$ 13,216,585 | \$ 14,480,650 | \$ 2,759,692 | \$ 17,240,342 | \$ 4,225,726 | \$ 8,467,111 | \$ 4,354,801 | \$ 7,037,742 | \$ 65,920,220 | |
| | Trued Up | \$ 11,526,745 | \$ 13,444,968 | \$ 14,658,684 | \$ 2,786,701 | \$ 17,445,385 | \$ 4,226,711 | \$ 8,578,487 | \$ 4,409,270 | \$ 7,252,656 | \$ 66,884,222 | |
| | Difference from Projection | \$ 148,832 | \$ 228,383 | \$ 178,034 | \$ 27,009 | \$ 205,043 | \$ 5,985 | \$ 111,376 | \$ 54,469 | \$ 214,914 | \$ 964,002 | |
| | | 1.31% | 1.73% | 1.23% | 0.98% | 1.19% | 0.02% | 1.32% | 1.25% | 3.05% | 1.46% | |
| Activity Based (SCH) | Projection | \$ 3,278,452 | \$ 5,488,580 | \$ 41,366,995 | \$ 1,340,401 | \$ 42,707,395 | \$ 33,503,680 | \$ 4,995,535 | \$ 26,755,592 | \$ 7,229,989 | \$ 123,959,223 | |
| | Trued Up | \$ 3,251,051 | \$ 5,456,682 | \$ 41,252,970 | \$ 1,374,800 | \$ 42,627,771 | \$ 33,369,779 | \$ 5,062,098 | \$ 26,635,850 | \$ 7,170,788 | \$ 123,573,619 | |
| | Difference from Projection | \$ (27,401) | \$ (31,898) | \$ (114,025) | \$ 34,399 | \$ (79,624) | \$ (134,001) | \$ 66,563 | \$ (119,742) | \$ (59,201) | \$ (385,604) | |
| | | -0.84% | -0.58% | -0.28% | 2.57% | -0.19% | -0.40% | 1.33% | | -0.82% | -0.31% | |
| Outcomes Based (OBF) | Projection | \$ 5,703,344 | \$ 8,708,572 | \$ 58,172,662 | \$ 3,078,481 | \$ 61,251,144 | \$ 53,647,006 | \$ 7,614,242 | \$ 38,058,741 | \$ 10,055,584 | \$ 185,938,833 | |
| | Trued Up | \$ 5,408,929 | \$ 8,553,656 | \$ 58,499,830 | \$ 3,178,906 | \$ 61,678,735 | \$ 53,794,688 | \$ 7,629,591 | \$ 38,045,868 | \$ 10,249,568 | \$ 185,360,435 | |
| | Difference from Projection | \$ (294,415) | \$ (154,916) | \$ 327,168 | \$ 100,425 | \$ 427,591 | \$ 146,682 | \$ 15,349 | \$ (12,873) | \$ 193,984 | \$ (578,398) | |
| | | -5.16% | -1.78% | 0.56% | 3.26% | 0.70% | 0.27% | 0.20% | -2.34% | 1.93% | -0.31% | |
| Pre-Stop Loss (MD + SCH + OBF) | Projection | \$ 20,359,709 | \$ 27,413,737 | \$ 114,020,307 | \$ 7,178,574 | \$ 121,198,880 | \$ 91,376,612 | \$ 21,076,888 | \$ 70,069,134 | \$ 24,323,315 | \$ 375,818,275 | |
| | Trued Up | \$ 20,186,724 | \$ 27,455,305 | \$ 114,411,484 | \$ 7,340,407 | \$ 121,751,890 | \$ 91,390,777 | \$ 21,270,175 | \$ 69,090,988 | \$ 24,673,012 | \$ 375,818,271 | |
| | Difference from Projection | \$ (172,984) | \$ 41,569 | \$ 391,177 | \$ 161,833 | \$ 553,010 | \$ 13,166 | \$ 193,288 | \$ (978,146) | \$ 349,697 | \$ (4) | |
| | | -0.85% | 0.15% | 0.34% | 2.25% | 0.46% | 0.01% | 0.92% | -1.40% | 1.44% | 0.00% | |
| Stop Loss/Stop Gain Adjustment (SL) | Projection | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | Trued Up | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | Difference from Projection | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| | | #DIV/0! | #DIV/0! | 0.00% | 0.00% | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | |
| Final (MD + SCH + OBF + SL) | Projection | \$ 20,359,710 | \$ 27,413,737 | \$ 114,020,307 | \$ 7,178,574 | \$ 121,198,880 | \$ 91,376,611 | \$ 21,076,887 | \$ 70,069,134 | \$ 24,323,315 | \$ 375,818,274 | |
| | Trued Up | \$ 20,186,724 | \$ 27,455,305 | \$ 114,411,484 | \$ 7,340,407 | \$ 121,751,890 | \$ 91,390,777 | \$ 21,270,175 | \$ 69,090,987 | \$ 24,673,011 | \$ 375,818,269 | |
| | Difference from Projection | \$ (172,986) | \$ 41,568 | \$ 391,177 | \$ 161,833 | \$ 553,010 | \$ 13,166 | \$ 193,288 | \$ (978,147) | \$ 349,696 | \$ (5) | |
| | | -0.85% | 0.15% | 0.34% | 2.25% | 0.46% | 0.01% | 0.92% | -1.40% | 1.44% | 0.00% | |

SOU SSCM Quarterly Distribution



How the State Appropriation Flows

| FY 19 SOU DISTRIBUTION SCHEDULE | | | | | |
|--------------------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| | Q5: July | Q6: October | Q7: January | Q8: April | Total |
| Public University Support Fund | \$7,587,680 | \$5,174,425 | \$5,104,842 | \$3,403,228 | \$21,270,175 |
| Public University State Programs | \$0 | \$120,955 | \$48,382 | \$32,255 | \$201,592 |
| Statewide Public Services Programs | \$0 | \$0 | \$0 | \$0 | \$0 |
| Targeted and One-time Appropriations | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other | \$158,945 | \$158,945 | \$158,945 | \$158,945 | \$635,780 |
| TOTAL | \$7,746,625 | \$5,454,325 | \$5,312,169 | \$3,594,428 | \$22,107,547 |

State Funding for 2019-21 Biennium and Campus Impacts

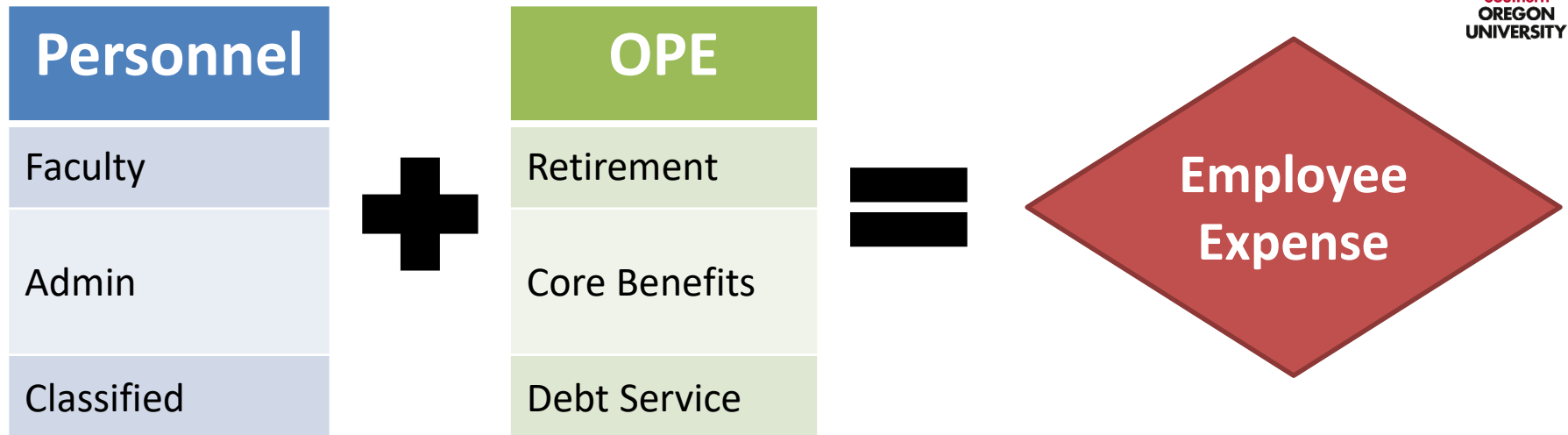
Discussion Points

- Overview of SOU Budgeting Basics /Processes
- State Funding (prognosis)
- Campus Impacts and Affordability

How SOU Budgets

| Expenses | Revenues |
|--------------------------------|-------------------|
| Personnel | State Allocations |
| Other Personnel Expenses (OPE) | Tuition Revenue |
| Supplies and Services | Fees |

Expenses: Personnel & OPE*



**Other personnel expenses*

Revenue Source: State Allocation

The Legislature allocates funds biennially to the Public University Support Fund (PUSF)

SOU receives State Funding based on SSCM



HECC uses the Student Success and Completion Model (SSCM) to allocate the PUSF to the Universities



Revenue Source: Tuition and Fees



Tuition rates vary:

- Class rank (Graduate vs Undergraduate)
- Resident vs Non-resident vs **Western Undergraduate Exchange**
- Online vs In-person

Fees also vary:

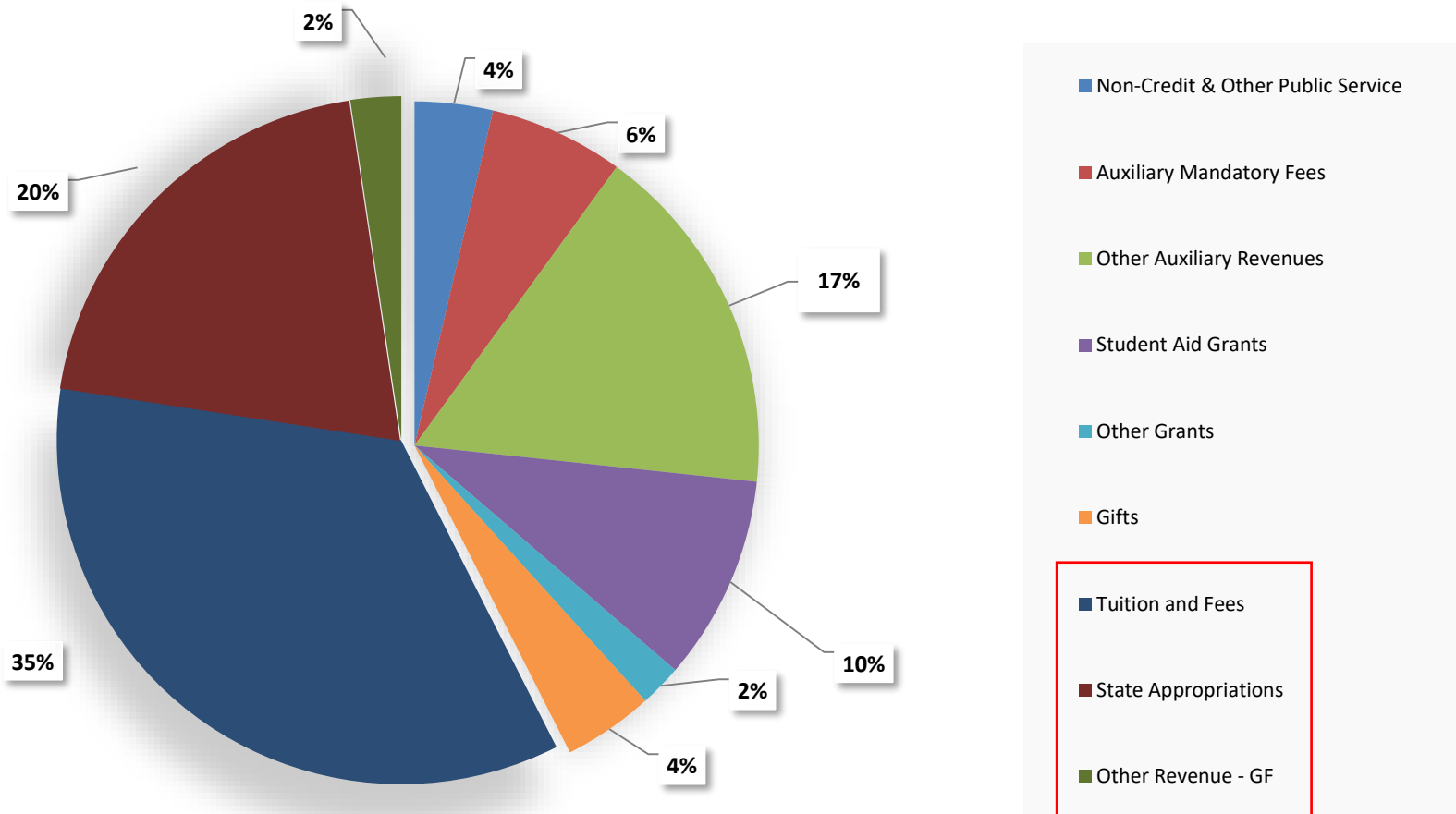
- Matriculation Fee
- Program differentials
- Lab fees & course fees, etc.

SOU Context – Diagram of all Sources of Revenue

Education & General Fund is 57% of All Revenue



Total FY2018 Operating Revenue



Budget Big Picture

“Budgets are a continuum, not a single snapshot”

Budgets are a representation of your plan

- Current = Operational
- Forecasts = Strategic



Prior Year (Context)

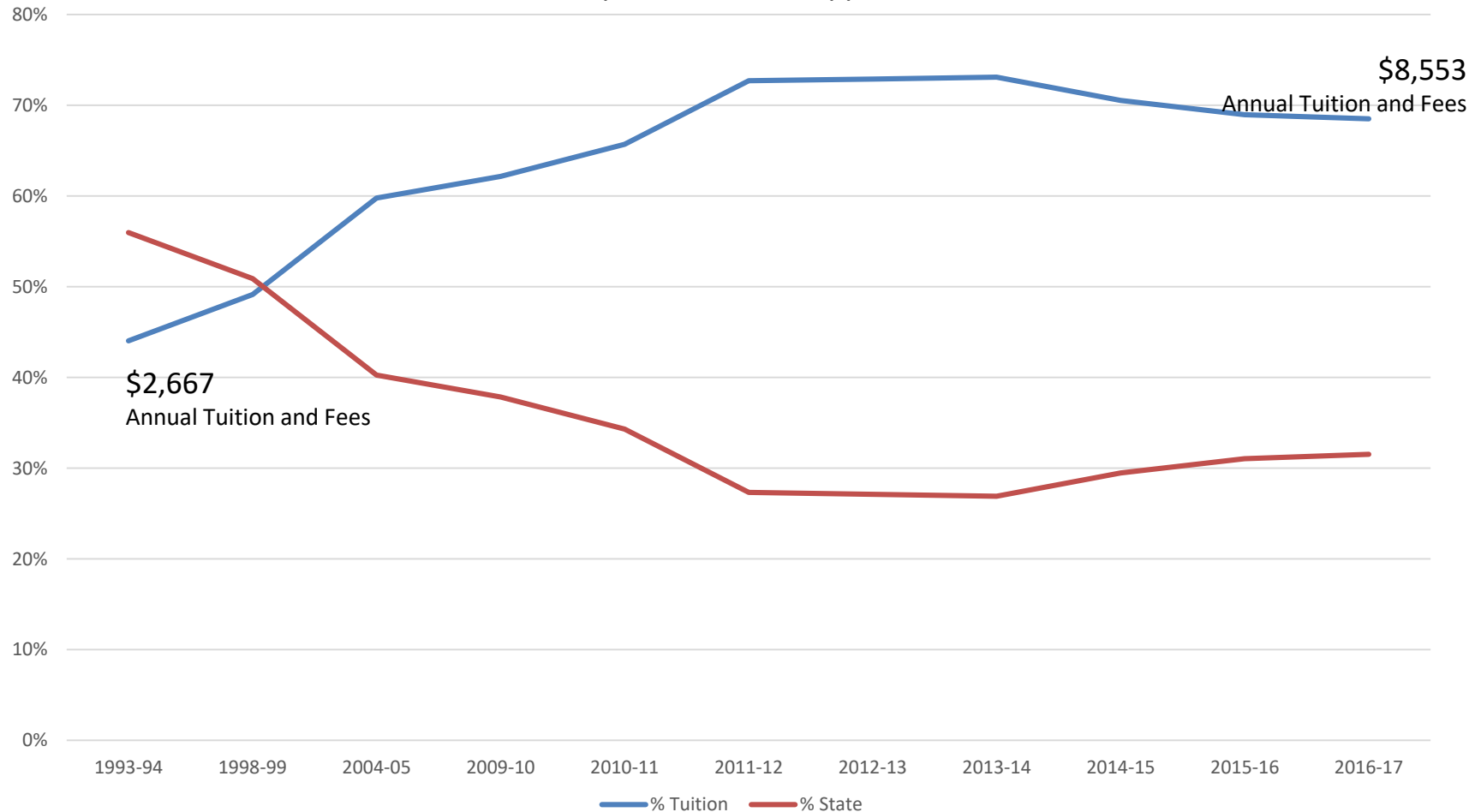
What happened with SOU budgets in FY18?

- Enrollment grew 2.1%
- State Allocations remain tight fisted
- Ending Fund Balance was strong at 11.7%
- Exited retrenchment



Situation: State's Disinvestment in Higher Ed; Burden Shifts to Students

Historical Comparison - State Support Vs. Tuition



Context in Current Year

What may happen with SOU budgets in FY19?

- Enrollment declined by -4.0%
 - And, Current Year Budget resulted from a projected 2.5% enrollment increase; it was a key assumption in setting tuition
- State Allocations remain tight-fisted
- Lack of legislative support (loss of advocacy)
- Projected ending fund balance dips to < 7.5%
- Actions required now to reduce spending and bolster fund balance for coming fiscal year challenges



Background: Governor's Recommended Budget (GRB) vs. Investment Plan

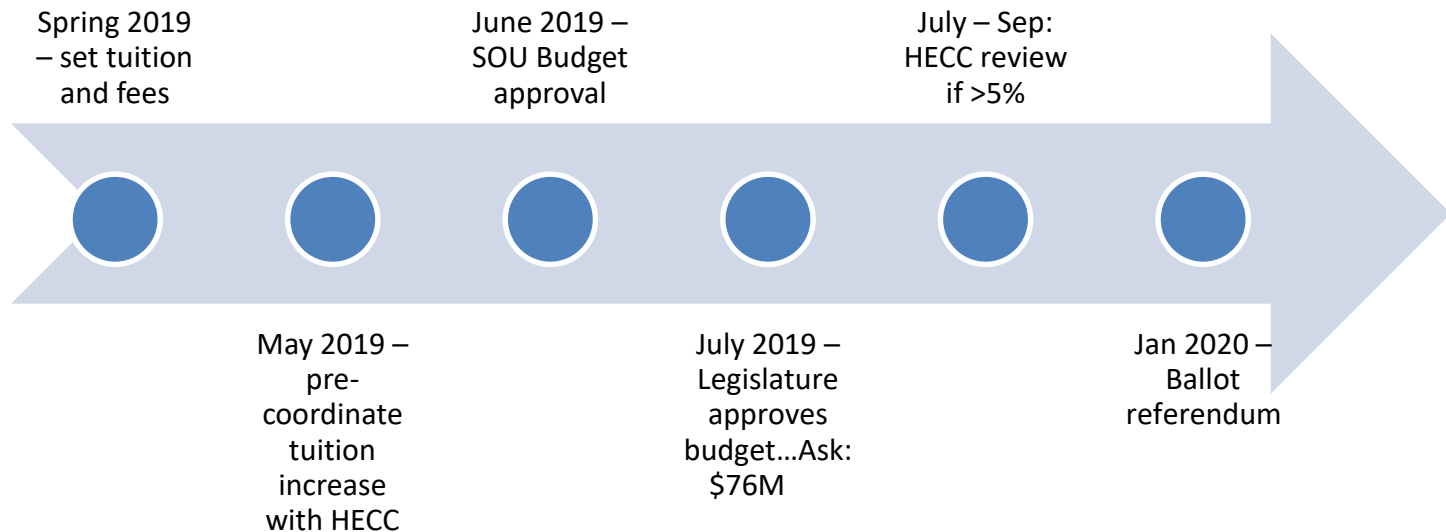
| CRITERION | GRB BASE BUDGET | INVESTMENT PLAN |
|---------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Funding | \$736.9M (same as FY17-19) ^{1*} | \$856.9M (Additional \$120M provides CSL only) |
| Affordability | Sharp tuition increases (>12%) | Tuition increase < 5% |
| Cost Controls | Will be required ^{2*} | Avoided |
| Financial Stability | Low Fund Balance | Stasis |
| Access and Equity | Eliminates OR Opportunity Grant after 2019-2020; Cuts OR Promise student funding | Doubles OR Opportunity Grant; Funds OR Promise, Outdoor school, and Sports Lottery; |
| Student Success | Less funding available for remissions (scholarships for need and/or merit) | Healthy remissions funding; opportunities for innovation |
| New Investments | No dedicated funding | Funds innovation, campus safety, outreach, and youth employment |

* Notes:

- 1 – Flat funding and elimination of Engineering Technical Investment Council (ETIC) or Sports Lottery funding
- 2 – Program reviews, Supplies and Services belt tightening, holding positions vacant, etc.

Assessment: Timing Creates Risk

Base GRB will drive tuition at SOU above 12% and reduce Ending Fund Balance from \$7M to < \$4M



Risks:

- **Governor is asking boards to set tuition rates based on a hypothetical budget**
- **Board decides tuition before state budget is approved / authorized**

Key Assumptions in Pro Forma Analysis

1. Labor increases consistent with collective bargaining agreements.
2. Increases to state funding for entire university “system” varies by scenario.
3. Revenue projections based on fall term’s 4th week data (projecting -4.0% enrollment for current AY)
4. Known increases to retirement plans (PERS/ORP) included in Other Personnel Expenses for FY19-21 biennium
5. PEBB benefit costs held firm this year; normally, annual 5% increase to PEBB
6. Projected tuition increases shown for GRB and investment scenarios

High-level Cost Comparison

Based on Governor's Expectation

| SCENARIO | TUITION % INCREASE | TUITION COST INCREASE/YR | ENDING FUND BALANCE (\$M) | | | % OPERATING REVENUE | | |
|-------------------|--------------------|--------------------------|---------------------------|-------|-------|---------------------|-------|-------|
| | | | 18/19 | 19/20 | 20/21 | 18/19 | 19/20 | 20/21 |
| 1. GRB (\$0) | 5% | \$ 387 | 4.6 | 2.1 | -1.1 | 7.5 | 3.2 | -2 |
| 2. GRB + \$40.5M | 5% | \$ 387 | 4.6 | 3.2 | 2.2 | 7.5 | 4.9 | 3.3 |
| 3. GRB + \$80M | 5% | \$ 387 | 4.6 | 4.1 | 4.1 | 7.5 | 6.3 | 6.1 |
| 4. Invest +\$120M | 5% | \$ 387 | 4.6 | 4.9 | 5.8 | 7.5 | 7.4 | 8.4 |

Notes:

- Tuition percent increase and cost based on Resident Undergraduate only, currently \$7,740/yr.
- Ending fund balance in FY18/19 currently is about \$3M “off plan,” due to lower-than-expected enrollment

High-level Cost Comparison

Based on Minimum 8% Operating Target

| SCENARIO | TUITION % INCREASE | TUITION COST INCREASE | ENDING FUND BALANCE (\$M) | | | % OPERATING REVENUE | | |
|-------------------|--------------------|-----------------------|---------------------------|-------|-------|---------------------|------------|-------|
| | | | 18/19 | 19/20 | 20/21 | 18/19 | 19/20 | 20/21 |
| 1. GRB (\$0) | 15% (one year) | \$ 1161 | 4.6 | 5.3 | 6.7 | 7.5 | <u>8.0</u> | 9.6 |
| 2. GRB + \$40M | 11.8% (one year) | \$ 913 | 4.6 | 5.3 | 6.7 | 7.5 | <u>8.0</u> | 9.7 |
| 3. GRB + \$80M | 9% (one year) | \$ 697 | 4.6 | 5.3 | 6.5 | 7.5 | <u>8.0</u> | 9.5 |
| 4. Invest +\$120M | 6.5% (one year) | \$ 503 | 4.6 | 5.3 | 6.6 | 7.5 | <u>8.0</u> | 9.5 |

Notes

- Tuition percent increase and cost based on Resident Undergraduate only, currently \$7,740/yr.
- Ending fund balance in FY18/19 currently is about \$3M “off plan,” due to lower-than-expected enrollment

Tuition Increase Criteria

The following criteria shall be used by the HECC in determining whether or not a proposed university increase to its undergraduate resident tuition rate of greater than 5% is “appropriate” (ORS 350.075 (3)(h)(B)).

The following constitute the criteria the Commission will employ during the tuition review process. In determining whether or not an institution has met any particular criterion, the Commission will employ a “reasonableness” test; in other words, taking into account context and constraints, can the institution be understood to have taken all prudent and reasonable measures to meet the standard suggested by the criterion?

Finally, when making its final determination about whether a university’s above-threshold tuition increase is appropriate, the Commission will consider the totality of the institution’s submission. An institution’s shortcoming or success with respect to any one criterion will not necessarily determine the Commission’s overall conclusion about the appropriateness of the proposed tuition increase.

Focus Area One: Fostering an Inclusive and Transparent Tuition-Setting Process

Goals: Inclusion, Transparency

Why this focus area is important: Student engagement in tuition-setting decisions is a core priority for students, public universities, the state, and the HECC. The HECC seeks assurance that the tuition-setting process is open, fair and provides ample opportunities for student participation.

In order to assess the criterion in this focus area, evidence must be provided regarding the engagement of students throughout the process and that student engagement informed the development of an institution’s final tuition proposal. This impact should be clearly documented by the available materials produced by the tuition advisory committee as well as the views of students and student organizations involved, either directly or indirectly, in the tuition-setting process.

Criteria for this Focus Area:

- A. The institution can demonstrate that students had multiple opportunity to engage in the tuition-setting process including, but not limited to, participation on the institution’s tuition advisory committee.

Fulfillment of this criterion: The Commission determines that engagement with students occurred throughout the tuition-setting process and that student input was fully considered in the institution’s tuition proposal.

- B. The institution demonstrates that information about the tuition setting process was easily accessible, that the tuition-setting process was transparent and in compliance with House Bill 4141 (2018).

Fulfillment of this criterion: Information on the institution's process is available and accessible and meets or exceeds the requirements of HB 4141. Data that can be used to support this determination include: Tuition advisory committee structure; student outreach strategies that were undertaken at the institution with a particular focus on outreach to underrepresented student groups; extent of information available to tuition advisory committee members, particularly students; and how dissenting comments are reflected and incorporated into official tuition deliberations and/or recommendations.

Focus Area Two: Safeguarding Access and Support for Degree Completion by Historically Underrepresented Students

Goals: Mitigate impacts of tuition increase, Plan for use of additional state resources

Why this focus area is important: The HECC's strategic plan emphasizes the importance of increasing the participation and completion of historically underrepresented students at every level. At a minimum, the HECC wants to ensure that the impact of any tuition increases on these highly vulnerable groups is mitigated.

These criteria allow universities to identify how they will help targeted groups more by approving these increases than by not doing so – for example via targeted remissions or student support programs. In addition, criteria require detailing how tuition would decrease should the final PUSF exceed the funding level upon which the tuition increase is predicated.

Criteria for this Focus Area:

- A. Demonstration of impacts, with and without a tuition increase of more than 5%, on remission programs and support services that bolster retention and completion of underrepresented students.

Fulfillment of this criterion: The institution demonstrates that it reduced or mitigated impacts on underrepresented students under the proposed increase. Specific examples should be provided as related to programs that support these students, especially resident students.

- B. The institution has a plan for reducing tuition costs if the PUSF exceeds the funding level upon which the tuition increase is predicated.

Fulfillment of this criterion: Completion of a schedule linking PUSF increases with tuition decreases.

Focus Area Three: Financial Conditions Demonstrating the Need for Resident, Undergraduate Tuition to be Increased More than 5%

Goals: Explanation of cost drivers and revenue dynamics triggering tuition increase, Demonstrated consideration of alternatives, Implementation of cost containment efforts and long-term sustainability of the university

Why this focus area is important: The tuition-setting process presents an opportunity to describe the impact of state-mandated cost pressures as well as to understand institutional efforts to contain costs and improve long-run fiscal sustainability. The universities and the HECC agree that certain funding levels by the state must be met to cover state-mandated cost drivers. The criteria under this focus area highlight these considerations.

Additionally, although universities establish tuition rates annually, this focus area highlights that decisions about tuition should consider the long-term consequences of annual decisions on the financial health of the institution, programs supporting student success, the quality of academic programs, and the institution's ability to recruit and retain faculty and staff.

Criteria for this Focus Area:

- A. The institution demonstrates that current and projected financial conditions compelling the need for the increase request to meet the critical portions of its HECC-approved mission or goals set in the HECC's strategic plan, including documentation that alternatives to raising tuition above 5% were considered.

Fulfillment of this criterion: A clear explanation, backed up with appropriate quantitative evidence, that the institution's increase in excess of 5% is necessary to support the long-term need to meet the institution's core mission or its ability to meet the HECC's strategic plan.

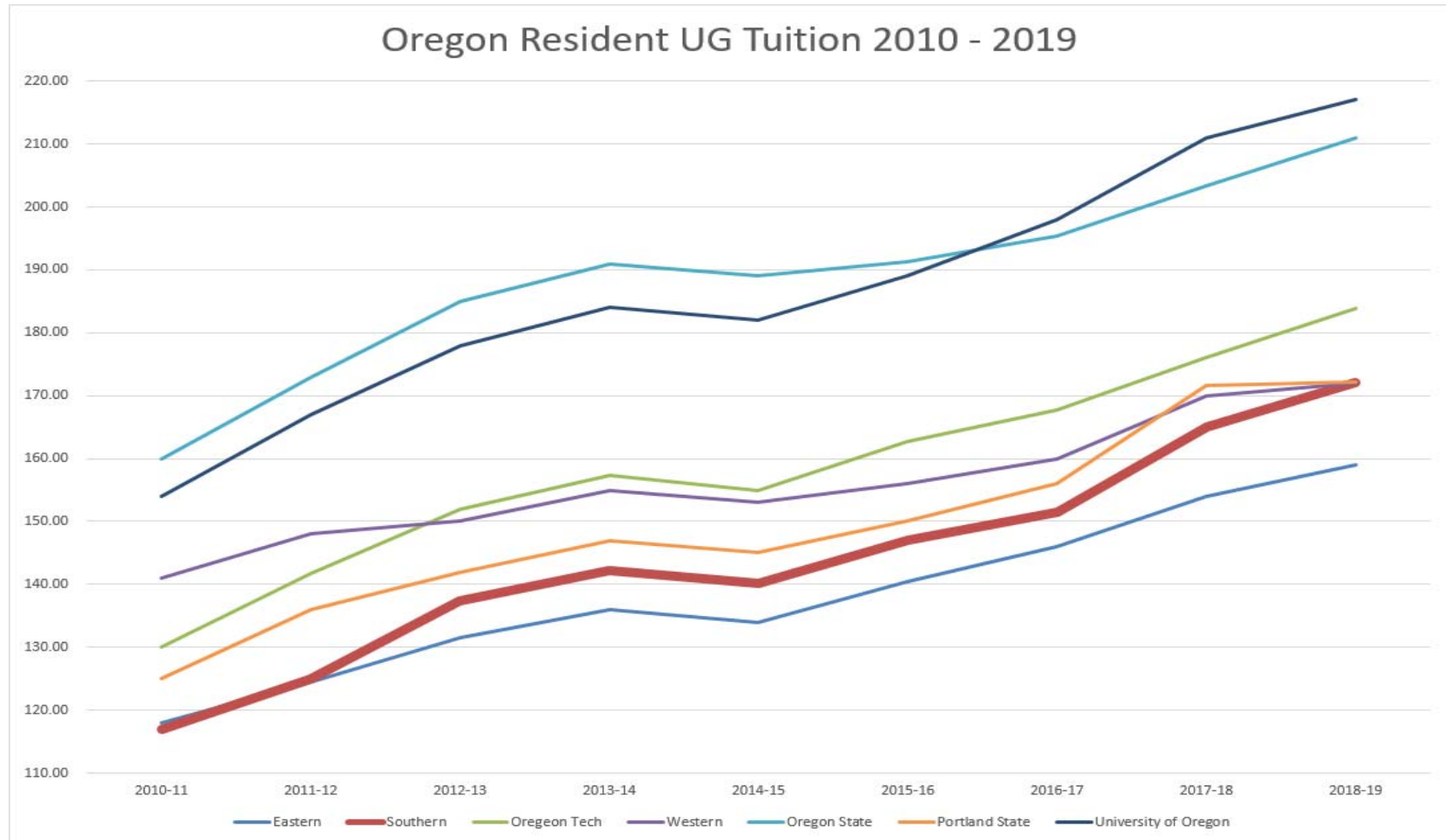
- B. The institution demonstrates that it has considered and implemented cost containment efforts for those costs that are within their control.

Fulfillment of this criterion: The institution has a demonstrable history of cost control efforts, including engaging in a systematic review of cost efficiencies. In addition, these efficiency reviews and the resulting data/monitoring have been incorporated into an institution's budgetary decision-making process for an institution's cost control efforts to receive a passing analysis under this criterion.

Total Cost of Attendance 2018-19

| | Academic Year | | | |
|-----------------------|----------------------|----------------|----------------|------------------|
| Tuition | 2016-17 | 2017-18 | 2018-19 | 45 SCH/Yr |
| Resident Undergrad | \$ 151.41 | \$ 165.04 | \$ 172.00 | \$ 7,740.00 |
| WUE | \$ 227.12 | \$ 247.56 | \$ 258.00 | \$ 11,610.00 |
| Nonres Undergrad | \$ 476.89 | \$ 506.00 | \$ 526.00 | \$ 23,670.00 |
| Resident Grad | \$ 397.00 | \$ 421.00 | \$ 430.00 | \$ 19,350.00 |
| Nonres Grad | \$ 497.00 | \$ 527.00 | \$ 538.00 | \$ 24,210.00 |
| Masters - Education | \$ 341.00 | \$ 361.46 | \$ 369.00 | \$ 16,605.00 |
| Mandatory Fees | | | | |
| Student Incidental | \$ 320.00 | \$ 343.00 | \$ 358.00 | \$ 1,074.00 |
| Student Rec | \$ 75.00 | \$ 95.00 | \$ 95.00 | \$ 285.00 |
| Student Health | \$ 130.00 | \$ 137.00 | \$ 140.00 | \$ 420.00 |
| Building | \$ 45.00 | \$ 45.00 | \$ 45.00 | \$ 135.00 |
| Housing/ Meal | | | | |
| Shasta Double | \$ 2,655.00 | \$ 2,708.00 | \$ 2,816.00 | \$ 8,448.00 |
| Red Plan | \$ 1,825.00 | \$ 1,880.00 | \$ 1,917.00 | \$ 5,751.00 |
| Total Cost | | | | |
| Resident Undergrad | \$ 5,201.41 | \$ 5,373.04 | \$ 5,543.00 | \$ 23,853.00 |
| WUE | \$ 5,277.12 | \$ 5,455.56 | \$ 5,629.00 | \$ 27,723.00 |
| Nonres Undergrad | \$ 5,526.89 | \$ 5,714.00 | \$ 5,897.00 | \$ 39,783.00 |
| Resident Grad | \$ 5,447.00 | \$ 5,629.00 | \$ 5,801.00 | \$ 35,463.00 |
| Nonres Grad | \$ 5,547.00 | \$ 5,735.00 | \$ 5,909.00 | \$ 40,323.00 |
| Masters - Education | \$ 5,391.00 | \$ 5,569.46 | \$ 5,740.00 | \$ 32,718.00 |

Comparators: Oregon Public Universities



Student Loan Debt Snapshot

- \$1.5 TRILLION in student loan debt spread among 44 million borrowers
- Student borrowers who have borrowed federal loans
 - (excludes private or parent loans)
- Attendees, former attendees, and graduates of higher education institutions

National vs. Oregon Student Debt by the Numbers



| National | Oregon |
|---------------------------------------------|---------------------------------------------|
| 66% of students borrow | 63% of students borrow |
| Avg. \$37,172 per borrower after graduation | Avg. \$27,697 per borrower after graduation |
| 10.8% National Cohort Default Rate | 12.8% State Cohort Default Rate |

Regional Picture

| | Western Oregon University | Eastern Oregon University | Oregon Institute of Technology | Southern Oregon University |
|-----------------------------------------|---------------------------|---------------------------|--------------------------------|----------------------------|
| Students w/ Student Loans | 79% | 50% | 39% | 43% |
| Average Debt at Graduation | \$24,955 | \$22,107 | \$22,875 | \$21,313 |
| Average amount borrowed per year | \$7,403 | \$7,357 | \$7,843 | \$6,939 |
| Default Rate | 7% | 9.4% | 5.5% | 8% |

The SOU Student

Oregon Resident on Campus

\$23,853

Costs per Student (15 credits per term)

- \$9,654 Tuition & Fees
- \$14,199 Housing & Meal Plan

Financial Aid Package

- PELL \$6195
- OOG \$3,200
- Subsidized Loan \$3,500
- Unsub. Loan \$2,000

This student has to come up with \$8,958 per year, on average .

\$14,895

The SOU Student *Oregon Resident Commuter*

\$19,548

Costs per Student

(15 credits per term)

- \$9,654 Tuition & Fees
- \$9,894 Off Campus Costs

Financial Aid Package

- PELL \$6195
- OOG \$3,200
- Subsidized Loan \$3,500
- Unsub Loan \$2,000

*This student has to come up with
\$4,853 per year, on average.*

\$14,695

The SOU Student

*Western Undergraduate Exchange (WUE) Student
on Campus*

\$27,273

Costs per Student (15 credits per term)

- \$13,074 Tuition & Fees
- \$14,199 Housing & Meal Plan

Financial Aid Package

- PELL \$6195
- Subsidized Loan \$3,500
- Unsub Loan \$2,000

*This student has to come up with
\$15,578 per year, on average.*

\$11,695

The SOU Student

WUE Student Commuter

\$22,968

Costs per Student (15 credits per term)

- \$13,074 Tuition & Fees
- \$9,894 Off Campus Costs

Financial Aid Package

- PELL \$6195
- Subsidized Loan \$3,500
- Unsub Loan \$2,000

*Student has to come up with \$11,273
on average per year.*

\$11,695

The SOU Student

Undergraduate non-resident/non WUE student



\$39,783

Costs per Student (15 credits per term)

- \$25,584 Tuition & Fees
- \$14,199 Room and Board On Campus

Financial Aid Package

- PELL \$6195
- Subsidized Loan \$3,500
- Unsub Loan \$2,000

**Student has to come up with \$28,088 per year, on average.*

\$11,695

Types of Need and Merit-Based Financial Aid



Federal Aid

- Federal Pell Grants
- Work Study
- Loans

State Aid

- Grants
- Scholarships

SOU Aid **Last Dollars Applied**

- Merit Scholarships
- Scholarships (SOUF-funded)
- Student Employment
- Need-based Tuition Assistance

How is SOU Aid Helping Students Afford College?



**77% of Students With Financial Aid
Need Met**

- \$4.1 Million Tuition Assistance
 - \$126,000 Admission Discretionary Funds
 - \$150,000 Senior Completion Grant
 - \$50,000 SSI Retention Grant
- \$100,00 Housing Discretionary Funds

Future Meetings

Adjournment