



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

March 15, 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.

At the meeting, the board will take action on amendments to the following governing documents: Board Statement on Ethics and Conflict of Interest; Board Statement on Policies; Board Statement on Recommending Candidates for At-Large Board Positions; and the Investment Policy, SOU Endowment Fund. Other agenda items include reports from the university president, board committees, student leadership and faculty senate. There will be updates and discussion on the activities of the Governance Work Group, new programs, enrollment, legislative affairs, state funding and budget, and SOU's Tuition Advisory Council. Additionally, the board will discuss an SOU perception survey.

The meeting will occur as follows:

Friday, March 22, 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.

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
March 22, 2019

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, March 22, 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 | |
| 5 min. | 3 | Consent Agenda | Chair Hennion |
| | 3.1 | Approval of January 18, 2019 Meeting Minutes | |
| | 3.2 | Amendments to Governing Documents: Board Statements on Ethics and Conflict of Interest, Policies, and Recommending Candidates for At-Large Board Positions; and Investment Policy, SOU Endowment Fund | |
| 25 min. | 4 | Reports | |
| | 4.1 | President's Report | President Linda Schott |
| 20 min. | 4.2 | Committee Reports | Chair Hennion; Trustee Sheila Clough; Trustee Daniel Santos |
| 10 min. | 4.3 | Student Leadership Report | Alexis Phillips, ASSOU, President |
| 5 min. | 4.4 | Faculty Senate Report | Andrew Gay, SOU, Faculty Senate Chair |

Board of Trustees Meeting

Friday, March 22, 2019

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

DeBoer Room, Hannon Library

AGENDA (Continued)

	5	Action, Information, and Discussion Items	
10 min.	5.1	Governance Work Group: Work Plan and Update	Vice Chair Paul Nicholson
40 min.	5.2	Update on New Programs	Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs; Phyllis Hauptfeld, Academic Partnerships, Managing Director
10 min.	5.3	Enrollment Update	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
25 min.	5.4	SOU Perception Survey	President Linda Schott
10 min.	5.5	Legislative Update	Jeanne Stallman, SOU, Associate Vice President for Government Relations and Outreach
35 min	5.6	State Funding and Budget Update	President Linda Schott; Greg Perkinson, Vice President for Finance and Administration; Jeanne Stallman
30 min.	5.7	Tuition Advisory Council Update	Dr. Susan Walsh
	5.8	Future Meetings	Chair Hennion
	6	Adjournment	Chair Hennion

Public Comment

Consent Agenda

- Minutes, January 18, 2019
- Board Statement on Ethics and Conflict of Interest
- Board Statement on Policies
- Board Statement on Recommending Candidates for At-Large Board Positions
- Investment Policy, SOU Endowment Fund

**Board of Trustees of Southern Oregon University
Board of Trustees Meeting
Friday, January 18, 2019**

MINUTES

Call to Order/Roll/Declaration of a Quorum

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	Present
Shaun Franks	Present	Bill Thorndike	Present
Megan Davis Lightman	Present	Steve Vincent	Present
Paul Nicholson	Present	janelle wilson	Present
Shanztyn Nhipali	Present		

Chair Lyn 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.

Public Comment

There was no public comment.

Reports

President's Report

President Linda Schott provided an update on the Southern Oregon Higher Education Consortium, the agreement between Klamath and Rogue Community Colleges, Oregon Institute of Technology and SOU to collaborate in ways helpful to all four institutions, students, and employers in the region. The presidents and provosts of the institutions will continue to determine how the consortium will function.

President Schott said she will start the town-gown relationship efforts in Ashland and then reach out to surrounding towns. Jon Lange volunteered to help with this project.

President Schott introduced two new staff members: Neil Woolf, Vice President for Enrollment Management and Student Affairs, and Chad Hamill, the American Council on Education fellow. She also provided updates on the searches for the Chief Diversity and Inclusivity Officer & Title IX Coordinator and the Director of the Honors College.

Turning to SOU's efforts to ensure its financial stability, President Schott said SOU is taking a twofold approach because the environment is so unsettled. SOU's current challenges stem from a decrease in enrollment, which is believed to be a temporary downturn. Managers have been asked to be as conservative as possible with spending; open positions have been held open longer than normal; and there are some other small levers that can be pulled to save funds. President Schott said, most importantly, SOU has been brave and has continued to invest in things believed to be helpful in the future, including a marketing study, investment in the software from the Education Advisory Board's student success program, hiring a firm to assist with leveraging current financial aid funds, a student satisfaction survey, and SOU's virtual campus

tour. President Schott said SOU's fund balance could be higher without investments, but SOU is making appropriate investments to stabilize and grow the institution.

The HECC plans to hold its October meetings at SOU, both at the Higher Education Center and the Ashland campus. The HECC will have two commissioners come to campuses to attend a meeting of the board or the Tuition Advisory Council (TAC) to observe how tuition rates are set.

President Schott mentioned SOU's 150th anniversary in 2022. She also mentioned the upcoming 50th anniversary of SOU's relationship with the City and University of Guanajuato; Trustee Santos will be a member of the president's delegation.

Janet Fratella provided an update on the SOU Foundation's activities as detailed in the meeting materials. Fundraising efforts are ahead of last year and ahead of projections by about \$200,000. Chair Hennion, Ms. Fratella and Trustee AuCoin stressed the importance of donations from the foundation, alumni, and governing board members.

Action Items

Review and Acceptance of Fiscal Year 2018 Audited Financial Statements

Jean Bushong presented the fiscal year 2018 audited financial statements, as included in the meeting materials. Ms. Bushong said the purpose of the audit was to determine if SOU's financial statements were free from material misstatement. CliftonLarson-Allen (CLA) audited SOU's financial statements and completed a single audit of student financial aid. CLA issued an unmodified opinion on the financial statement audit and there were no findings. Ms. Bushong mentioned the impact two Governmental Accounting Standards Board statements and a loan program would have on SOU's financial statements. CLA reported no findings in the single audit, which was a significant accomplishment. Ms. Bushong then covered required communications to governance.

Trustee Lightman moved to accept the audit report. Trustee Rosenberg seconded the motion and it passed unanimously.

Reports (Continued)

Committee Reports

Executive and Audit Committee – Chair Hennion said the major item covered in the meeting was the external audit. She appointed Trustee Nicholson (as chair), Trustee Lightman and Sabrina Prud'homme to a governance work group. The internal auditor also provided his report to the committee.

Finance and Administration Committee – Trustee Clough said the focus of the meeting was to prepare the committee for the 2020 budget cycle. Greg Perkinson provided an update on the HECC and reminded the committee of the requirements if SOU pursues a tuition increase greater than 5 percent. Mr. Perkinson provided updates on capital projects and the approval process for future projects. The role of TAC and its process were discussed in detail. Educational items included a PERS overview, state funding and the governor's recommended budget (GRB).

Academic and Student Affairs Committee – Trustee Santos said, after receiving an exceptional presentation, the committee approved the digital cinema program proposal. The committee expressed interest in receiving updates on previously-approved programs. The committee received organizational updates and discussed the TAC and the difficulty in setting a tuition rate without knowing all the funding implications; transfer articulation; and how to respond to myths about lost credits.

Student Leadership Report

Alexis Phillips said ASSOU recently had a productive retreat. ASSOU has seated its Student Fee Committee and subcommittees. ASSOU seated four students on the TAC but is trying to replace one of them due to a scheduling conflict. She and her vice president have instituted a requirement for her cabinet to submit quarterly reports. Responding to Trustee Santos, President Phillips said students are concerned about tuition increases and, even more so, fees. At Trustee Wilson's request, President Phillips highlighted ASSOU's work on sexual assault prevention, reassessing ASSOU's ban on on-campus blood drives, and voter registration for students.

Faculty Senate Report

Andrew Gay thanked the trustees, especially those on the Academic and Student Affairs Committee, for approving the digital cinema program. He said Faculty Senate has had a busy fall term. They approved the digital cinema major; approved promotion and tenure revisions to eleven programs; approved several University Studies courses; changed election bylaws; launched a new student evaluation task force; developed a new succession plan; approved Carpenter Grants to support faculty research and professional development; received various reports, including one from the inter-institutional faculty senate; reviewed and discussed a new draft policy on sexual assault prevention; and discussed steps necessary to comply with House Bill 2871, which requires universities to identify courses that require low-cost resources or use open educational resources. It will also discuss early promotions, service expectations, term-by-term evaluations and curricular changes. Responding to Trustee Nicholson's inquiry, Mr. Gay said there may be some new certificates but he was not aware of any new programs coming forward in the next year.

Consent Agenda

Trustee Nicholson requested a correction in the October 19, 2018 meeting minutes: his absence was recorded properly but he was erroneously indicated as making a motion. Trustee Rosenberg moved approval of the consent agenda, as amended. Trustee Clough seconded the motion and it passed unanimously.

Action Items (Continued)

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

To assist in improving board operations and updating the board's governing documents, Trustee Nicholson said he and Chair Hennion met with trustees as they departed from the board. He then reviewed information gleaned from those meetings.

Jason Catz highlighted key proposed changes to the documents indicated in the meeting materials. Regarding the Board Statement on the Conduct of Public Meetings, Mr. Catz said the Executive and Audit Committee revised paragraph 2.5 as follows:

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

Trustee Rosenberg moved to adopt the amendments to the board's governing documents, as amended. Trustee Thorndike seconded the motion and it passed unanimously.

Tuition and Mandatory Fees Process

Sabrina Prud'homme mentioned the recent passage of House Bill 4141 (the Tuition Advisory Council bill) and said the bill was based on SOU's process. Ms. Prud'homme said the internal auditor, general counsel and the chair of the TAC (viz the provost) reviewed and approved SOU's proposed process revisions. Responding to Trustee Nicholson's inquiry, Ms. Prud'homme said the proposed process does not differ from SOU's current process and includes additional elements not required in the bill.

Trustee Lightman moved to approve the amendments to the Process for Establishing Tuition and Mandatory Fees. Trustee Franks seconded the motion and it passed unanimously.

Information and Discussion Items

Strategic Plan Reporting

President Schott said they have jumped in and started working in many areas of the plan. A lot of time was spent in the fall implementing and entering data into the software. Chris Stanek explained the information on the screen shots showing progress on the strategic plan. The screen shots are static depictions but the report itself is interactive. He gave examples of assessments and how they are measured. Dr. Jody Waters explained the relationship between the strategic plan, assessments, and SOU's accreditation.

Responding to Trustee AuCoin's inquiry, President Schott said each strategic direction has a cabinet member assigned as a sponsor who ensures activities are being pushed forward. She said various open forums would be scheduled to let the campus know where the university is in its progress on the strategic plan. Trustee Nicholson was impressed with the amount of work that has been done and Trustee Vincent thought the process was good for employee satisfaction.

Athletics Overview: Part II

President Schott stressed the importance of this item because athletics oversight is the board's responsibility. Matt Sayre provided an overview of the athletics program. Starting with the benefit to the campus and community, Mr. Sayre said athletics' goal is to contribute to a positive public identity for SOU and he mentioned some of the many ways this is accomplished. Currently, SOU has the best program in the NAIA and is the top public school in the NAIA in the nation.

Mr. Sayre discussed the net return on investment for various athletics programs. The programs generate new enrollment revenue and contribute to student diversity. SOU is in competition for student-athletes who would not otherwise be at SOU and the

opportunity to participate in athletic programs contributed greatly to their decision to attend SOU. On average, student-athletes carry heavier course loads than other students and retain and graduate at higher rates.

Mr. Sayre discussed the funding and use of resources for athletics, as detailed in the meeting materials. Ms. Fratella discussed the President's Advisory Committee, which President Schott created in March 2018 to advise her on matters affecting athletics.

Student Success and Completion Model Overview: Part II

Greg Perkinson highlighted points in the three Student Success and Completion Model (SSCM) funding categories and explained how SOU is disadvantaged in each. The SSCM will be reevaluated next year and the hope is that some of the aspects that disfavor SOU will be revised. SOU did not receive current service level funding but did receive an additional \$193,000 in outcomes-based funding.

State Funding for 2019-21 Biennium and Campus Impacts

Greg Perkinson detailed the components of SOU's budget and process including revenues, expenses, and the cost drivers of salary, retirement expenses, and health benefits, over which SOU has little control.

Discussing the mix of revenue sources, Mr. Perkinson said state aid has remained relatively flat since 2009 while tuition has grown in response to SOU's need to maintain a healthy, stable financial balance. Over the past ten years, SOU has done a good job keeping revenue in excess of expenses, contributing to an 11.7 percent ending fund balance in fiscal year 2018.

Mr. Perkinson said the costs of tuition and fees have shifted from the state onto students. He then compared the GRB with the investment plan and the impacts of both of those scenarios on higher education funding, student affordability, cost controls, financial stability, access and equity, student success, and the ability to make new investments. Discussion ensued on the GRB and the political maneuvering needed to create solutions.

Mr. Perkinson highlighted the risk involved this year in setting tuition rates based on budget uncertainty. SOU's normal cycle of setting tuition rates early may not be feasible this year.

Turning to the pro forma analysis, Mr. Perkinson described the key assumptions as detailed in the meeting materials. Using four funding scenarios and a variety of tuition increases, he modeled those impacts on SOU's fund balance and operating revenue.

Mr. Perkinson reviewed the total cost of attendance at SOU for various categories of students and compared the total cost of attendance for each of the public institutions.

Dr. Neil Woolf then discussed student loan debt and how federal, state and institutional aid are applied. Dr. Woolf compared student debt data for national, Oregon, and technical and regional universities, as detailed in the meeting materials. He reviewed costs of attendance and financial aid packages for various student types to demonstrate the financial implications for each. Dr. Woolf said SOU meets the needs of 77 percent

of students with financial aid needs.

Jeanne Stallman provided talking points for trustees to use when advocating for SOU's needs with members of the public, the starting point being to serve as proponents for higher education.

Future Meetings

The next regularly scheduled meeting of the board will take place on March 22. Chair Hennion noted that a special board meeting would probably be needed in April or May to set tuition rates.

Adjournment

Chair Hennion adjourned the meeting at 5:09 p.m.

DRAFT

Board Statement on Ethics and Conflict of Interest
Board of Trustees of Southern Oregon University

1.0 Purposes of Board Statement

The Southern Oregon University ("SOU") Board of Trustees is committed to the ethical exercise of its authority and discharge of its fiduciary duties, both for the SOU community and the State of Oregon. While this Board Statement does not contain an exhaustive list of all considerations a discussion of Trustee might face with regard to ethics and conflicts of interests, the purposes of this Statement are to generally inform the Board of Trustees about: (a) generally inform the Board of Trustees about the ethical duties of a Trustee; and (b) generally inform the Board of Trustees about the Oregon Government Ethics Law and other laws that address conflicts of interest. Each individual Trustee is personally responsible for complying with the law applicable to ethical conduct and conflict of interest.

The University shall cause the Trustees to be informed on an annual basis (more often if the law changes) about applicable state and federal law regarding ethics and conflicts of interest so as to maximize the ability of the Trustees generally and each Trustee specifically to avoid ethical breaches and unwise or impermissible conflicts of interest.

2.0 General Ethical Duties of a Trustee

2.1 Trustees are volunteers and serve without salary. Service as a Trustee is a public trust. A Trustee is expected to perform his or her duties faithfully and efficiently.

2.2 A Trustee is a fiduciary. A Trustee has duties to the institution and its beneficiaries that few if any employees, students, and volunteers have. Trustees bring to their task varied backgrounds and expertise, but they are expected to put aside parochial interests, keeping the welfare of the entire institution, not just a particular constituency, at all times paramount. Trustees must also recognize that parochial interests and the welfare of a particular constituency could be irreconcilable with the welfare of the entire institution generally. Acting upon parochial interests or for the welfare of a particular constituency could impede the Trustee's ability to discharge his or her fiduciary duty to the entire institution.

2.3 The fiduciary duties of a Trustee include the duties of care, loyalty and obedience.

2.3.1 Duty of Care. A Trustee must act in good faith, using a degree of diligence, care, and skill that prudent persons would use under similar

circumstances and must act in a manner that he or she reasonably believes to be in the institution's best interests. In discharging his or her duties, a Trustee is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by or under the direction of: (a) One or more officers of the institution whom the Trustee reasonably believes to be reliable and competent in the matters presented; (b) Legal counsel, public accountants or other persons retained by the institution to speak to matters that the Trustee reasonably believes are within the person's professional or expert competence; (c) A committee of the Board of which the Trustee is not a member, as to matters within its jurisdiction, if the Trustee reasonably believes the committee merits confidence. A Trustee fails to act in good faith if the Trustee has personal knowledge concerning the matter in question that makes reliance unwarranted, even if such reliance would otherwise be permitted by this subsection.

2.3.2 Duty of Loyalty. A Trustee must act in good faith and in a manner that is reasonably believed to be within the scope of the public purposes of the institution rather than in the Trustee's own interests or the interests of another organization or constituency. A Trustee must be loyal to the institution and not use his or her position of authority to obtain, whether directly or indirectly, a benefit for him or herself, his or her relatives or family, or for another organization in which the Trustee has an interest. The duty of loyalty considers both financial interests held by a Trustee and positions a Trustee has with other organizations. A Trustee must maintain independence from stakeholders external to the Board in the conduct of oversight and policy responsibilities.

2.3.3 Duty of Obedience. A Trustee must ensure that the university is operating in furtherance of its stated purposes and is operating in compliance with the law. A trustee also must ensure effective internal controls. The Board shall periodically re-evaluate its purposes and mission and must be prepared to amend or change them when it is necessary and appropriate to do so. In furtherance of this duty, a Trustee must: (a) ensure that the institution operates in furtherance of its stated purpose; (b) ensure compliance; and (c) ensure effective internal controls.

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3.0 Definitions

3.1 The following definitions apply to this Board Statement:

3.1.1 Potential conflict of interest means any action or any decision or recommendation by a person acting in a capacity as a public official, the

effect of which could be to the private pecuniary benefit or detriment of the person or the person's relative, or a business with which the person or the person's relative is associated, *unless* the pecuniary benefit or detriment arises out of the following:

- a. An interest or membership in a particular business, industry, occupation or other class required by law as a prerequisite to the holding by the person of the office or position.
- b. Any action in the person's official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged.
- c. Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

3.1.2 Actual conflict of interest means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person's relative or any business with which the person or a relative of the person is associated unless the pecuniary benefit or detriment arises out of circumstances described in the definition of potential conflict of interest.

3.1.3 Relative means:

- a. The spouse, parent, stepparent, child, sibling, stepsibling, son-in-law, or daughter-in-law of the Trustee;
- b. The parent, stepparent, child, sibling, stepsibling, son-in-law, or daughter-in-law of the spouse of the Trustee;
- c. Any individual for whom the Trustee has a legal support obligation; or
- d. Any individual for whom the Trustee provides benefits arising from the Trustee's public service or from whom the Trustee receives benefits arising from that individual's employment.

4.0 Overview of the Oregon Government Ethics Law

4.1 In General. ORS Chapter 244 sets forth the minimum standards for ethical conduct of Oregon public officials. Each member of the Board of Trustees is an Oregon public official. The Oregon Government Ethics Commission has issued

administrative rules, publications, and advisory and staff opinions interpreting certain provisions of ORS Chapter 244.

4.2 Subjects Covered. ORS Chapter 244 addresses, among other things:

- 4.2.1 Gifts
- 4.2.2 Use or attempted use of an official position to obtain financial gain
- 4.2.3 Honoraria
- 4.2.4 Annual statement of economic interest
- 4.2.5 Lobbying
- 4.2.6 Conflicts of interest, whether actual or potential
- 4.2.7 Nepotism
- 4.2.8 Travel paid by third parties
- 4.2.9 Attendance at events
- 4.2.10 Entertainment
- 4.2.11 Food and beverages
- 4.2.12 Compensation packages
- 4.2.13 Reimbursement of expenses
- 4.2.14 Use of certain confidential information for personal gain

4.3 Relatives. In addition to a Trustee, the Oregon Government Ethics Law may apply to some relatives or members of the household of the Trustee and to certain businesses with which the Trustee or a relative of the Trustee is associated.

4.4 Gifts.

4.4.1 During a calendar year, a Trustee or a relative may not solicit or receive, directly or indirectly, any gift or gifts with an aggregate value in excess of \$50 from any single source that could reasonably be known to have a legislative or administrative interest. During a calendar year, a person who has a legislative or administrative interest may not offer to the Trustee or a relative or member of the household of the Trustee any gift or gifts with an aggregate value in excess of \$50.

4.4.2 "Legislative or administrative interest" means an economic interest, distinct from that of the general public, in any matter subject to the decision or vote of the Trustee acting in the Trustee's capacity as a Trustee.

4.4.3 There are numerous exceptions to the definition of "gift," the most germane of which are the following:

- a. Gifts from relatives or members of the household of the Trustee.
- b. An unsolicited token or award of appreciation in the form of a plaque,

trophy, desk item, wall memento or similar item, with a resale value reasonably expected to be less than \$25.

c. Informational or program material, publications or subscriptions related to the Trustee's performance of official duties.

d. Admission provided to or the cost of food or beverage consumed by a Trustee, or a member of the household or staff of the Trustee when accompanying the Trustee, at a reception, meal or meeting held by an organization when the Trustee represents the university.

e. Expenses provided by one public official to another public official for travel inside the state to or from an event that bears a relationship to the receiving public official's office and at which the official participates in an official capacity.

f. Food or beverage consumed by a Trustee at a reception where the food or beverage is provided as an incidental part of the reception and no cost is placed on the food or beverage.

g. Entertainment provided to a Trustee or a relative or member of the household of the Trustee that is incidental to the main purpose of another event.

h. Entertainment provided to a Trustee or a relative or member of the household of the Trustee where the Trustee is acting in an official capacity while representing the university ~~for a ceremonial purpose~~.

i. Anything of economic value offered to or solicited or received by a Trustee, or a relative or member of the household of the Trustee:

(A) As part of the usual and customary practice of the person's private business, or the person's employment or position as a volunteer with a private business, corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, not-for-profit corporation or other legal entity operated for economic value; and

(B) That bears no relationship to the Trustee's holding of, or candidacy for, a position on the Board of Trustees or another public office.

4.5 Use of Position for Personal Gain. Trustees may not use or attempt to use their official position to obtain a financial benefit for themselves, relatives, or businesses they are associated with, through opportunities that would not otherwise be available but for the office held.

4.6 Annual Reporting of Economic Interests. On or before April 15 of each year, a Trustee must file with the Oregon Government Ethics Commission a verified statement of economic interest. The University is charged with ensuring that each Trustee receives the proper form from the Commission.

4.7 Use of Certain Confidential Information for Personal Gain. Trustees may have access to or manage information that is confidential and not available to members of the general public. The Oregon Government Ethics Law prohibits Trustees from attempting to use confidential information gained because of the position held or by carrying out assigned duties to further the Trustee's personal gain. The law also prohibits a former Trustee from attempting to use confidential information for personal gain if that confidential information was obtained while holding the position as a Trustee, from which access to the confidential information was obtained.

4.8 ORS 351.067 addresses the process by which the Board of Trustees may permit certain compensation or reimbursement of expenses that would otherwise be prohibited by ORS Chapter 244.

5.0 Conflicts of Interest.

5.1 Generally. Not all conflicts of interest are wrong or unacceptable. Although some categories of conflicts may be prohibited by law, or the law may require that they be disclosed and managed in a particular way, in many cases management of conflicts of interest is not primarily a question of law but of ethics. In some circumstances, conflicts may be inevitable, and the question for a Trustee may be how to manage the conflict. Some considerations can be identified that tend to signal that a conflict should be prohibited or carefully managed. Often this would be the case where, for example, an individual's outside activities or relationships or the institution's own interests entail the actuality or appearance that the quality or objectivity of a Trustee's judgment could be impaired; or that a Trustee is placing personal interest before the institutional interest; or that institutional resources or assets apparently are being used for private gain; or that an individual is receiving something of value from a business where the business would appear to benefit from the individual's decision on behalf of the institution; or that an individual is pursuing an economic opportunity identified in the course of institutional service, where the opportunity is not widely available.

5.2 State law.

5.2.1 The Oregon Government Ethics Law addresses the existence, disclosure, and disposition of certain potential and actual conflicts of interest. The standards set forth in the law attempt to balance the need to avoid conflicts of interest with the need for the services of knowledgeable, experienced public officials. Compliance with state law is required but may be insufficient. Some considerations can be identified that tend to signal that a conflict should be forbidden or carefully managed. Often this would be the

case where, for example:

- a. A Trustee's outside activities or relationships or an institution's own interests entail the actuality or appearance that the quality or objectivity of judgment could be impaired.
- b. A Trustee is placing personal interest before the institutional interest.
- c. Institutional resources or assets apparently are being used for private gain.
- d. A Trustee is receiving something of value from a business where the business would appear to benefit from the Trustee's intervention or decision.
- e. A Trustee is pursuing an economic opportunity identified in the course of institutional service, where the opportunity is not widely available to others.

5.2.2 ORS 352.076 addresses a conflict of interest inherent in the positions of the faculty trustee and the non-faculty staff trustee. The conflict may be financial or non-financial. The faculty and non-faculty staff trustees (a) may not participate in any discussions or action by the board involving collective bargaining issues that affect faculty or non-faculty staff at the university, and (b) may not attend any executive session of the board involving collective bargaining issues that affect faculty or non-faculty staff at the university. This prohibition may include collective bargaining issues that affect any collective bargaining organization, unit or agreement, not merely a collective bargaining organization or unit that represents the faculty or non-faculty staff trustee or a collective bargaining agreement to which the organization or unit is a party.

5.2.3 Declaration of Potential and Actual Conflicts of Interest under Oregon Law. When met with a potential or an actual conflict of interest, a Trustee is strongly urged:

- a. Potential: Announce publicly the nature of the *potential* conflict prior to taking any action thereon in the capacity of a Trustee; or
- b. Actual: When met with an *actual* conflict of interest, announce publicly the nature of the actual conflict and refrain from participating in any discussion or debate on the issue out of which the actual conflict arises or from voting on the issue.

5.3 Federal law. Federal laws and regulations mandate conflict-of-interest-related requirements in certain areas applicable to universities-such as lobbying

of certain federal officials and the receipt of federal funds for financial aid, construction, research and grants and contracts. Trustees should be aware that their activities and interests may be in conflict with the interests and activities of the institution under federally-funded programs and may implicate the government relations activities of the institution.

5.4 Non-financial Interests. The Board of Trustees does not confine its concerns about conflict of interest to financial conflicts but extends its concerns to all kinds of interests that (a) may lead a Trustee to pursue a policy or practice or take a position that is incompatible with the Trustee's fiduciary duties to the institution, or (b) may entail steps by the Trustee to achieve personal gain, or gain for family, friends or associates, by use of the Trustee's role at the institution.

5.5 Trustees should disclose promptly all actual or potential conflicts of interest related to the institution as the conflicts become known to them. To facilitate Trustees' identification of such conflicts, the University is directed to inform the Trustees on an annual basis of applicable state and federal law regarding conflicts of interest so as to maximize the potential for awareness of possible conflicts.

6.0 Compliance

6.1 When a Trustee gives notice of an actual or potential conflict of interest, the Secretary shall record the actual or potential conflict in the official records of the public body.

6.2 Federal law and state law supersede anything in this Statement that is inconsistent or in conflict with such law.

Approved on _____

Chair of the Board

Secretary of the University

Board Statement on Policies

Board of Trustees of Southern Oregon University

1.0 Preamble

Consistent with authority of the Board of Trustees ("Board") authority to manage the affairs of Southern Oregon University ("University" or "SOU") and, in recognition of its fiduciary obligations, the Board identifies the following categories of authority and the principles and processes governing the development of statements of authority, including bylaws, committee charters, board statements, board resolutions, university policies, university procedures, handbooks, and manuals.

2.0 Categories of Authority

2.1 Bylaws. Board Bylaws outline the essential elements necessary for the Board's constitution and operation, including, but not limited to Board officers, meeting agendas, and certain legal obligations.

2.2 Committee Charters. Committee charters identify the duties and scope of authority for the Board's committees, both standing and *ad hoc* and must be consistent with the Board's Bylaws, Board Statement on Committees, and other Board actions. These charters may only be ~~promulgated~~ *adopted*, amended, or repealed by a majority vote of the Board. Board committees, from time to time, may suggest changes to the committee charters for Board action.

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2.3 Board Statements and Resolutions. Board Statements are broad, strategic statements communicating the Board's expectations. As opposed to University Policies or Procedures, which could communicate delegated, operational or transactional authority or procedures, Board Statements communicate the fundamental strategic, fiduciary, and structural expectations of the Board. While the Board's committees, President, and SOU Policy Council play a role in the development and recommendation of Board Statements, such Statements may only be ~~adopted~~ *promulgated*, amended or repealed by a majority vote of the Board. Pursuant to ORS 352.107, the Board may authorize a Board Statement to have the force of law. Board Resolutions are also reserved for broad, strategic statements, but may be used in specific circumstances, including statements that need to be reaffirmed periodically by the Board or for actions authorizing the sale of bonds. Board Statements and Resolutions must be consistent with the Board's Bylaws and federal and state law.

2.4 University Policies. University Policies describe the exercise of authority delegated to the President by the Board. University Policies typically communicate the broad, strategic expectations of the President regarding the University's affairs. University Policies must be consistent with Board

Statements and Resolutions and federal and state law. In any event where a University Policy is inconsistent with a Board Statement or Resolution, the Board Statement or Resolution shall prevail.

2.5 University Procedures. University Procedures, which likely work in concert with one or more University Policies, communicate the day-to-day steps or processes necessary for the effective and efficient accomplishment of University Policies. University Procedures must be consistent with Board Statements and Resolutions, University Policies, and other actions, as well as federal and state law. Where a University Procedure is inconsistent with a Board Statement, Resolution, University Policy or other Board action the Board Statement, Resolution, Policy, or action prevails.

2.6 Handbooks and Manuals. Handbooks and Manuals exist throughout the University and typically communicate desktop procedures or expectations for a University department, unit, or functional area. Examples may include, but are not limited to a faculty handbook, student handbook, and fiscal policy manual. Handbooks and Manuals must be consistent with Board Statements, Resolutions, and other actions, and University Policies and Procedures. Where a Handbook or Manual is inconsistent with a Board Statement, Resolution, or action, or University Policy or Procedure, the Statement, Resolution, action, Policy, or Procedure will prevail.

3.0 SOU Policy Committee

3.1 To assist in the formulation, drafting, revision, recommendation, and maintenance of the Board's and University's statements of authority, the Board directs the President to establish and maintain a policy council. The SOU Policy Council ("Council") will be convened by the SOU General Counsel. With the approval of the President, the Council will consist of representatives of the major functional units at the University (e.g., human resources, business affairs, contracting and procurement, public safety, student affairs, academic affairs, and risk management), as well as duly-elected or appointed representatives of the Faculty Senate ~~and~~ ASSOU. The Council is a consultative, multi- functional group designed to provide valuable input and advice on the categories of authority described in this Board Statement.

3.2 The responsibility for any statement of authority described at sections 2.4, 2.5, or 2.6 of this Board Statement resides with the cognizant officer or director ("Responsible Officer"), even if employees that report to the Responsible Officer participate in the Council. Responsible Officers include:

(1) chief academic ~~officer~~ (2) ~~chief~~ and student affairs officer, (3) ~~chief~~ financial officer, (4) ~~chief~~ legal officer, (5) ~~chief~~ development officer, and (6) ~~chief~~ athletic director.

3.35 The Responsible Officer, or designee, shall present University Policies.

whether new or existing, to the Council for advice. After discussion of the draft University Policy, the Responsible Officer may submit the draft University Policy to the President for authorization to seek comment from the University community. Although a vote is not required in order for the Responsible Officer to submit a University Policy to the President, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the Council. With the President's authorization, a Responsible Officer may submit a draft University Policy to the University community for comment for at least seven calendar days. The draft shall also be posted on the University's policy website during the comment period. After seven days, the Responsible Officer, with any comments, may return to the Council for advice or request approval from the President. A University Policy is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

3.4 The Responsible Officer, or designee, shall present University Procedures, whether new or existing, to the Council for advice. After discussion of the draft University Procedure, the Responsible Officer may seek the President's approval. Although a vote is not required in order for the Responsible Officer to submit a University Procedure to the President for approval, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the Council. A University Procedure is only valid after an official copy is ~~(i) approved by the President and~~ ~~(ii) a copy is made available to the University community either (a) on the University website or (b) a physical copy is created and made available to the University community in the department included on the University's policy~~ responsible for the procedure ~~website.~~

~~3.5~~ 3 The Responsible Officer is authorized to maintain Handbooks and Manuals described at Section 2.6 for any unit or department that reports to him or her. The Responsible Officer may seek the advice and guidance of the Council for Handbooks and Manuals, but is not required to do so. Notwithstanding this authority, a Handbook or Manual is not valid unless it contains statements that (i) it does not create a contractual obligation unless expressly stated, (ii) that the official copy may be found on the University's ~~policy~~ website or the location of where a physical copy may be inspected, and (iii) any inconsistency with a category of authority described at Section 2.3, 2.4, or 2.5 of this Statement will be resolved in favor of the applicable Board Statement, Resolution, or action, - University Policy or Procedure, or, as applicable collective bargaining agreement.

3.6 Inspection of policies, procedures, handbooks and manuals may be restricted to the extent allowed by the Oregon Public Records Law to prevent the misuse of sensitive security information, financial and business procedures, and similar information.

~~3.4 The Responsible Officer, or designee, shall present University~~

~~Procedures, whether new or existing, to the Council for advice. After discussion of the draft University Procedure, the Responsible Officer may seek the President's approval. Although a vote is not required in order for the Responsible Officer to submit a University Procedure to the President for approval, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the Council. A University Procedure is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.~~

~~3.5 The Responsible Officer, or designee, shall present University Policies, whether new or existing, to the Council for advice. After discussion of the draft University Policy, the Responsible Officer may submit the draft University Policy to the President for authorization to seek comment from the University community. Although a vote is not required in order for the Responsible Officer to submit a University Policy to the President, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the Council. With the President's authorization, a Responsible Officer may submit a draft University Policy to the University community for comment for at least seven calendar days. The draft shall also be posted on the University's policy website during the comment period. After seven days, the Responsible Officer, with any comments, may return to the Council for advice or request approval from the President. A University Policy is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.~~

3.76 Board Statements or Resolutions may come to the Council for advice and consideration through a variety of channels, including the Board or its chair, its committees, whether standing or *ad hoc*, the President, or a Responsible Officer. The relevant Responsible Officer, at the direction of the Board chair, Board committee chair, or the President, may present a Board Statement or Resolution, whether new or existing, to the Council for advice and consideration. After any advice and consideration by the Council, and with the Board chair's authorization, the President or Responsible Officer may submit a draft Board Statement or Resolution to the University community for comment for at least seven calendar days. The draft may also be posted on the University's policy website during the comment period. After seven days, the President or Responsible Officer may compile any comments and seek the advice of the Board chair on whether to return the draft to the Council for further refinement or include the draft Board Statement or Resolution in the Board's docket for action at a regular, special or emergency meeting. Notwithstanding the Council's existence as a consultative, advisory group assembled for the benefit of the University, nothing in this Section shall be construed to require the Board or its committees to submit its Board Statements or Resolutions to the Council.

4.0 Format

4.1 All categories of authority will be presented substantially in the same

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format. The official copy of the authority will be found on the Board's website and the University's policy website, with an official paper in the Board's office files.

4.2 The Council will devise an operational system to organize the categories of authority under discernible functional areas.

4.3 Responsible Officers will, from time to time, review categories of authority within their functional areas to determine if repeal or amendment is advisable.

4.4 Technical changes to the organizational system, titles of authorities, indexing of authorities, or any other administrative change necessary to maintain an accessible and efficient policy function that does not conflict with this Board Statement may be accomplished after notice to the Board Chair.

Approved on _____

Chair of the Board

Secretary of the University

Board Statement on Recommending Candidates for At-Large Board Positions

Southern Oregon University Board of Trustees of Southern Oregon University

Board Statement on Recommending Candidates for At-Large Board Positions

1. Goal

Under ORS 352.076, Southern Oregon University trustees are appointed by the Governor of the State of Oregon and confirmed by the Oregon Senate. It is a goal of the Board of Trustees ("Board") to recommend at-large candidates for the Governor's consideration who meet the individual characteristics desired for the boardBoard and who complement the needs of the boardBoard as a whole. The boardBoard fully recognizes that ~~only the governor of the State of Oregon has the authority to appoint members of the boardBoard and the state senate has the authority to confirm such appointments as executive appointees.~~ Southern Oregon University Trustees are appointed only by the Oregon Governor and confirmed only by the Oregon Senate.

2. Purpose

The purpose of this policy is to guide the boardBoard's efforts in identifying potential candidates to recommend to the Governor for at-large board positions.

3. Board Composition

The boardBoard should be composed of members who have:

- A commitment to public higher education;
- A record of public or community service;
- Knowledge of complex organizations or academic institutions;
- Demonstrated collaborative, collegial approach to leadership;
- A willingness and availability for constructive engagement;
- A commitment to open-minded, non-partisan decision-making;
- A record of integrity, good judgment, and civic virtue; and
- A commitment to engagement in board responsibilities and interests.

~~Qualifications and characteristics that reflect and support the Governor's goals, priorities, and initiatives.~~

There should be a balance of perspectives, backgrounds, experience, and skills among the members of the boardBoard. These may include, but are not limited to:

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- Gender, ethnicity, age, geographic location of residence, and other expressions of diversity;
- Unique skills and competencies, including experience that will benefit the ~~board~~Board;
- Complementary skills and perspectives;
- A broad range of professional fields (e.g., education, legal, finance, engineering, healthcare, criminal justice, business, etc.); ~~and~~
- Knowledge of and/or connection to Southern Oregon University (alumni relation, campus service, community relationships, etc.); ~~and~~
- Qualifications and characteristics that reflect and support the Governor's goals, priorities, and initiatives.

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4. Process

The process for identifying and vetting potential candidates will include the following:

4.1 Conduct Needs Assessment

When a vacancy on the ~~board~~Board is anticipated or occurs, the ~~board-secretary~~Board Secretary, in conjunction with the ~~president~~President, ~~and board chair~~Board Chair, ~~and/or Vice Chair~~ will conduct a needs assessment by analyzing the present ~~board~~Board membership against the composition identified in Section 3. The ~~board~~Board also will conduct periodic self-assessments, which the ~~board-secretary~~Board Secretary, ~~president~~President, and ~~board chair~~Board Chair also will consider in assessing the ~~board~~Board's needs.

4.2 Identify and Vet Potential Candidates

Based on the needs assessment, the ~~president~~President and/or ~~board-chair~~Board Chair, in consultation with the Vice Chair, will identify potential candidates. To assist the ~~president~~President and ~~board chair~~Board Chair in identifying potential candidates, the ~~board-secretary~~Board Secretary will maintain a list of individuals submitted by sources such as trustees, the ~~president~~President, senior administrators, and others. The ~~president~~President and/or Board Chair will vet ~~potential~~ candidates under priority consideration, or will may cause vetting of those candidates to occur. Vetting will may include a discussion with potential candidates about the responsibilities of serving as a trustee as well as interest, readiness for

nomination, and ability to serve the university with:

- Support for the mission and strategic plan of the university:

- Commitment of time and talent;
- Attendance at and participation in board and committee meetings;
- Ability to maintain a university-wide perspective on issues and concerns;
- Promotion of the university mission through advocacy and oversight of policy; and
- Active involvement in the life of the university.

4.3 ~~Present Recommendations~~ Review Results of the Vetting Process

The ~~president~~President will ~~discuss present-priority candidates their suggestions recommendations to-with~~ the ~~board-chair~~Board Chair. The ~~board-chair~~Board Chair will consult with members of the ~~board~~Board regarding potential candidates who are willing and able to serve and who satisfy the needs identified ~~in~~by the needs assessment. Candidates will be asked to complete an application pack ~~ageet~~ including the Governor's Executive Appointments Interest Form, Background Information Form, and other documentation required for executive appointments. The ~~board-secretary~~Board Secretary may provide ~~-~~information on filing the required forms. Based on the factors set forth above and the information gathered for the Board Chair, ~~t~~The ~~board-chair~~Board Chair will decide which candidates to recommend ~~candidates~~ on behalf of the Board of Trustees to the Governor for consideration.

Any member of the public who may be interested in serving as a trustee, but who has not come to the attention of the ~~board~~Board through this process, ~~is encouraged to~~may apply independently. It is understood by the ~~board~~Board that providing recommendations to the Governor's office regarding potential trustees in no way guarantees or implies appointment of any applicant. As executive appoint~~ment~~sees, Southern Oregon University trustees are appointed only by the Oregon Governor and confirmed only by the Oregon Senate.

Approved on _____

~~Board Chair~~Board Chair

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Board Secretary

Board Statement on Investments for the ~~Policy~~, SOU Endowment Fund
Board of Trustees of Southern Oregon University

POLICY PROVISIONS

Policy Statements

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1. Introduction

This statement governs the investment of the Southern Oregon University Endowment Fund (the "Fund").

This statement is set forth in order that the Board, the Investment Advisor, its investment managers and others entitled to such information may be made aware of the Policy of the Fund with regard to the investment of its assets.

This statement of investment policy sets forth the following:

- A. There will be a clear understanding by the Board, the Investment Advisor and staff of the investment goals and objectives of the portfolio.
- B. The Board and management have a basis for evaluation of the investment managers.
- C. The investment managers be given guidance and limitation on investing the funds.

It is intended the objectives in this policy to be sufficiently specific to be meaningful, but flexible enough to be practical. It is expected that the policy and objectives will be amended as necessary to reflect the changing needs of the endowment; however, all modifications shall be made in writing and approved by the Board.

2. Southern Oregon University Endowment Fund

The Fund is permanent and expected to operate in perpetuity, so these funds will be invested long-term. It is important to follow coordinated policies regarding spending and investments to protect the principal of the Fund and produce a reasonable total return.

3. Responsibility of the Board

The role of the Board is to recommend broad investment goals to the Investment Advisor, including spending rate information and to provide input into the asset allocation process.

4. Investment Advisor Responsibility

The Investment Advisor, and/or a designee, serves as consultant to the Board and will have the responsibility and authority to establish the asset allocation for the Fund and approve the retention and termination of all investment managers. The Investment Advisor, and/or a designee, will recommend to the Board a specific asset mix reflecting judgments of the investment environment as well as the specific needs of the Fund. Other duties assigned to the Investment Advisor, and/or a designee, include:

- A. Recommending professional investment managers;
- B. Negotiating and/or monitoring Fund investment expenses;
- C. Monitoring investment managers, on an ongoing basis;
- D. Assuring proper custody of the investments; and
- E. Reporting to the Board, on a quarterly basis, the Fund's investment results, its composition and any other information the Board may request.

5. Spending Policy

The amount of endowment return available for spending (distribution) is based on a percentage of the average unit market value of the 20 quarters preceding the current fiscal year. The distribution per unit (under Exhibit A) is determined by the Board. The distribution amount per unit is multiplied by the current number of units and any additional units added during the current year as new endowment money comes into the Fund. This shall be exclusive of investment management fees.

Commented [SP1]: Consider a shorter moving average, such as 12 versus 20 quarters?

6. Investment Policy Guidelines

A. Asset Allocation

The most important component of an investment strategy is the allocation among the various classes of securities available to the Fund. The Investment Advisor, in consultation with the Board, will establish the target asset allocation for the investments that will most likely achieve the investment goals of the Fund, taking into consideration the appropriate level of portfolio risk.

The risk/return profile shall be maintained by establishing the following long-term "target" strategic asset allocations:

Commented [SP2]: Confirm recommended asset allocation 75% global equities/25% fixed income.

<u>Asset Class</u>	<u>Policy</u>	<u>Target</u>	<u>Benchmark</u>
--------------------	---------------	---------------	------------------

Global Equities	70-80%	75%	MSCI ACWI IMI Net
Fixed Income	20-30%	25%	Barclays Aggregate
Cash	0-3%	0%	91 Day T-Bill

B. Investment Time Horizon

In making investment strategy decisions for the Fund, the focus shall be on a long-term investment time horizon that encompasses a complete business cycle (usually three to five years). An interim evaluation will be performed by the Investment Advisor, and/or a designee, if a significant change in fees, manager personnel, investment strategy or manager ownership occurs.

While the quantitative assessment of managerial competence will be measured over a complete market cycle, the Board anticipates that the Investment Advisor will make period qualitative assessments as well. Specific qualitative factors considered by the Investment Advisor may include, but are not limited to, fundamental changes in the manager's investment philosophy, changes in the manager's organizational structure, financial condition and personnel, and any changes, relative to peers, in a manager's fee structure.

7. Prudence and Ethical Standards

A. Prudence

All participants in the investment process shall act responsibly. The standard of prudence to be applied by the Board, the Investment Advisor, selected designees, SOU staff and external service providers shall be the "prudent investor" rule, which states: "Investments shall be invested and the investments managed as a prudent investor would do, under the circumstances then prevailing and in light of the purposes, terms, distribution requirements and laws governing each investment fund."

B. Ethics and Conflicts of Interest

Board members, Investment Advisory staff, selected designees, SOU staff and external service providers involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. These parties are required to reveal all relationships that could create or appear to create a conflict of interest in their unbiased involvement in the investment process.

8. Investment Objectives

The investment objective of the Fund is to seek consistency of investment return with emphasis on capital appreciation over long periods of time, since the Fund will operate in perpetuity. In keeping with the performance goals included in the Policy, achievement of this objective shall be done in a manner that, over a long-term planning horizon, will meet the spending rate established by the Board (under Exhibit A) and maintain the purchasing power of the principal.

9. Manager(s) Responsibilities

A. Legal Compliance - The investment manager(s) is (are) responsible for strict compliance with the provisions of their investment management agreement.

B. Authority of Investment Manager(s) in the Managed Accounts - Subject to the terms and conditions of this Policy and the investment management agreement, manager(s) shall have full discretionary authority to direct investments of assets in the managed accounts. The Investment Advisor, and/or a designee, will recommend changes to this Policy when the advisor(s) views any part of this Policy to be inconsistent with overall market, economic conditions, or investment policies.

The Investment Advisor directs all managers to vote proxies and to vote them in the best economic interest of the Fund. When requested, managers will report to the Investment Advisor regarding how proxies were voted.

Meetings between Fund managers and the Investment Advisor will occur consistent with the policies established for the Investment Advisor's other managers, to discuss items including, but not limited to, the manager's performance, outlook, and investment decision process.

10. Reporting Requirements

Investment results will be regularly monitored by the Investment Advisor, selected designees and Board staff.

A representative of the Investment Advisor, and/or a designee, shall report investment results, or other information, to the Board no less frequently than annually, ~~if requested~~. Any material non-compliance with the Investment Policy, Guidelines and Objectives of the Fund or with the investment management agreement will be reported to the Board immediately.

11. Investment Guidelines

A. Cash: The Fund shall maintain minimal cash, consistent with short-term

requirements. Short term cash will be invested in a liquid cash equivalent investment.

B. Fixed Income: Fixed-income securities, for purposes of these guidelines, shall mean mortgage-backed securities, U.S. government securities, investment-grade domestic or global corporate bonds, and other fixed income securities, such as certificates of deposit and commercial paper. The objective of this component of the Fund is to preserve capital in keeping with prudent levels of risk, through a combination of income and capital appreciation. Realization of income will be subordinate to safety, liquidity, and marketability (i.e., securities should be readily marketable). This component of the Fund shall adhere to the following criteria:

1. Average portfolio credit quality shall be A or better;
2. With the exception of U.S. Government and Agency issues, no more than 10 percent of the bond portfolio, at market value, will be invested in the securities of a single issuer or 5 percent of the individual issue;
3. Below investment grade bonds shall not exceed ~~15~~20 percent of the bond portfolio; and
4. Non-U.S. bonds shall not exceed 20 percent of the bond portfolio.

Fixed-income managers have full discretion over the allocation between long-term, intermediate, and cash equivalent investments.

C. Equities

1. Objective: The objective of the equity portfolio is to enhance total return by investing in a broadly diversified portfolio of domestic and international stocks.
2. Strategy: Hold a fully invested, diversified portfolio of global equity securities, including emerging markets.
3. Permitted Holdings: Publicly traded domestic and international common stock, and other financial instruments consistent with the guidelines of the investment management agreements.
4. Diversification: The Investment Advisor shall recognize the need for diversification to minimize the risk of significant losses to the Fund. Diversification by capitalization, style, and sector distribution shall be obtained through the selection of complementary investment managers, or index strategies. Not more than 5 percent of the market value of any investment fund will be invested in any single issuer or security, unless part of an index fund.
5. Portfolio Restrictions: There will be no engagement in short sales, purchases on margin, or investments in options, futures, or private placements unless consistent with the underlying investment

management agreements.

D. Performance

Performance expectations for each of the asset classes are described in Exhibit A.

12. Asset Custody and Securities Lending

Custodial responsibility for all securities is to be determined by the Board or its designee(s).

13. Conclusion

Implementation of this Policy, including investment manager selection, shall be the responsibility of the Investment Advisor, subject to the necessary approvals from the Board.

This Policy shall be reviewed by the Board at least every two years.

Approved on _____

Board Chair

Board Secretary

EXHIBIT A

Spending Policy

The distribution rate for the Fund is up to 4 percent of the five-year moving average unit market value.

Performance Monitoring

Global equities are expected to match the performance of the passive benchmark assigned.

Fixed income accounts are expected to exceed the return of the Barclays Capital Aggregate Bond Index by 0.5 percent (after fees) over a market cycle for core bond investments.

Commented [SP3]: Confirm distribution rate of "up to 4%"

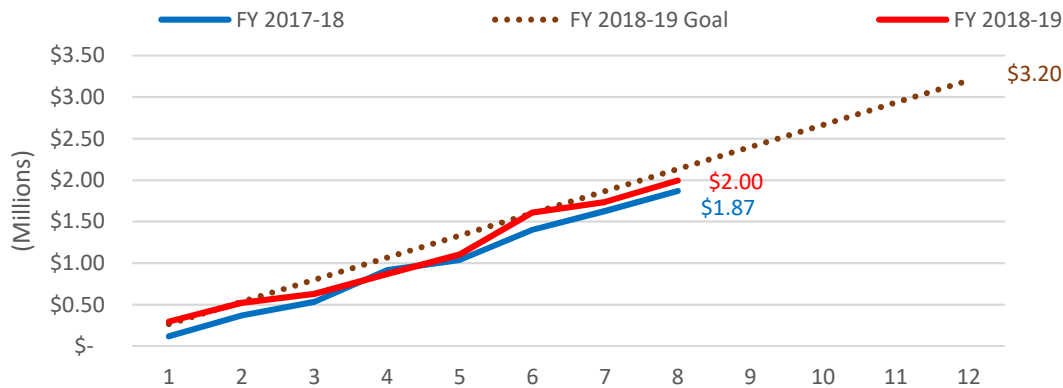
President's Report

Southern Oregon University

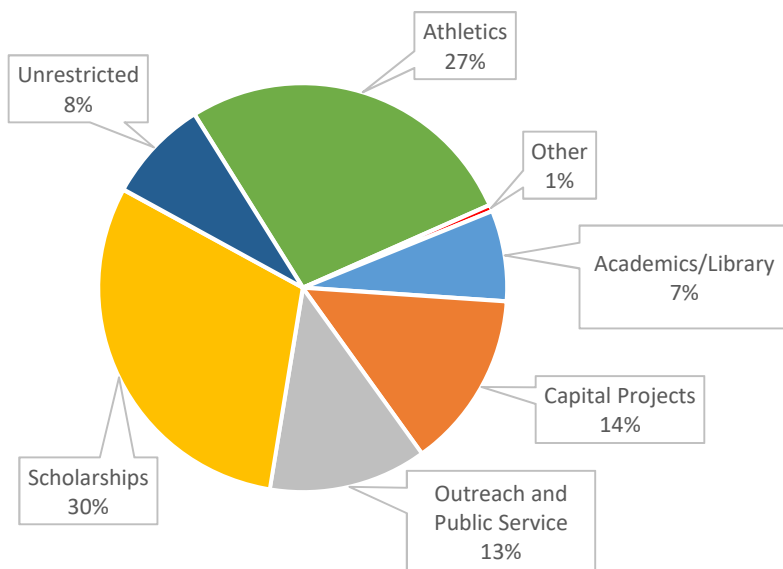
Office of Development

FY 2018-19 Fundraising Dashboard - March 2019

FY 2018-19 YTD Gift Revenue

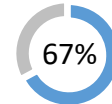


FY 2018-19 YTD Gifts by Designation

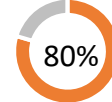


Campaign Progress to Goal

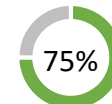
AAUW - \$500k



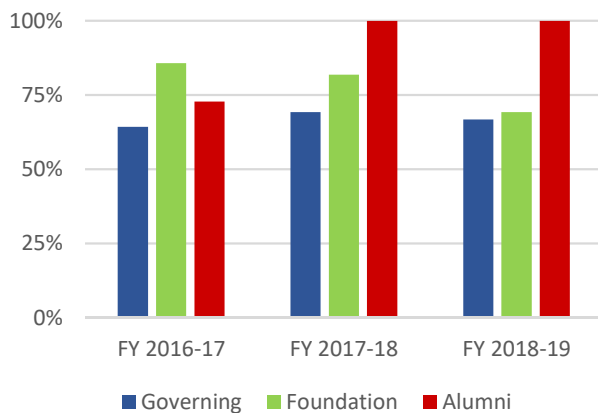
OLLI - \$500k



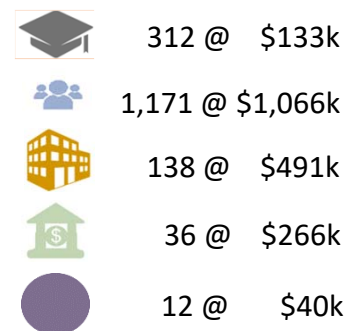
SOU FUND - \$100k



Board Participation (%)



FY 2018-19 YTD Donors by Type



All data reflects contributions received through February 2019.

Gift totals for all charts, except Board Participation, represent new gifts and new pledges.

Board Participation reflects new gifts, new pledges and pledge payments.

Committee Reports

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

Student Leadership Report

Faculty Senate Report

Governance Work Group: Work Plan and Update

**SOU Board of Trustees
2019 Governance Work Group
Workplan**

Item	GWG Review Date	Action	Deliverable to Board of Trustees	To Committee & Board	Action Required
Workplan for Governance Work Group	March	Create	Final version of this document	March 22: EAC & BOT	No
Board Policy on “Recommending Candidates for At-Large Board Positions	March	Review, update	Amendments for consideration to Work Group on Policies (Lyn, Paul, Sabrina, Jason)	March 5: WG on Policies March 22: EAC & BOT	No Yes
Annual Self Evaluation (ASE) for Summer '19 Administration	March, April	Review, update if nec.	2018-19 ASE	June 21	Suggested Consent
Knowledge and Skills Assessment (KSA) for Summer '19 Administration	March, April	Review and update/re-create	2019-2022 KSA	June 21	Suggested Consent
Pros and Cons of Establishing a Governance Cmte.	April	Ongoing discussion	Pros/cons document for discussion (if decided, another item)	Proposed for September 20 if nec.	Yes, if decided
Engagement of Retired Trustees	April, May	Discussion, planning	Discussion and information	June 21	Unknown
New trustee engagement/mentoring structure	April, May	Discussion, planning	Discussion and information	June 21	No
Idea starters for “ground rules” or “agreements”	May	Discussion	Draft of “agreements” for consideration	Proposed for September 20 if nec.	Yes
Trustee “job” description	April, May	Create	Draft for review, edit, and approval	TBD	Yes
Consideration of election process for board officers	May	Review	Discussion	June 21	TBD

Update on New Programs

New Programs Update

BFA in Creative Writing (Approved by HECC in August 2015 for Fall 2015 Start)

	Projected	Actual
Fall 2015	45 Students	39 Students in the major
Fall 2016	55 Students	44 Students in the major
Fall 2017	65 Students	44 Students in the major
Fall 2018	75 Students	62 Students in the major

Certificate in Wine Business (Approved by Board of Trustees in February 2017 for Fall 2017 Start)

	Projected	Actual
Fall 2017	10-15 Students	2 Certificates granted
Fall 2018	10-15 Students	1 Certificate to be granted Winter '19, more coming in Spring

New Programs Update

BA/BS in Healthcare Administration (Approved by HECC in August 2017 for Fall 2017 Start)

	Projected	Actual
Fall 2017	20 Students	28 Students
Fall 2018	60 Students	50 Students (on track for 60 by end of AY 2018-19)

Master of Outdoor Adventure and Expedition Leadership (Approved by HECC in May 2017 for Fall 2017 Start)

	Projected	Actual
Fall 2017 Cohort (Soft launch)	6 Students	6 Students started, 5 on track to graduate
Fall 2018 Cohort	10 – 12 Students	13 Students started, 12 remain
Fall 2019 Cohort	12 Students	10 – 12 Strong candidates

March 22, 2019



Managing Director



Phyllis Hauptfeld, JD

The Managing Director serves as the executive liaison between university stakeholders and the AP team and provides strategic and operational relationship management support and direction.

- Part of the AP team for nearly three years; Managing the SOU partnership since November of 2017
- Working in the OPM space for ten years
- Higher Ed since 2000
 - Dean, Adjunct Faculty, Start-up

Partnership Highlights

- Shared Vision
- Focus on Inclusion and Access
- Meeting the needs of Adult Learners
- Enterprise Partners

A stylized, dark blue leaf graphic is positioned on the left side of the slide. It consists of several elongated, pointed leaves arranged in a vertical, branching pattern, resembling a laurel wreath or a stylized plant. The leaves are dark blue with lighter blue outlines, creating a layered effect.

Shared Vision

Key Message from the President

NOVEMBER 2017

Adult Learner Strategy: Desire to develop an Adult Learner Strategy that positions the University to be able attract students nationally and globally in a market that is increasingly competitive and focused on the needs of the online, adult learner.

- University of the future
- Guiding EVERY learner
- Develop active learners
- Create lives of purpose
- Inclusivity and sustainability
- Innovate boldly and creatively

SOU Vision, Mission, Strategic Plan

MARCH 2019

VISION: Southern Oregon University will become an **inclusive**, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

MISSION EXERPT:

We foster access, equity, **inclusion** and diversity in thought and practice.

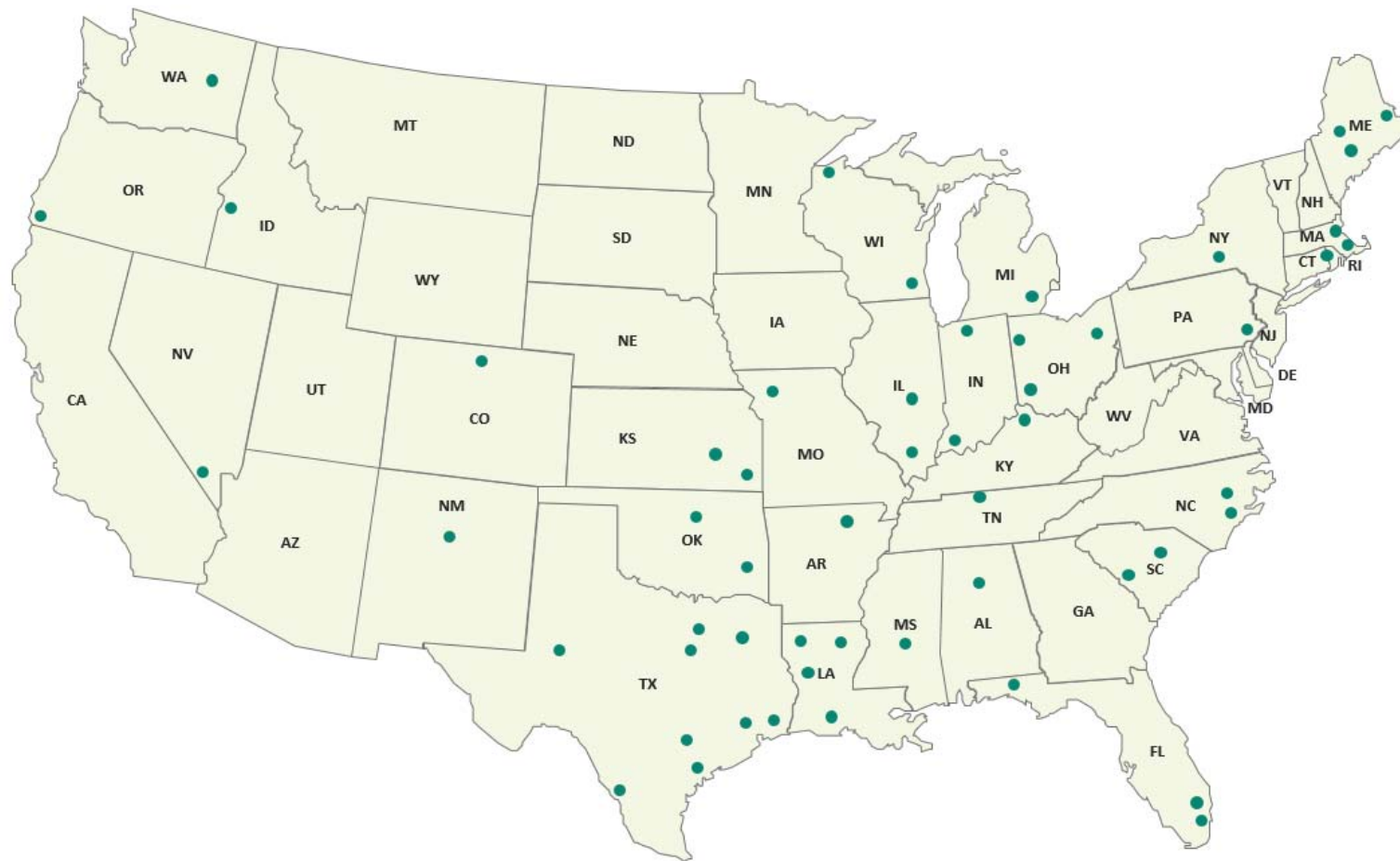
Strategic Direction I, Goal Three: SOU will develop and utilize resources to ensure affordability of and **access** to student learning opportunities.

AP Overview

For 12 years Academic Partnerships has helped universities expand their influence through the online delivery of instruction:

- 60 partner universities
- Assisted 5,200 faculty members in the transition of nearly 5,400 courses
- 650 undergraduate and graduate degree programs
- 270,000 students

Partner Geography



Source: AP Partner Data

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8

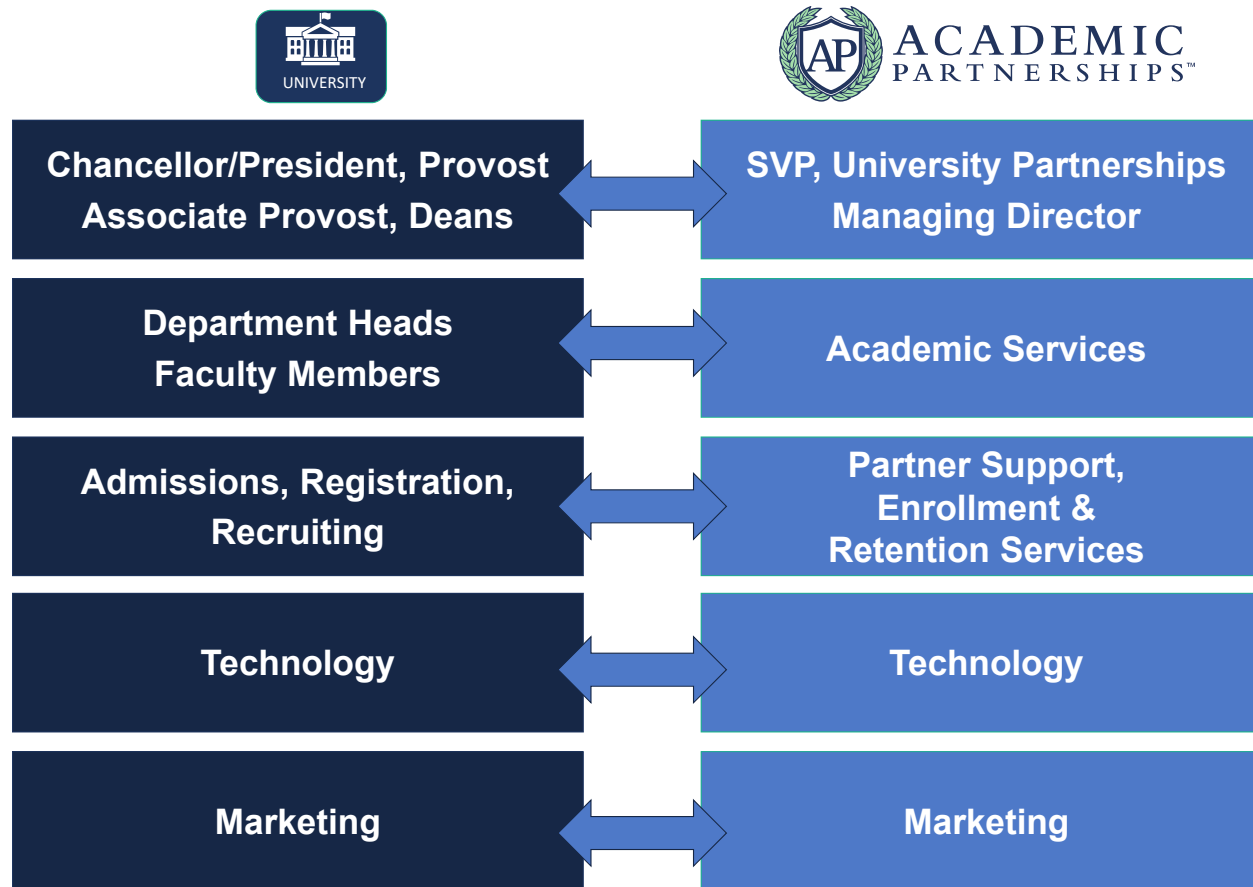
Academic Partnerships Mission

Help partner universities expand access to
high-quality higher education through
online delivery of instruction



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The Partnership Model



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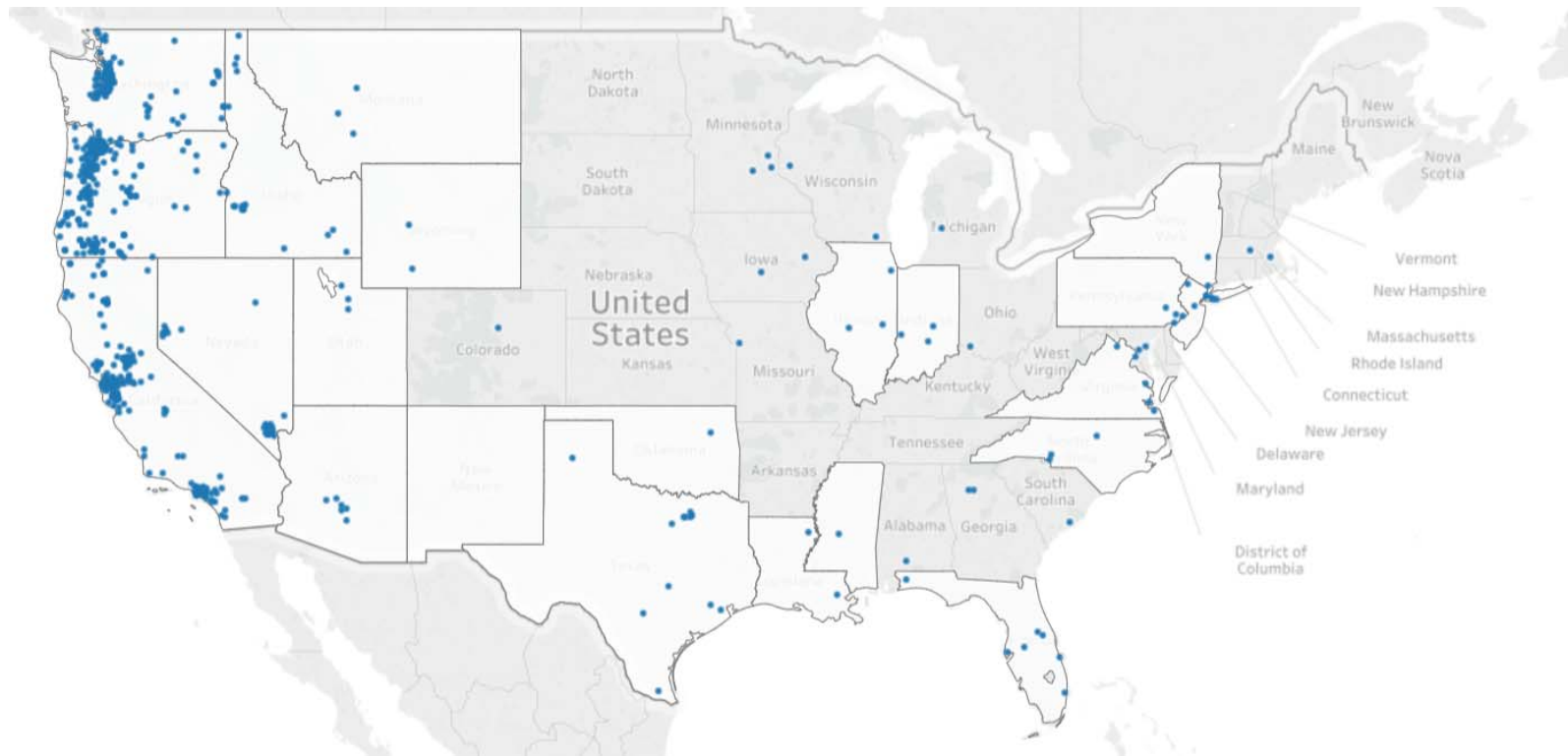
10

A stylized, dark blue leaf graphic is positioned on the left side of the slide. It features a central stem with several pointed leaves branching out, creating a symmetrical, upward-pointing shape.

Access

Increased Access

➤ Prospective Student Inquiries



Source: AP Lead Data

©Academic Partnerships. Confidential 2019

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Increased Access

➤ Enrollments



Source: AP Enrollment Data

©Academic Partnerships. Confidential 2019

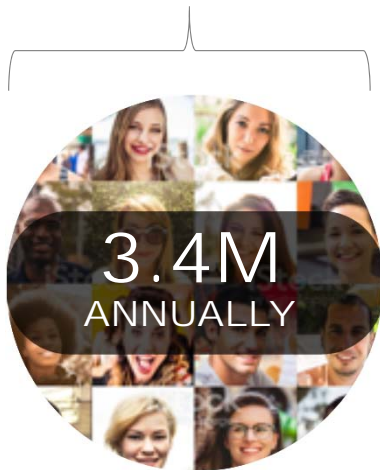
13

A stylized graphic of a leafy branch, rendered in a dark blue color, positioned on the left side of the slide. The leaves are elongated and pointed, arranged in a cluster that tapers upwards.

Serving Student's Needs

AP Studies the Market

Traditional Student Population
High School Graduates



6.3M

K12 Teachers and
Administrators

3.3M

Registered Nurses

24.0M

Business, Finance, and
Operations Managers

26.1M

Employed in other Professional
Occupations

31.0M

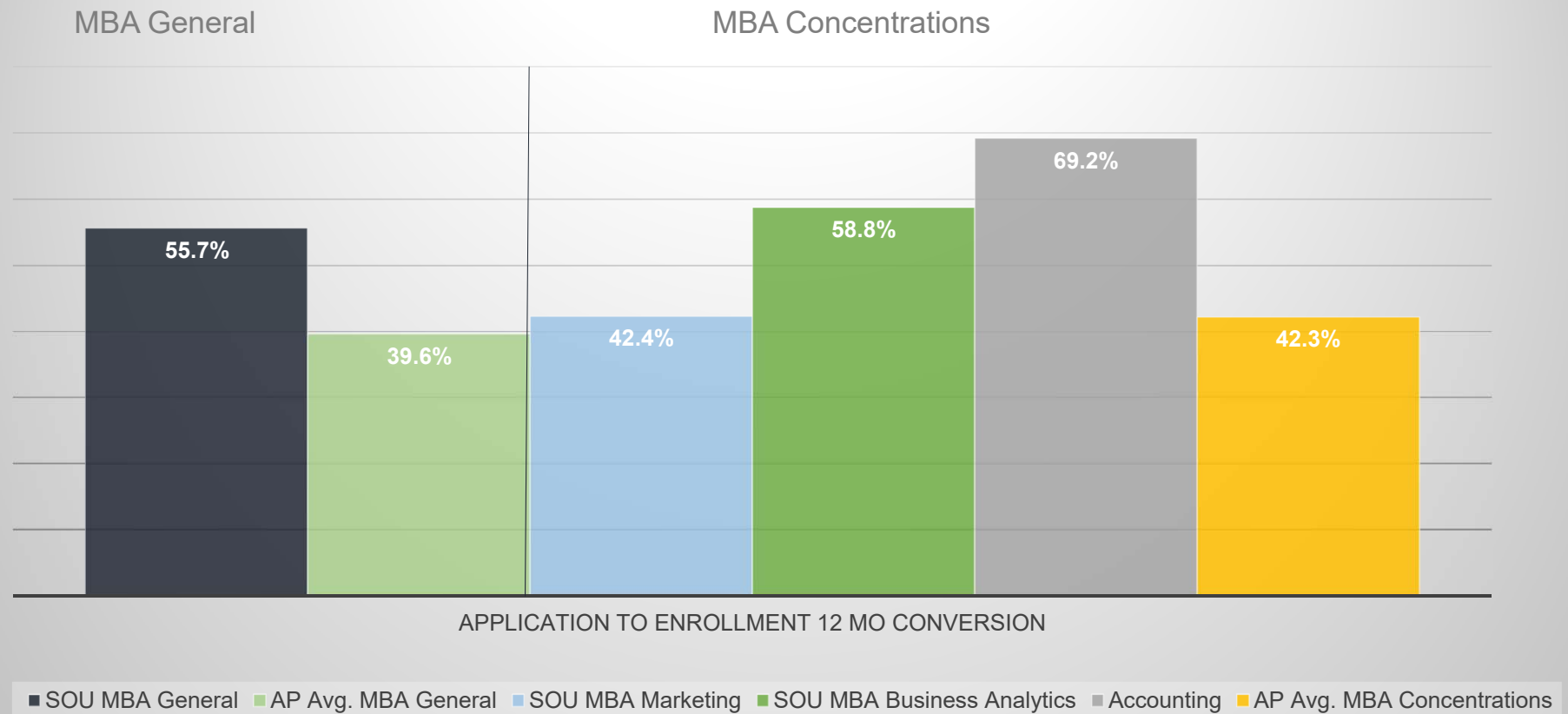
Some College/Degree
Completion

Sources: Bureau of Labor Statistics, National Center for
Education Statistics, National Student Clearinghouse,
The Henry J. Kaiser Family Foundation

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15

SOU is Getting it Right!

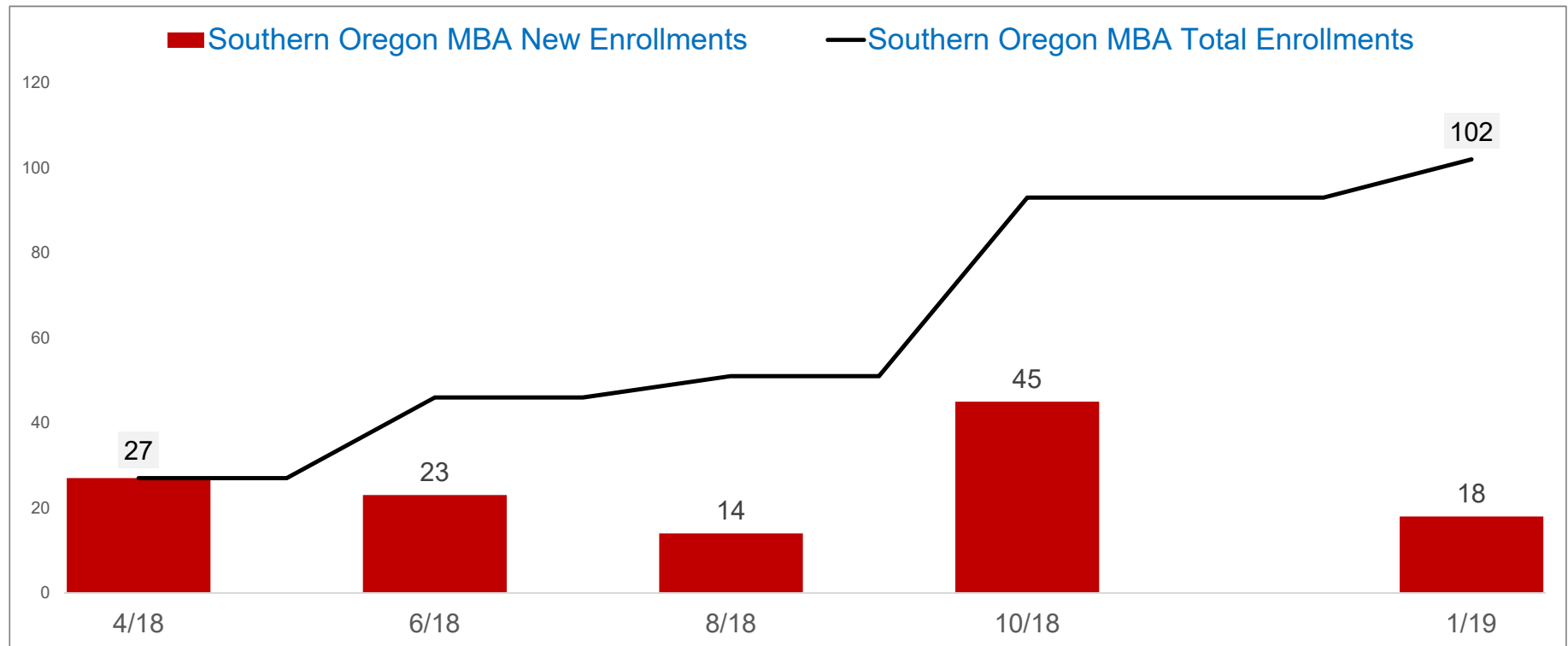


Source: AP Enrollment Data

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Enrollment Growth

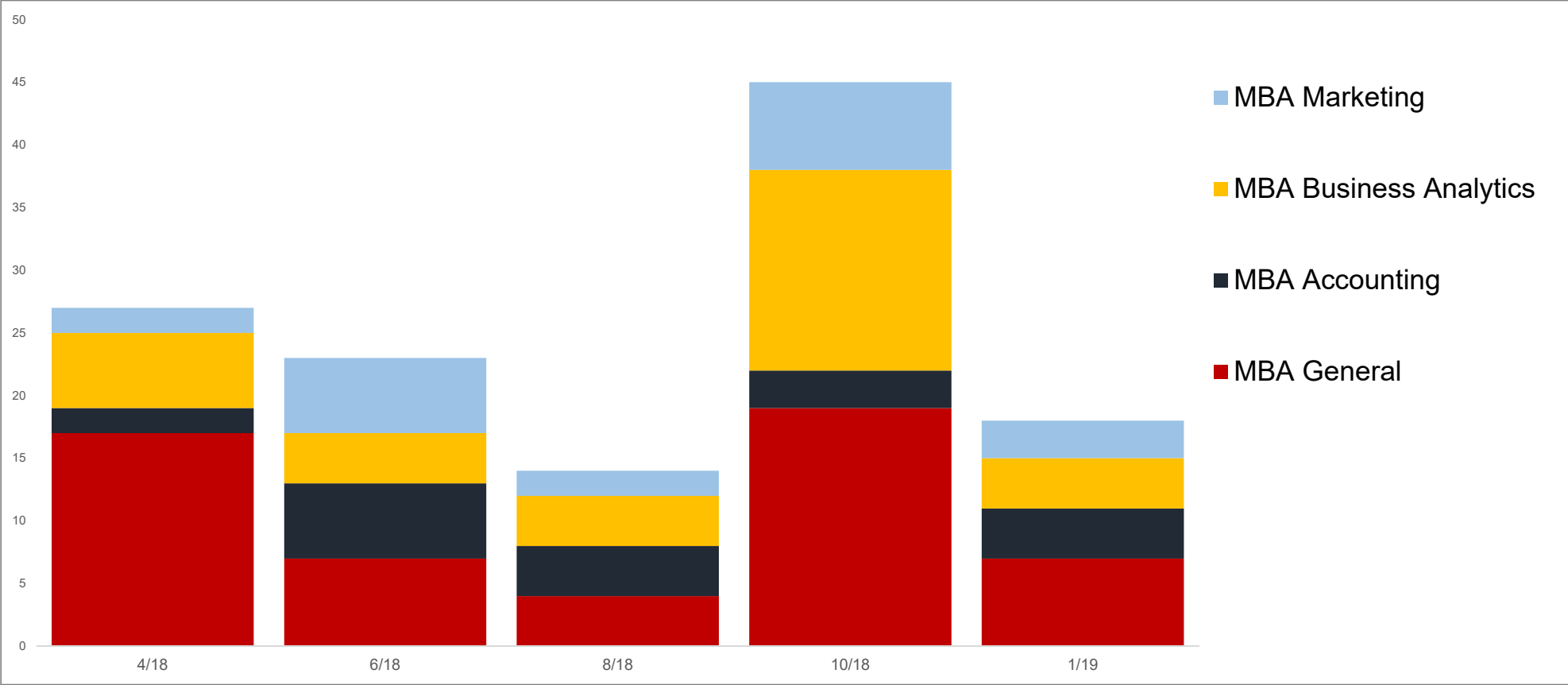


Source: AP Enrollment Data

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17

Concentrations



Source: AP Enrollment Data

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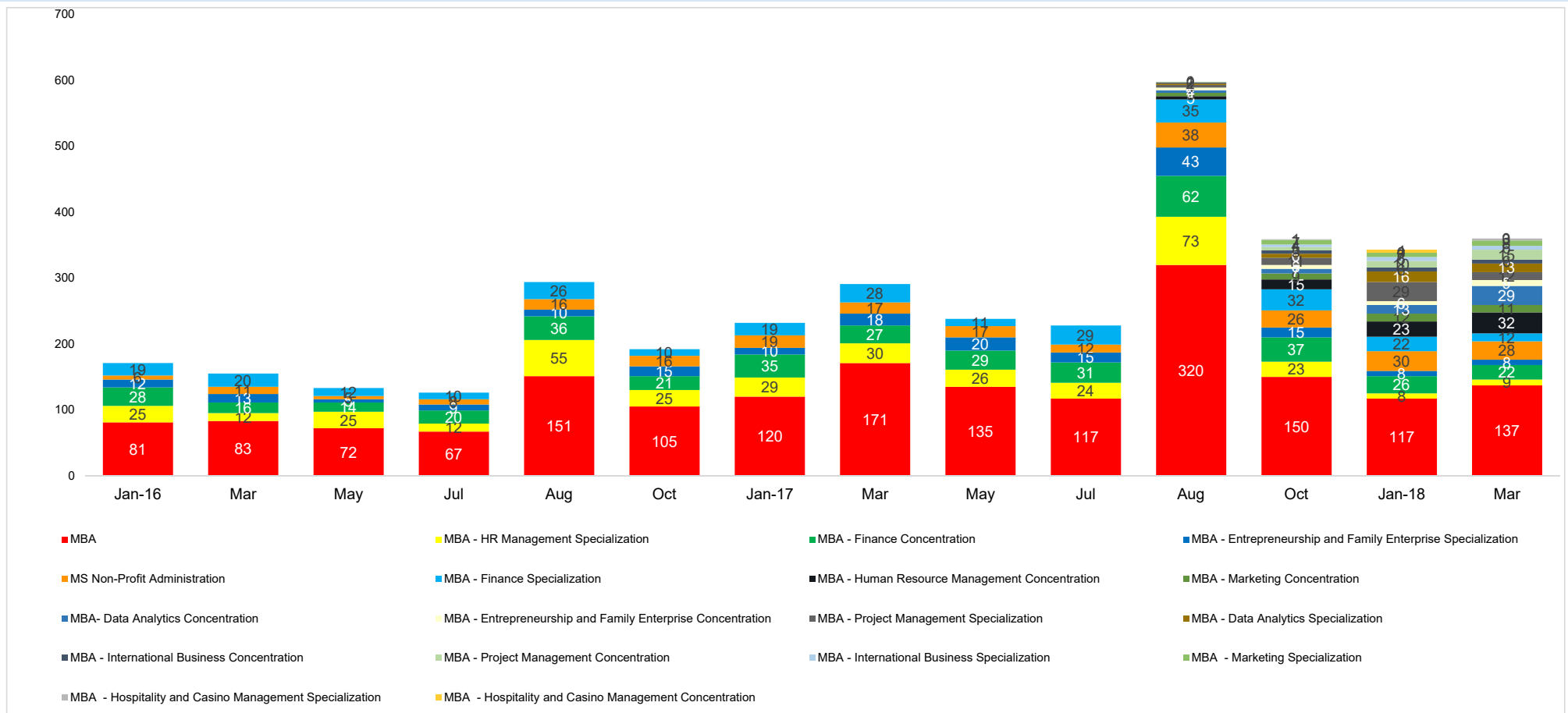
Enterprise Partner

Enterprise Partner

Business, Education, Healthcare, Undergraduate Verticals

- MBA General, Marketing, Business Analytics, Accounting -Launched in December of 2017, First Start in May of 2018
- MBA, Finance – Launched in January 2019
- MBA, Healthcare – Fall 2019
- Education Vertical, MED Leadership in Early Childhood Education, C&I STEM and Adult Ed – Fall 2019
- Healthcare Vertical – TBD
- Undergraduate Vertical - TBD

Sample New Enrollment Build by Program – Business

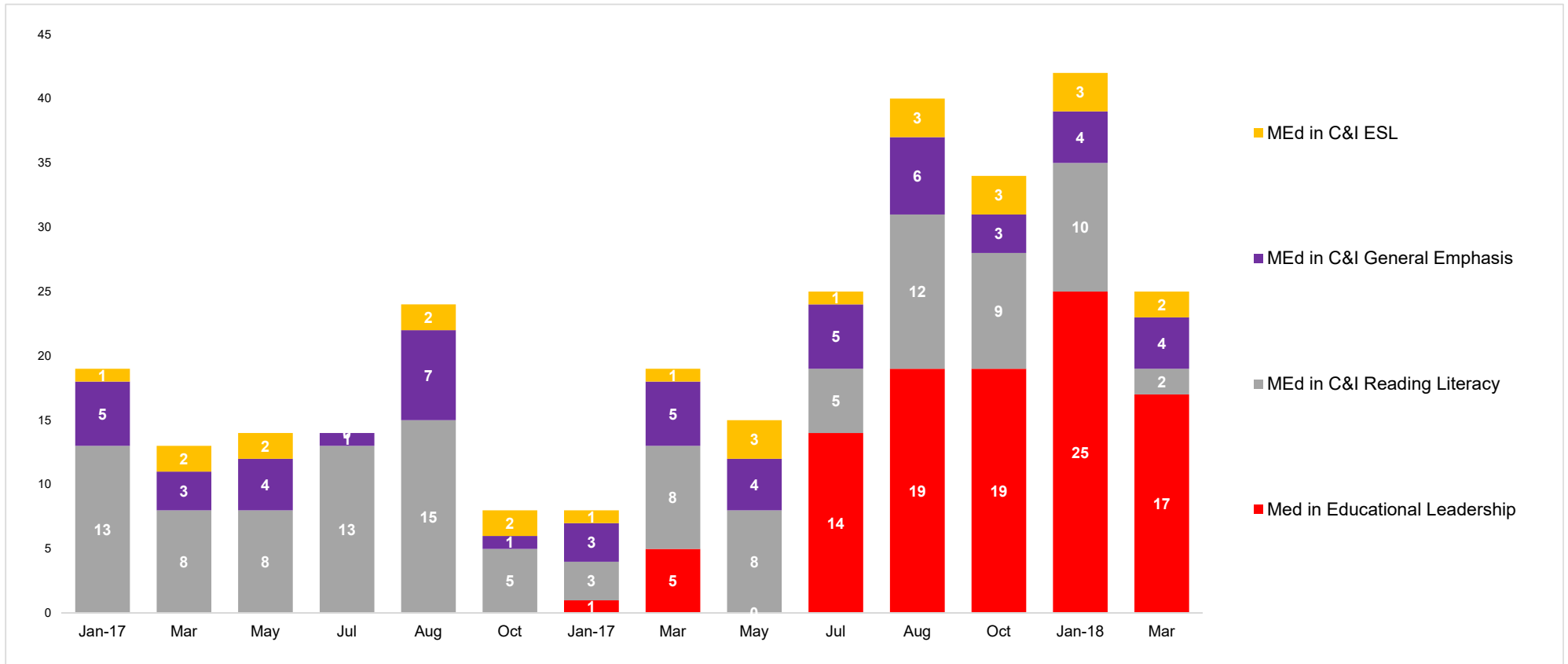


Source: AP data for enrollments

©Academic Partnerships. Confidential 2019

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Sample New Enrollment Build by Program – Education



Source: AP data for enrollments

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22

A stylized, dark blue leaf graphic is positioned on the left side of the slide. It consists of several elongated, pointed leaves arranged in a vertical, overlapping pattern, resembling a branch or a cluster of foliage.

Thank you

Message from AP Founder and Chairman

Academic Partnerships emerged from a deep belief in the transformative power of higher education to change the lives of countless global citizens. While the value of education has been recognized since Ancient Greece, the ability to provide universal access to top-quality higher education is new.

Technology is a game changer for post-secondary and a great enabler. Its extraordinary ability to disseminate knowledge unbound by geography and time has captured the imaginations of people around the world. AP is excited to participate in this movement, which is transforming higher education by expanding access and helping millions achieve their aspirations.

Thousands of high-quality degree programs have become universally accessible through online learning. The resulting increase in educational attainment among global citizens is a precursor to better standards of living and a more rapid and sustainable economic development of nations.

It is a true privilege to participate in this transformative process. AP is committed to maximizing the latest online learning technologies for the benefit of its partner universities and the millions of students these institutions can serve.

Randy Best

Founder and Chairman, Academic Partnerships

Enrollment Update

Enrolled Student Headcounts
Winter 2018 Week Ending 3/11/18 vs. Winter 2019 Week Ending 3/10/19
9 Weeks After Start of Term

	Winter 2018	Winter 2019	Change	% Change	Winter 2018 End of Term	Change	% Change	
New Freshmen	18	33	15	83.3%	18	15	83.3%	
New Transfers	82	90	8	9.8%	82	8	9.8%	
New PostBacs/Graduates	33	53	20	60.6%	33	20	60.6%	
Subtotal - New Students	133	176	43	32.3%	133	43	32.3%	
Continuing Students	4,053	3,791	-262	-6.5%	4,053	-262	-6.5%	
Returning Students	224	218	-6	-2.7%	226	-8	-3.5%	
Non-Admitted Students	1,454	1,658	204	14.0%	1,518	140	9.2%	vs. target
Grand Total - Headcount	5,864	5,843	-21	-0.4%	5,930	-87	-1.5%	-3.7%
Grand Total - FTE	4,177	4,039	-138	-3.3%	4,208	-169	-4.0%	-6.2%
Resident	3,982	4,090	108	2.7%	4,044	46	1.1%	
Non-Resident	1,882	1,753	-129	-6.9%	1,886	-133	-7.1%	
International	127	97	-30	-23.6%	130	-33	-25.4%	
American Indian/Alaskan Native	59	78	19	32.2%	47	31	66.0%	
Asian	99	106	7	7.1%	83	23	27.7%	
Black/African American	106	112	6	5.7%	102	10	9.8%	
Hispanic/Latino	581	595	14	2.4%	536	59	11.0%	
Pacific Islander	33	38	5	15.2%	32	6	18.8%	
North African, Middle Eastern, Other	36	30	-6	-16.7%	31	-1	-3.2%	
Two or More Races	415	389	-26	-6.3%	410	-21	-5.1%	
Subtotal - Students of Color (race & ethnicity)	1,329	1,348	19	1.4%	1,241	107	8.6%	
White	3,136	3,434	298	9.5%	2,854	580	20.3%	
Unknown	1,272	964	-308	-24.2%	1,705	-741	-43.5%	
Alaska	62	49	-13	-21.0%	62	-13	-21.0%	
California	1,222	1,178	-44	-3.6%	1,224	-46	-3.8%	
Hawaii	96	87	-9	-9.4%	96	-9	-9.4%	
Idaho	29	31	2	6.9%	30	1	3.3%	
Washington	152	147	-5	-3.3%	152	-5	-3.3%	
All Other States	254	240	-14	-5.5%	254	-14	-5.5%	

Student Headcounts
Spring 2018 Week Ending 3/11/18 vs. Spring 2019 Week Ending 3/10/19
3 Weeks From Start of Term

	Spring 2018	Spring 2019	Change	% Change	Spring 2018 End of Term	Change	% Change	
New Freshmen	-	3	3		8	-5	-62.5%	
New Transfers	12	33	21	175.0%	76	-43	-56.6%	
New PostBacs/Graduates	22	24	2	9.1%	54	-30	-55.6%	
Subtotal - New Students	34	60	26	76.5%	138	-78	-56.5%	
Continuing Students	3,180	3,045	-135	-4.2%	3,845	-800	-20.8%	
Returning Students	165	171	6	3.6%	218	-47	-21.6%	
Non-Admitted Students	82	14	-68	-82.9%	913	-899	-98.5%	vs. target
Grand Total - Headcount	3,461	3,290	-171	-4.9%	5,115	-1,825	-35.7%	-37.7%
Grand Total - FTE	2,898	2,813	-85	-2.9%	3,824	-1,011	-26.4%	-28.7%
Resident	2,077	2,006	-71	-3.4%	3,363	-1,357	-40.4%	
Non-Resident	1,384	1,284	-100	-7.2%	1,752	-468	-26.7%	
International	91	67	-24	-26.4%	124	-57	-46.0%	
American Indian/Alaskan Native	30	47	17	56.7%	46	1	2.2%	
Asian	69	63	-6	-8.7%	84	-21	-25.0%	
Black/African American	59	68	9	15.3%	97	-29	-29.9%	
Hispanic/Latino	393	355	-38	-9.7%	504	-149	-29.6%	
Pacific Islander	20	19	-1	-5.0%	31	-12	-38.7%	
North African, Middle Eastern, Other	26	19	-7	-26.9%	34	-15	-44.1%	
Two or More Races	298	300	2	0.7%	386	-86	-22.3%	
Subtotal - Students of Color (race & ethnicity)	895	871	-24	-2.7%	1,182	-311	-26.3%	
White	2,131	1,998	-133	-6.2%	2,708	-710	-26.2%	
Unknown	344	354	10	2.9%	1,101	-747	-67.8%	
Alaska	46	33	-13	-28.3%	55	-22	-40.0%	
California	918	888	-30	-3.3%	1,143	-255	-22.3%	
Hawaii	69	68	-1	-1.4%	94	-26	-27.7%	
Idaho	21	22	1	4.8%	26	-4	-15.4%	
Washington	108	109	1	0.9%	140	-31	-22.1%	
All Other States	181	162	-19	-10.5%	232	-70	-30.2%	

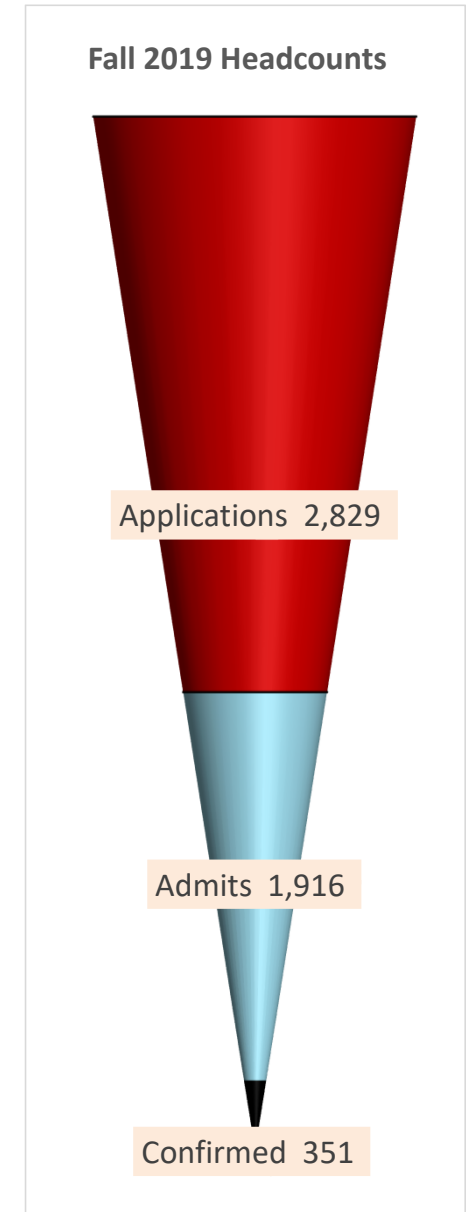
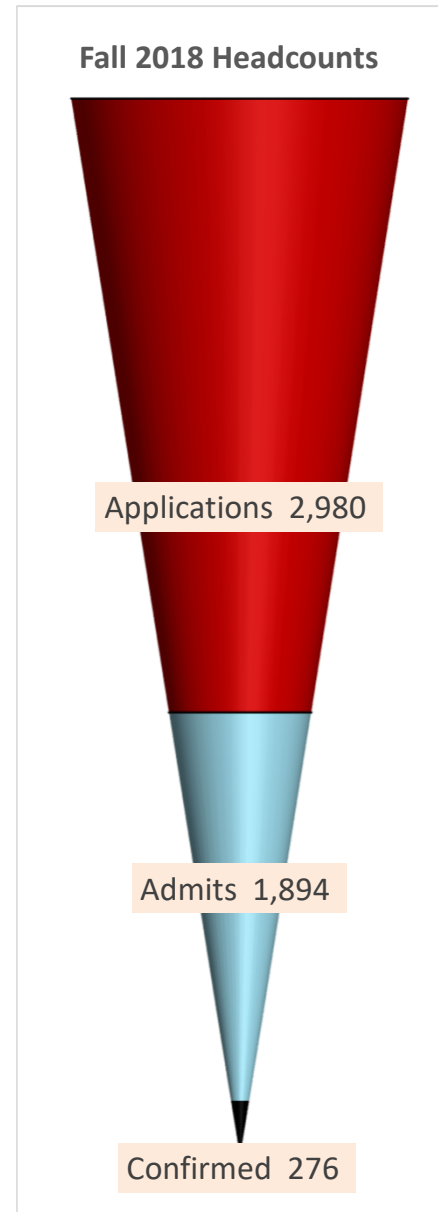
Funnel Report: New Applicant Headcount by Student Type
Fall 2018 Week Ending 3/4/18 vs. Fall 2019 Week Ending 3/10/19
29 Weeks From Start of Term

Applications				
Student Type	Fall 2018	Fall 2019	Change	% Change
Freshmen - Resident	1,034	991	-43	-4.2%
Freshmen - Nonresident	1,391	1,236	-155	-11.1%
Transfer - Resident	177	163	-14	-7.9%
Transfer - Nonresident	188	222	34	18.1%
Postbacs/Grads	190	217	27	14.2%
Total	2,980	2,829	-151	-5.1%

Admits				
Student Type	Fall 2018	Fall 2019	Change	% Change
Freshmen - Resident	708	717	9	1.3%
Freshmen - Nonresident	903	860	-43	-4.8%
Transfer - Resident	124	126	2	1.6%
Transfer - Nonresident	140	160	20	14.3%
Postbacs/Grads	19	53	34	178.9%
Total	1,894	1,916	22	1.2%

Confirmed				
Student Type	Fall 2018	Fall 2019	Change	% Change
Freshmen - Resident	80	106	26	32.5%
Freshmen - Nonresident	102	124	22	21.6%
Transfer - Resident	36	37	1	2.8%
Transfer - Nonresident	40	35	-5	-12.5%
Postbacs/Grads	18	49	31	172.2%
Total	276	351	75	27.2%

Enrolled				
(new student registration begins 6/28/19)				
Student Type	Fall 2018	Fall 2019	Change	% Change
Freshmen - Resident	-	-	-	-
Freshmen - Nonresident	-	-	-	-
Transfer - Resident	-	-	-	-
Transfer - Nonresident	-	-	-	-
Postbacs/Grads	-	-	-	-
Total	-	-	-	-



SOU Perception Survey

Southern Oregon University

Perception Market Research Study

March 4, 2019

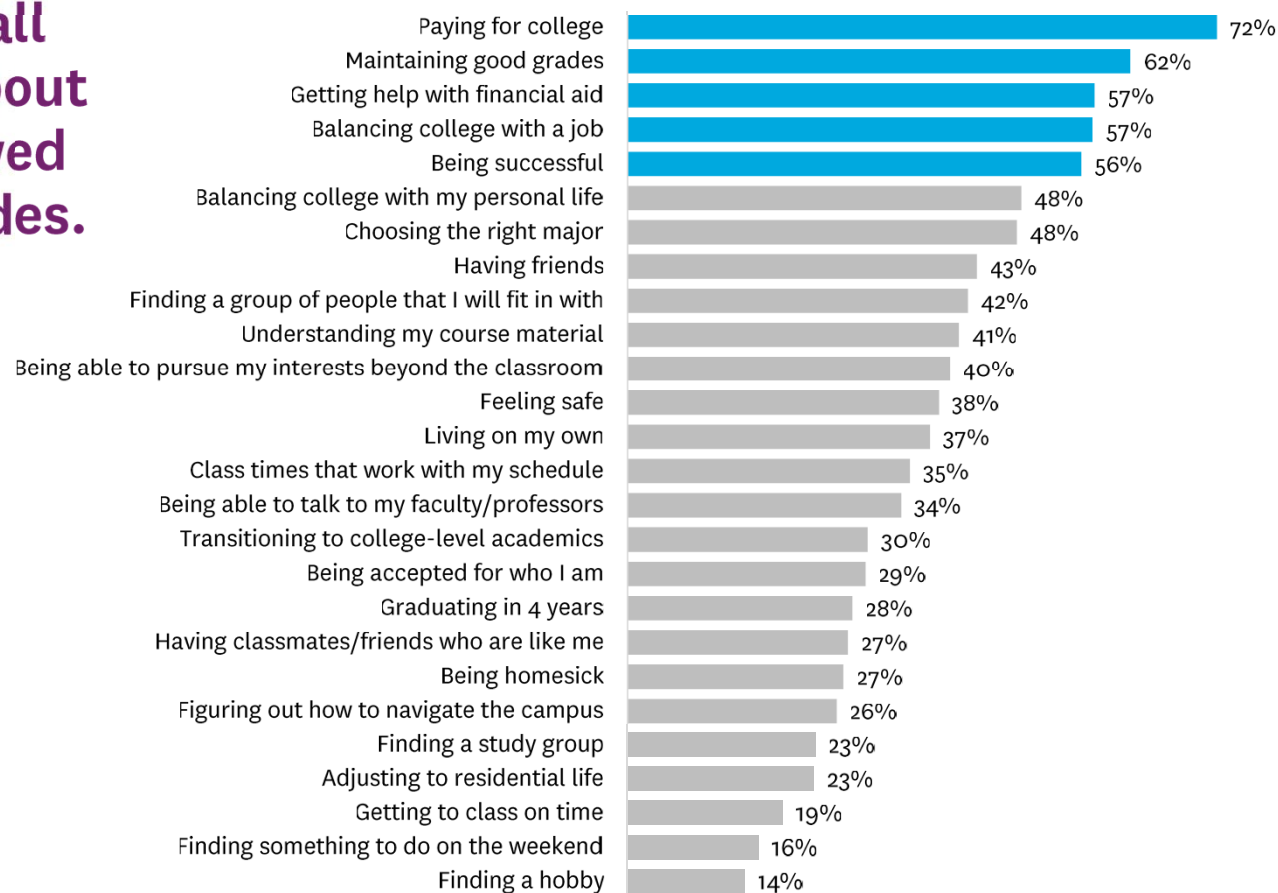
The research study was designed to assess current perceptions, measure effectiveness of SOU's brand, and identify areas of opportunity.

- What attributes are attractive to prospective students?
 - How does SOU align with those qualities?
- What is the overall awareness of and familiarity with SOU?
 - How does the University perform to key competitors?
- What attributes is SOU best known for, both academic and non-academic?
- What is the overall perception of SOU, both positive and negative?
- What is the awareness, perception, and appeal of the University's current messaging and brand?

Quantitative Data Collection Details.

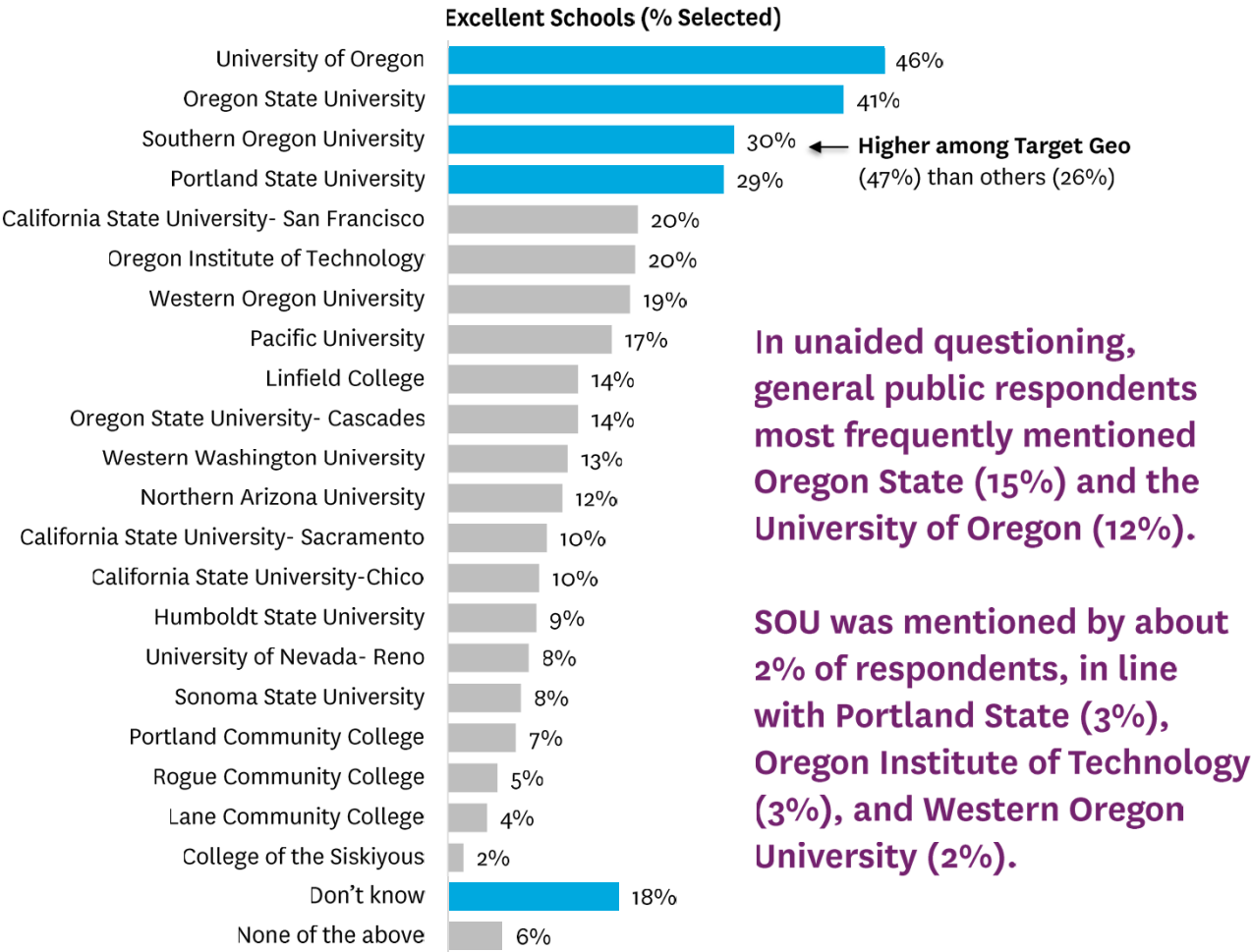
	Prospective Undergrads	General Public
Data Source	SOU	Opinion Access
Sampling Frame	Mixture of traditional and non-traditional undergraduate prospects, nationwide, with representation from the following regions and target counties: Coos, Curry, Douglas, Jackson, Josephine, and Klamath, OR; Del Norte, Modoc, and Siskiyou, CA	18+ year olds from the geographic region north to Vancouver, WA, and south to San Francisco and Sacramento, CA. Emphasis on the following target counties: Coos, Curry, Douglas, Jackson, Josephine, and Klamath, OR; Del Norte, Modoc, and Siskiyou, CA.
Methodology	Online Survey	Phone Survey
Field Period	November 17 th – December 10 th , 2018	November 16 th – December 5 th , 2018
Median Length	14 minutes	17 minutes
# Potential Respondents	23,088	n/a
# Respondents	368	776
Response/Incidence Rate	2%	36% (cell), 72% (landline)
Margin of Error (95% Confidence Level)	+/- 5.1%	n/a
Incentive	\$5 Amazon.com Gift Card per complete	No incentive

Almost three-fourths of all prospects worry most about paying for college, followed by maintaining good grades.



Fill in the blank. When I think about attending college, I worry MOST about_____. (select all that apply)

Close to a third of prospects selected SOU as an academically excellent university, similar to PSU but trailing behind the University of Oregon and OSU.



Almost half of all prospects and about a quarter of general public selected Art, Music, and Theatre as best-known programs at SOU.



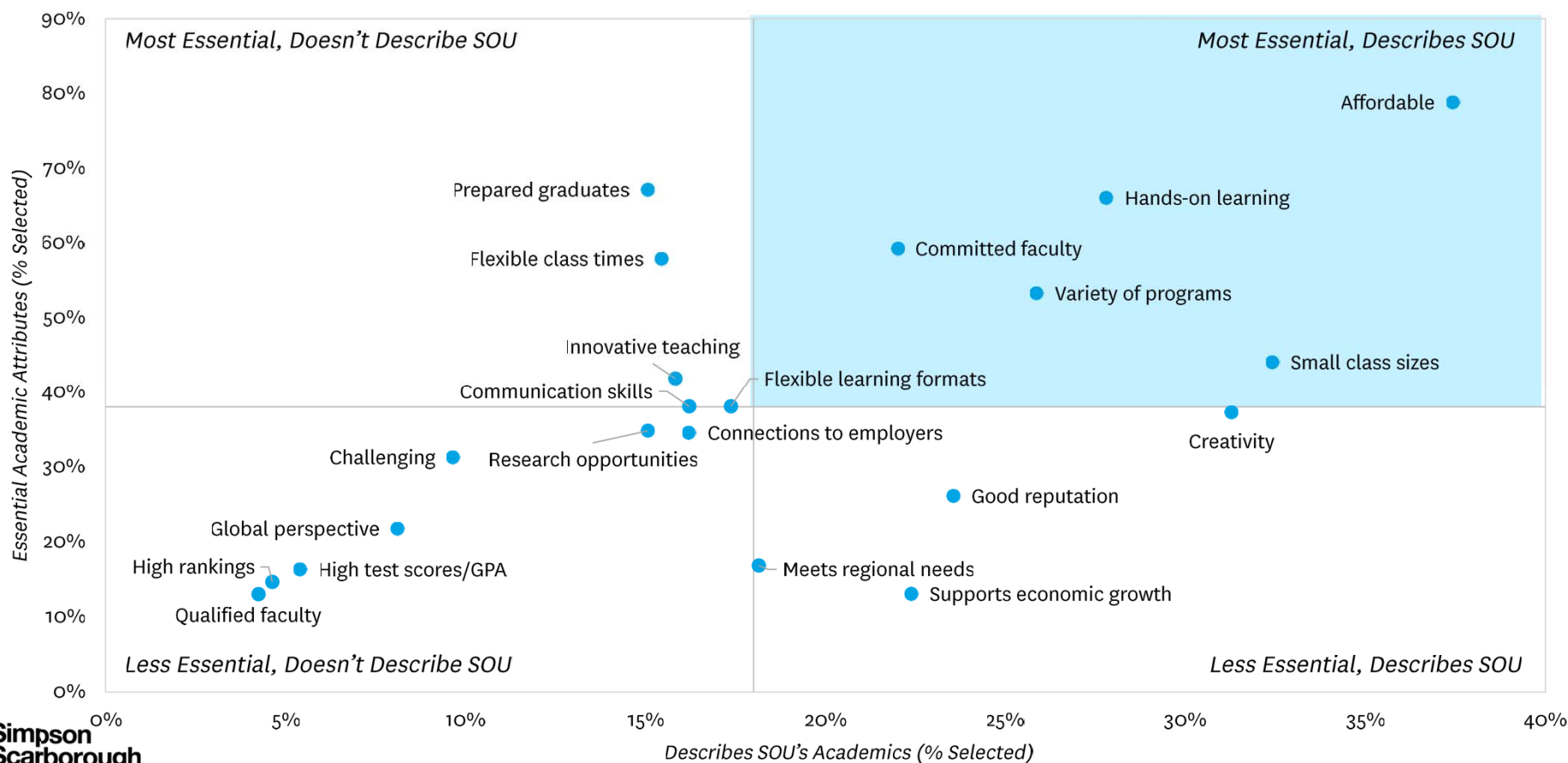
47% of all prospects (60% from target geos) and 21% of the general public said SOU is best known for art, music and theatre.

- 16% business (7% general public)
- 13% science
- 12% education (14% general public)
- 12% social sciences
- 11% criminal justice
- 11% nursing
- 11% outdoor adventure leadership
- 10% creative writing

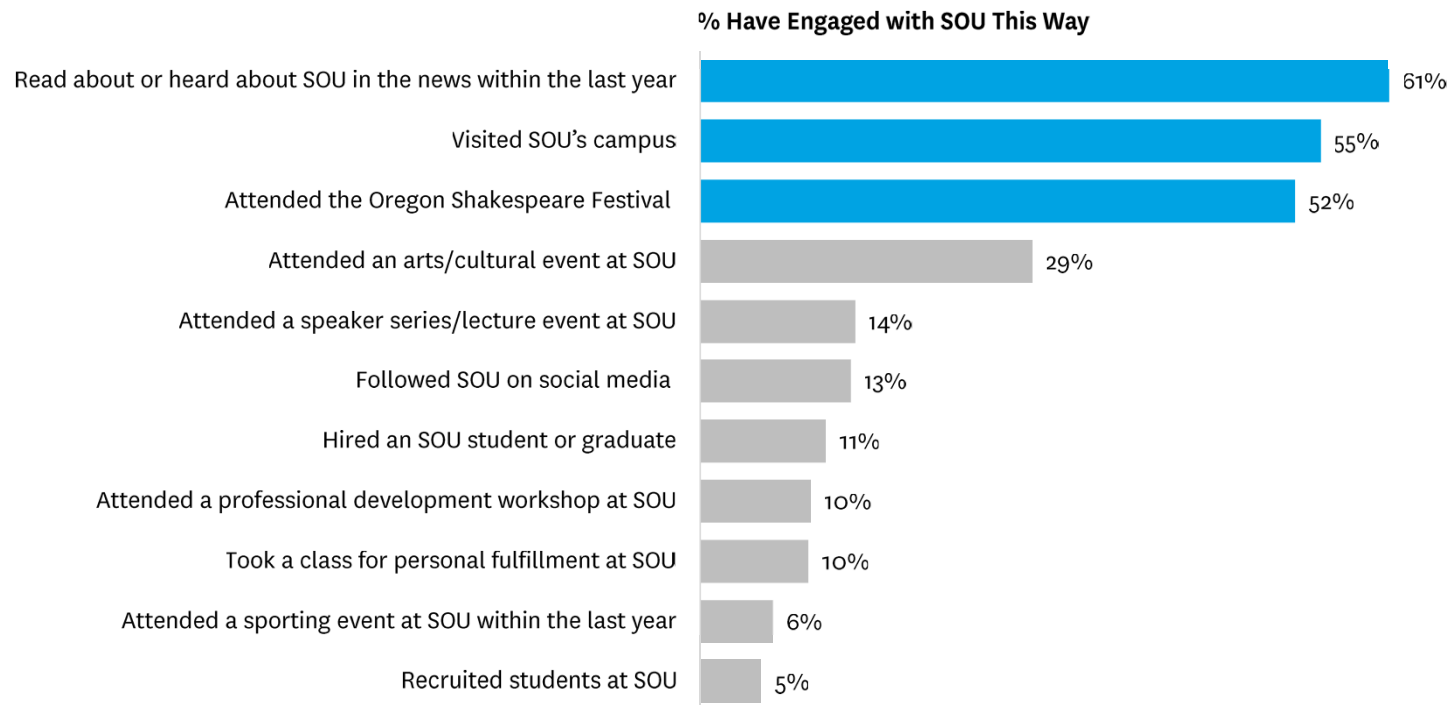


**29% prospects
don't know
37% of general
public**

By and large, prospects value and recognize SOU as affordable.



A majority of respondents have read/heard about SOU in the news this year; half have previously visited campus or attended the Shakespeare Festival.



Qualitative research obtains attitudes and perceptions. The findings are directional and derived from a non-statistical sample.

Methodology

- A total of 82 in-depth telephone interviews were conducted
- Interviews were conducted from October 15, 2018 through November 26, 2018
- Each interview lasted approximately 20-25 minutes
- Southern Oregon University was identified as the sponsor of the study to all audiences
- A \$50 Amazon.com Gift Card was distributed to each interview participant

Audiences

- **Undergraduate Stop-Outs and Prospective Adult Learners**
 - 30 in-depth phone interviews (15 with each audience)
 - Adult learners ages 25-39; majority in Jackson or Josephine county
 - Undergraduate stop-outs ages 20-32
 - List provided by SOU
- **Potential Donors and Alumni**
 - 30 in-depth phone interviews
 - Mix of geographic locations, majors, year of graduation, giving capacity, history, etc.
 - List provided by SOU
- **Employers**
 - 22 in-depth phone interviews
 - Director level and above from companies located in Southern Oregon, Oregon, and Northern California
 - List generated from Survey Sampling Inc and compiled from the chamber of commerce

All Audiences

When asked about strengths of SOU, all audiences mention SOU's programs and campus environment/culture MOST.

Strengths	
Quality & accessibility of programs <i>Most mentions</i>	<ul style="list-style-type: none"> • Small class sizes • Performing arts & theater programs • Strong specialty programs (education, business, nursing) • Online courses & flexibility (Prospective Adult Learners)
Campus environment & culture <i>Many mentions</i>	<ul style="list-style-type: none"> • Campus facilities & appearance • Diversity on campus • Interactions with the community • Geographic location (Prospective Adult Learners) • Successful sports teams (Employers & Donors and Alumni)
Quality of faculty & staff <i>Some mentions</i> <i>(All audiences except Employers)</i>	<ul style="list-style-type: none"> • Helpful & accessible instructors • Personal relationship with instructors
Student programs <i>Some mentions</i>	<ul style="list-style-type: none"> • Residential experiences • Hands-on experiences (Experiential learning trips/internships/work study) • Student government • Study abroad

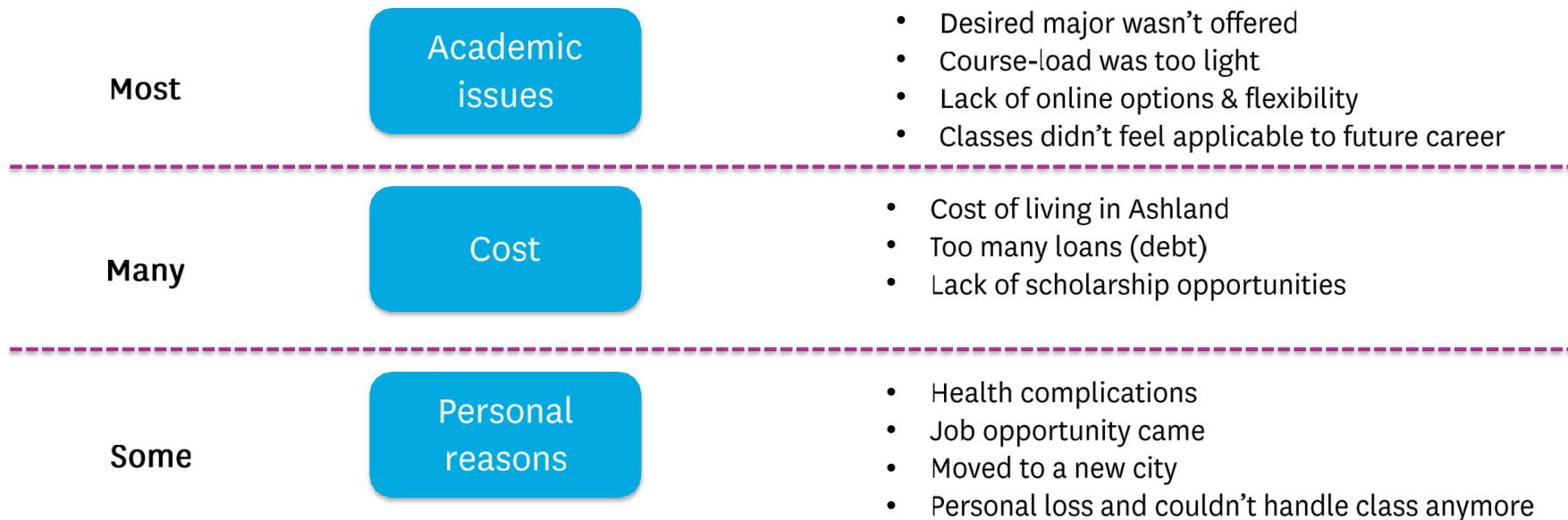
All Audiences

When asked about weaknesses of SOU, all audiences mention lack of variety and accessibility in programs, followed by poor communication.

Weaknesses	
Lack of variety & accessibility of programs <i>Most mentions</i>	<ul style="list-style-type: none"> • Not enough different programs offered • Not enough online classes or flexibility (prospective adult learners mostly)
Poor communication & outreach <i>Many mentions</i>	<ul style="list-style-type: none"> • Lack of visibility/name recognition • Not enough outreach to employers and alumni • Recruits too much from local area • Students received poor communications from admissions (undergrad stop-outs)
Lack of resources <i>Some mentions</i>	<ul style="list-style-type: none"> • Not as much funding as a larger school • Lack of career prep services
Cost <i>Some mentions</i>	<ul style="list-style-type: none"> • High cost of living in Ashland • High cost of tuition (prospective adult learners and stop-outs)

Undergraduate Stop-Outs

When undergraduate stop-outs were asked what made them leave and not to return to SOU, most respondents indicate issues with academic programs, followed by cost and personal reasons.



Employers & Donors and Alumni

When asked to describe their current relationship with SOU, respondents indicate that they are most connected to SOU by receiving mail & emails.

Alumni and donors' current relationship with SOU:

- Receive SOU communications
- Attend some events on campus, such as homecoming
- Active in Osher Lifelong Learning Institute
- Donate to SOU
- Occasionally use SOU facilities

Employers' current relationship with SOU:

- No relationship with SOU
- Recruits SOU students for internships and/or jobs
- Runs partnership programs
- Receives information via mail

*"I am an **active member of OLLI** and am actively connected with SOU staff to coordinate OLLI functions and activities. I also **participate in fundraisers for various SOU programs.**"*

– Donor and Alum

*"I was told that there would be a lot of things available for alumni but **haven't heard from the school at all.** I have no idea how to get connected with them."*

– Alum

*"As of right now, they do a good job, but we'd like **more opportunities for one-on-one career talks.** Maybe the opportunity for local companies to talk to classes."*

– Employer

*"We should have a **common platform for candidates to come to us.** We would want to have a platform where we could post the jobs we're currently hiring. **As of right now, I don't know who to reach out to.**"*

– Employer

Employers & Donors and Alumni

When asked to indicate their ideal relationship with SOU, respondents want to be more actively involved and indicate the following ways.

Alumni and donors' ideal relationship with SOU:

- Know more about what's happening at SOU (new programs offered, alumni accomplishments, email updates)
- Connect more with faculty, staff and students from SOU
- Attend more SOU events

Employers' ideal relationship with SOU:

- Use SOU to find potential employees and/or interns
- Have more interactions with students through recruiting and events
- Rely on SOU to produce students who fit employer needs

*"I would like to **attend more musical productions on campus**. The ticket prices are often high though and therefore I don't go, but this would bring me to campus more often."*

– Donor and Alum

*"It would be great to **get together with alumni once a year and network**. I'd also attend **information sessions pertaining to my field of work**."*

– Alum

*"We'd like the ability to participate in **events that would allow us to meet students**. And then ask the top quality ones to come back and engage with us."*

– Employer

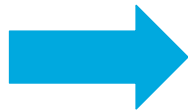
*"We used to not have any interaction with SOU, but I think **providing more internship opportunities, and letting them do practicums at our place**, is important."*

– Employer

Donors and Alumni

In order to strengthen its relationship with alumni and donors, participants indicate that they want to participate in more events, receive more communications and interact with students (both current and prospective).

Host & advertise more events



- Alumni info sessions about specific fields
- Alumni events in areas outside of Ashland
- Networking with other alumni

Communicate more



- Send a quarterly update on the University
- Send info about SOU alumni impacting the world
- More alumni recognition through materials and even events

Provide ways to interact with students



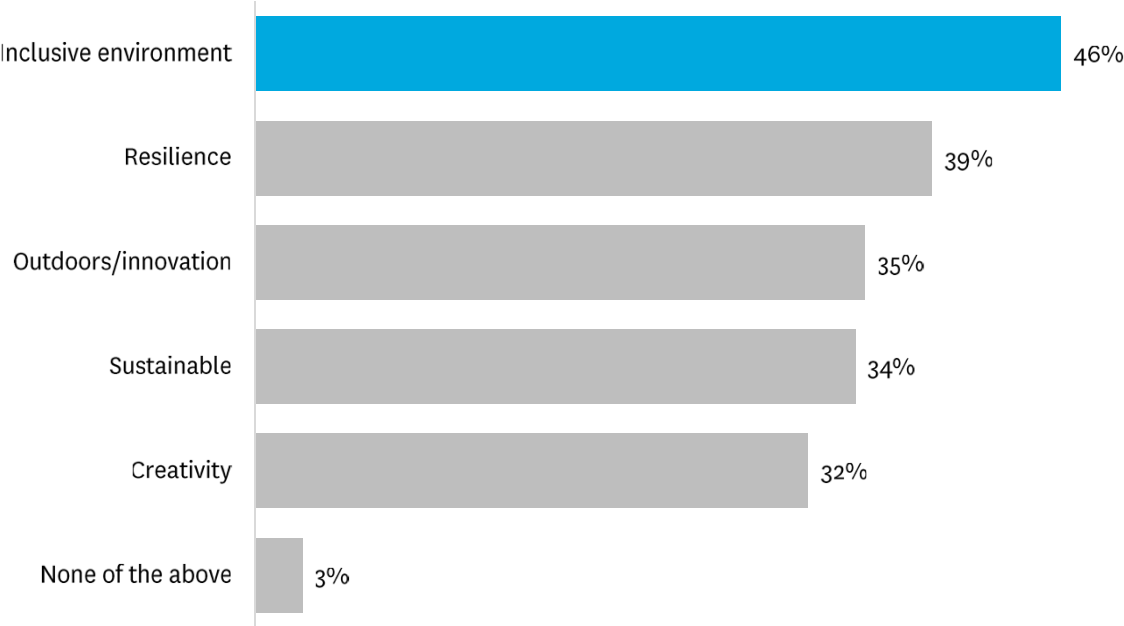
- Advertise ways to support underserved students
- Organize mentorship program between students and employers/alumni
- Allow alumni to interact with incoming students about SOU experience

Messaging

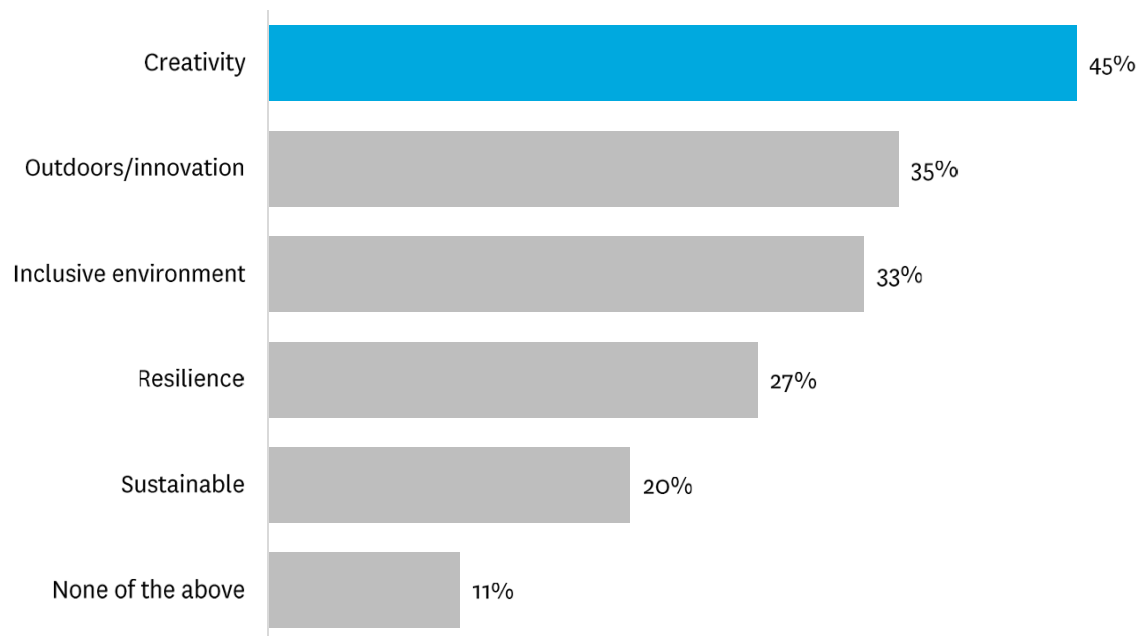
Prospects and general public respondents were shown/read aloud the following messaging statements.

	General Public Wording	Prospects Wording
Outdoors/innovation	At SOU students have a front row seat to the outdoors while working alongside peers and faculty.	At SOU you will have a front row seat to the outdoors while working alongside your peers and faculty. Our proximity to mountains, rivers, and foothills allows students to learn in a living laboratory and challenge the conventional way of teaching and learning.
Inclusive environment	SOU has a fierce commitment to the diversity and inclusion of all its students.	SOU has a fierce commitment to the diversity and inclusion of all its students. We provide our students limitless opportunities to reach their full potential and succeed while as a student and in their future endeavors.
Resilience	SOU prides itself on a can-do attitude and work ethic of never giving up.	SOU prides itself on a can-do attitude and work ethic of never giving up. This culture creates a community that cares about the university and surrounding region, while producing civic-minded and resilient leaders.
Sustainable	Sustainability is at the forefront of SOU.	Sustainability is at the forefront of SOU. We focus on the current and future well-being of our students, community, and region, creating a place where everyone is safe, happy, and healthy.
Creativity	Creativity is drawn from SOU's connections to the arts community and infused in everything SOU does.	Creativity is drawn from our connections to the arts community and infused in everything we do. From how we develop and teach our programs to how we encourage students to expand their horizons and celebrate original thinking, our university is rooted in the mindset of creative expression.

Nearly half of prospects said they were most interested in attending a school as described by the inclusive environment statement.



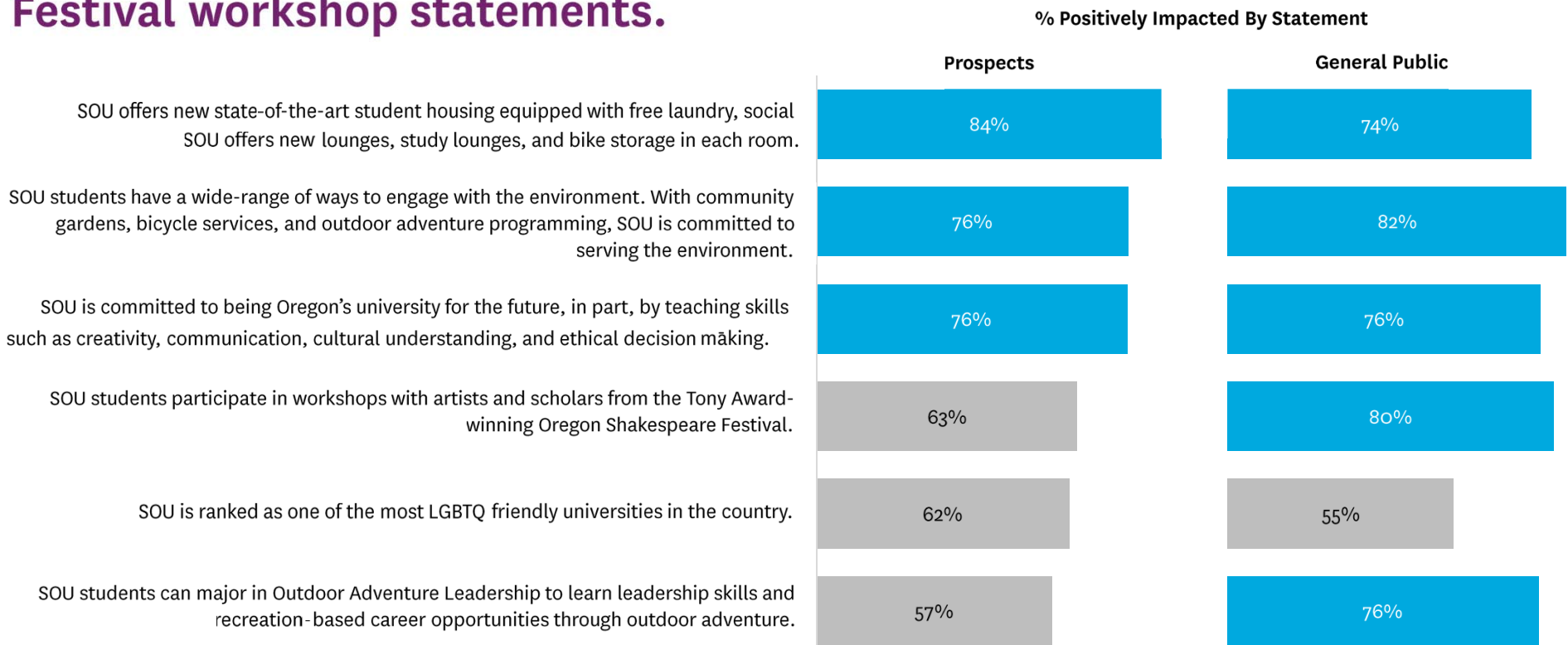
Prospects most often chose the creativity statement as describing SOU today.



General public respondents also selected Creativity (49%) and Outdoors (47%) as the top two messages describing SOU today. Unfamiliar general public respondents selected Creativity (53%) and Outdoors (53%) as the top two messages enhancing their perception of SOU.

When asked which one message should describe SOU in the future, general public respondents most often selected Creativity (28%), followed by Sustainable (20%).

Prospects were most positively impacted by the housing statement, while the general public was most impacted by the environment and Shakespeare Festival workshop statements.



Recommendations

Brand Marketing

- Increase investments in brand marketing. These investments must be strategic towards shifting perceptions, gaining awareness and reputation building among key external audiences.
- Refine SOU's current brand positioning and brand platform developed in 2008.
- Develop a creative concept that brings the brand strategy to life.
- Develop a brand launch and incorporate it with the current marketing and communications plan.

Engagement

- Consider opportunities for the general public, alumni and employers to engage with SOU and its students.
- Provide more alumni events, info sessions and networking as a way to maintain a relationship with SOU and other alumni.
- Provide more communication with alumni and employers, highlighting success stories of students, faculty and alumni.
- Continue to improve communication with prospective students and adult learners throughout the admissions process.

Messaging

- Proactively communicate SOU's affordability. Illustrate and communicate aspects such as hands-on learning, committed faculty, campus safety, diversity and inclusion, intimate/family feel campus, and strong support services to students as these are appealing and strengths of SOU.
- Consider offering more and better communication with prospects and current students around SOU's resources available to help combat fears of going to college and lack of communications (mentioned by UG stop outs).
- Communicate the quality of SOU's academic programs and highlight best known programs. Consider using faculty in stories to highlight academic quality.
- Promote career preparation and highlight statistics related to graduation rate, anticipated salaries, and job titles because we know these are important to prospects but not strengths of SOU.

Messaging

- Highlight positive aspects of Ashland to justify the cost of living. It is important to be transparent with audiences on all things related to cost and provide detailed information on SOU's resources for finding affordable housing in Ashland and SOU's ROI.
- Emphasize SOU's diverse and inclusive environment, open-mindedness and acceptance of all forms of diversity as this is the ideal atmosphere for prospects and a strength of SOU.
- Show audiences SOU's new state-of-the-art student housing as this is appealing to audiences and new infrastructure always communicates strength.

Legislative Update

2019 Legislative Session
Week 8
March 17, 2019

Weekly Summary

- Floor Sessions and committee meetings continue on a steady pace. The deadline for posting work sessions in the first chamber is the Friday after next, April 29th.
- Senate President Peter Courtney presided over the Senate Floor one day last week if though he is not due to return from a 10-day medical leave until this week. He was there to vote on a resolution in support of survivors of sexual assault.

Budget

- We continue to advocate with alliance members at the Ways & Means road shows in Pendleton, Redmond, and Portland. We will also set additional meetings for alliance members with rank and file members in both chambers.
- It appears as though the universities budget presentation to the Education Subcommittee of Ways & Means will begin on March 27th or 28th. We have one day to present on the Public University Support Fund, and additional day to present on statewide and state programs followed by one day for public comment. Co-Chair McLain has indicated that we will be given additional time during “Phase 2” to present in depth on state programs. **Materials for our presentations are due Monday, March 18th.**

Policy Bills, General

- A work session is schedule for [SB 160](#) this week. It would require public institutions of higher education to provide credit to each student who receives a score of 4 or higher on International Baccalaureate (IB) exams. We are hoping to establish a 5 as a baseline score and shift the appeal of higher scores for both IB and AP to the OTAC committee within the HECC.
- [SB 455](#) would require public universities, community colleges and community college districts to require contractors to employ apprentices and to establish and execute plans for outreach, recruitment and retention of women and minority individuals for certain work relating to improvements to real property. The language in this bill was taken directly from the Knight Campus Project Labor Agreement. We are gathering fiscal impact information from campuses in order to have discussions with labor interests who have indicated that they are open to discussing changes such as establishing a threshold dollar amount for when the additional requirements would apply or having them apply only to bonded projects.
- We have seen amendments to the Attorney General Rosenblum’s student loan servicing bills, [SB 279](#) and [HB 2588](#), that would exempt public and private universities and community colleges from licensing requirements and direct the HECC to establish a loan counseling program for students who are entering or in repayment. We are still waiting for amendments to specify that the HECC’s program will be specifically for students entering or in repayment before we can fully support the bills.
- Amendments that we have seen for [SB 479](#) improve the bill. However, the amendments do not include changes that we were seeking that have been incorporated into [SB 726](#). The two bills relate to dissuading employers from entering into settlement agreements with employees. We plan to continue coordinating with Sen. Gelser, the sponsor of SB 479, to reconcile provisions of the two bills and seeking additional protections around “no-rehire” provisions in settlement agreements. Neither bill is scheduled at this time.
- Two university campus security chiefs (WOU’s and OSU’s) testified at the hearing last week on Kaylee’s Law, [SB 576](#). We are in discussion with the AG’s Office on our proposed amendments that transfer some of the restrictions in the base bill into the public university statutes on special campus security officers.
- [SB 624](#) that would require universities to establish a common application for undergraduate admission is scheduled for a public hearing this week. We are drafting testimony in opposition and may testify as well.

- [SB 730/HB 2028](#) would integrate foundational curricula and unified statewide transfer agreements into Transfer Student Bill of Rights and Responsibilities. We have no concerns about the bills as introduced but are also awaiting agency amendments for review.
- [SB 800](#) would direct universities and community colleges to accept accelerated learning credits under certain circumstances. The bill is being brought forward to address issues around Willamette Promise. The Provosts' Council has developed shared principles to address the bill and the Governor's Office has directed stakeholders to convene to determine if agreement can be reached on language that prioritizes the coursework that has been identified through the HB 2998 (2017) transfer work as an initial focus area for acceptance of accelerated learning credits.
- [HB 2016](#) would require public employers to grant reasonable paid time to public employees who are represented. The bill was put forward by SEIU and will pass out of the House. A coalition of public employers will work to stymie the bill in the Senate. Our concerns focus on the extent to which the bill upsets a reasonable balance between the core issues facing employees and employers. Rather than each campus bargaining access to facilities, paid time, and access to information to represent their members, the terms of these employee accommodations would be mandated by statute.
- [HB 2074](#) would re-establish a process for determining Current Service Level (CSL) for K-12. The Governor's Office drafted amendments to the bill that would establish a parallel process for college and universities. The HECC has indicated that the financial data that they would like to receive from universities is nearly the same as the information that would be required from universities under these amendments. We are in the process of determining whether HB 2074 will move with the amendments or, rather, whether we should seek our own bill to ensure that we have the benefit of having a CSL conversation with state policymakers if we are working to provide additional financial data in any event. In addition, this bill could include language that university General Counsels' have developed in order to avoid executing grant agreements for every source of state funding.
- HB 2213 would require each community college and public university to ensure that the course description for every academic course offered in succeeding academic term lists all textbooks enrolled students are required to purchase. We have worked with national and state-level bookstores to develop amendments that could lead us to support the bill.
- [HB 2216](#), that would repeal the sunset date on Oregon's "Rooney Rule", passed off the House Floor last week, 56-3.
- [HB 2519](#) would require universities to adopt written policies on hazing and provide on-campus training on hazing as well as reporting annually to the HECC on the number of hazing incidents. Amendments to the bill specify the training is for students and remove the HECC from the reporting process.
- [HB 2651](#) directs the HECC to conduct a study that identifies duplications among degree programs, certificate programs, classes and other programs. Amendments to the bill focus on the program approval process and having universities provide early notice to the HECC when developing new programs or making significant changes to existing programs.
- We are working on amendments with Rep. Alonso Leon on [HB 2987](#). The bill would require universities to bypass placement exams for students with a specified score on GED tests.
- [HB 3031](#) would create a family and medical leave insurance program to provide an employee who is eligible for coverage with a portion of wages while the employee is on family and medical leave or military family leave. There are concerns regarding some universities' potentially having to double pay as a result of benefits already negotiated in campus collective bargaining agreements (paying once for benefits provided under the CBA and again toward seeding the state fund). While it is unlikely lawmakers would be amenable to exemption for CBAs in statute, we may be able to include language that mitigates double payment for significant portions of our employees by tying participation in a state benefit program to the expiration of CBAs currently in place.

- [HB 3338](#) prohibits police officers at UO and PSU from carrying firearms. These campuses have engaged campus police directors to conduct outreach to key legislators to gauge legislative support for the proposal which is a priority for OSA. It is scheduled for a public hearing this week.
- OSA dropped [HB 3381](#) last week that would prohibit universities and colleges from increasing tuition for resident undergraduate and, for universities, resident graduate students for the 2019-20 and 2020-21 academic years.
- There are several bills that would require public universities to grant in-state tuition to students who qualify under tuition equity requirements (i.e. [HB 2507](#), [SB 263](#), [SB 312](#), [SB 689](#), [SB 859](#)) or to waive tuition entirely (i.e. [HB 2640](#), [HB 2571](#), [SB 811](#)). We are identifying all of the bills in order to communicate with legislators about the magnitude of cost to the institutions were they all to be adopted.

State Funding and Budget Update

Comparative Analysis of 8% Primary Reserve



Primary Reserve Scenarios	Tuition % Increase	Tuition Cost Increase	Ending Fund Balance (\$M)			% Operating Revenue		
			18/19	19/20	20/21	18/19	19/20	20/21
Optimistic @ 8% <ul style="list-style-type: none"> \$40.5M (DAS) +2% Biennium Enrollment +3M Biennium Earmarks Flat S&S 	FY20: 9.75% FY21: 2.25%	FY20: \$765 FY21: \$180	4.9	5.5	5.7	8.1%	8.1%	8.2%
Pessimistic @ 8% <ul style="list-style-type: none"> \$40.5M (DAS) -2% Biennium Enrollment 1M Cost Cutting (split across biennium) 	FY20: 15.8% FY21: 3.8%	FY20: \$1,215 FY21: \$315	4.9	5.3	5.6	8.1%	7.9%	8.0%
Realistic @ 8% <ul style="list-style-type: none"> \$40.5M (DAS) FLAT Biennium Enrollment 1M Cost Cutting (split across biennium) 	FY20: 14.9% FY21: 2.75%	FY20: \$1170 FY21: \$225	4.9	5.5	5.6	8.1%	8.1%	8.0%

Comparative Analysis of 5% Primary Reserve



Primary Reserve Scenarios	Tuition % Increase	Tuition Cost Increase	Ending Fund Balance (\$M)			% Operating Revenue		
			18/19	19/20	20/21	18/19	19/20	20/21
Optimistic <ul style="list-style-type: none"> \$40.5M (DAS) +2% Biennium Enrollment +3M Biennium Earmarks Flat S&S 	FY20: 5% FY21: 5%	FY20: \$630 FY21: \$585	4.9	3.6	3.4	8.1%	5.4%	5.0%
Pessimistic <ul style="list-style-type: none"> \$40.5M (DAS) -2% Biennium Enrollment 1M Cost Cutting (split across biennium) 	FY20: 10.5% FY21: 10.0%	FY20: \$810 FY21: \$855	4.9	3.4	3.7	8.1%	5.1%	5.3%
Realistic <ul style="list-style-type: none"> \$40.5M (DAS) FLAT Biennium Enrollment 1M Cost Cutting (split across biennium) 	FY20: 10.0% FY21: 9.5%	FY20: \$765 FY21: \$810	4.9	3.3	3.5	8.1%	5.0%	5.0%

Tuition Advisory Council Update

Strategic Communication Plan

Enabling Student, Faculty and Staff Engagement

The following table outlines actions, frequency and ownership of the communication and outreach plan for Southern Oregon University. The purpose is to ensure key stakeholders know what actions are being taken and fundamentally, to ensure we create opportunities to provide information and receive feedback.

1. Outline of Activities, and key messages:

When? (date and frequency)	What? Action / Event	Ownership	Media / Approach	Message or Desired Outcomes
11/29/18	Met with Student Fee Committee (SFC) Chair	Deb	In person	Initial meeting
12/4/18	Form TAC	Sue W	In person	Form team, communicate expectations
12/12/18	Met with SFC Chair	Josh / Beau	In person	Listened and provided feedback as professional staff advisers
12/20/18	Met with SFC Chair	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
1/9/19	Met with SFC Chair	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
1/11/19	Met with SFC	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
1/17/19	Finance Committee (BOT)	Greg P	In person and public record	Budget basics, State funding, pro forma outlook
1/18/19	Board of Trustees	Sabrina	In person and public record	State funding prognosis, pro forma outlook
1/18/19	Met with SFC	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
1/25/19	Met with SFC	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
1/ 28/19	TAC meeting	Sue W	In person	Budgeting basics
1/31/19	HECC Finance Director orientation	Greg P	In person	SOU budget process, constraints and opportunities
2/1/19	Met with SFC	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
2/ 4/19	TAC meeting	Sue W	In person	State funding prognosis
2/11/19	TAC meeting	Sue W	In person	Developed Social Media outreach plan / ideas

2/12/19	Open Forum	Greg P and President	In person	Budgeting 101, State Funding and connection to Strat Plan
2/13/19	Open Forum	Greg P and President	In person	Budgeting 101, State Funding and connection to Strat Plan
2/15/19	ASSOU Budget Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
2/18/19	TAC	Sue W	In person	Stop the shift; pro forma levers
2/20/19	AAC Advisory Committee	Josh / Beau	In person	Listened and provided feedback as professional staff advisers
2/21/19	Finance Committee	Greg P	In person and public record	Dashboard, TAC update, SFC update and pro forma levers
2/21/19	EAAC Advisory Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
2/24/19	EAAC Advisory Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
2/25/19	TAC	Sue W	In person	
2/25/19	EAAC Advisory Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
2/26/19	Affordability Fair at SU	Greg and Josh	In person and Vis aids	Stop the Shift
3/1/19	FaceBook Post	Nicole	Social media	Stop the Shift
3/1/19	Tweet	Nicole	Social media	We need your help
2/28/19	SU Advisory Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
3/1/19	SU Advisory Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
3/2/19	SU Advisory Committee	Josh / Deb	In person	Listened and provided feedback as professional staff advisers
3/4/19	TAC	Dennis S.	In person	Stop the shift; pro forma levers
3/4/19	SFC	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
3/5/19	ASSOU Senate	Greg	Presentation	Open forum repeat – budget basics
3/6-7/19	Visits with Legislators	Linda, Jeanne & Greg	Office calls	Accountability and Transparency (and cost savings if asked)
3/8/19	SFC	Josh / Deb / Beau	In person	Listened and provided feedback as professional staff advisers
3/11/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate

** TBD	Student Open Forum	Greg P	In person	Extra credit with Dennis' class?
	FaceBook live	Greg P	Social media	Your role in advocacy
** TBD	Engagement in Res Halls	Greg and Sue	In person	Budget basics and way ahead - Matt – athletes - Staci – residence halls
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
** TBD	Student Open Forum	Greg P	In person	Another Extra Credit? Who?
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
3/18/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
3/21/19	Finance Committee (BOT)	Greg P , Sabrina	In person and public record	Dashboard, TAC update, SFC Update, State funding, pro forma outlook
3/22/19	Full Board mtg	Greg P, Sabrina	In person and public record	TAC update, Gov Affairs, State funding, pro forma outlook
**	Student Open Forum	Greg P	In person	Present TAC recommendation?
**	Student Open Forum	Greg P	In person	Present TAC recommendation?
3/25/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
4/1/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
**	Internal Audit	Ryan	In Person	Results and feedback
	FaceBook live	Greg P	Social media	Your role in advocacy
4/8/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
4/15/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
4/22/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
**	HB4141 cross check	Linda	In Person	Results of Checklist / process review (Gate review)
4/29/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy

5/6/19	TAC	Sue W	In person	Stop the shift; pro forma levers
	FaceBook Post	Nicole	Social media	Stop the Shift
	Instagram video	Johana	Social media	Budget basics – advocate
	FaceBook live	Greg P	Social media	Your role in advocacy
5/13/19	TAC	Sue W	In person	Stop the shift; pro forma levers
**	Student Open Forum	Greg P	In person	Present TAC recommendation?
5/16/19	Finance Committee (BOT)	Greg P, Sabrina	In person and public record	TAC and SFC Recommendation
5/16/19	Full Board mtg	Greg P, Sabrina	In person and public record	Tuition and Student Fee decision

2. Key Messages and Themes:

The state funding model shifted the burden, putting it on students. “Stop the shift”

We are good stewards of the funding we receive from the state, and from our students (see one-pager that follows).

We had a very good year, financially, in Fiscal Year 2017, and invested in Student Success programs. We need continued investment to maintain key student success programs (SOU Aid, Jack/Jo, Bridge, etc.)

We are both transparent, and accountable to: the Board, the states, and our stakeholders (students, faculty and staff)

We already imposed significant cost reductions in the last decade. Now, our discretionary ‘spending’ (costs) are only 7 cents on the dollar (we can’t control escalating PERS and PEBB costs, and over 80% of our labor costs are tied to Union agreements (faculty and classified staff))

The Technical and Regional Universities have unique needs, based on scale, economics in the local region and demographics.

The Southern Oregon Higher Education Consortium was recently formed, and is looking for ways to create synergy between the SOU, OIT, RCC and KCC to better serve students and the region. And, HECC talking points:

- Postsecondary education and training in Oregon involves a highly diverse set of pathways and institutions, serving a highly diverse set of learners.
- Funding cuts proposed in the GRB would have profoundly negative consequences for student access, affordability, and completion.
- Overall, Oregon’s postsecondary attainment rates are slightly better than average nationally, but we have significant equity gaps and are far from meeting our state goals.
- Postsecondary education produces enormous return-on-investment for individuals and communities.
- Based on statewide enrollment, completion, and affordability trends, it’s clear that Oregon’s current trajectory will not meet state goals.
- Due to relatively low levels of state investment in postsecondary education, Oregon is a relatively high-tuition, low-aid state.
- Postsecondary education has the power to close income gaps while increasing prosperity overall. It is a ticket to the middle class. But if the ticket price rises too high, it will have the opposite effect.

Other background materials (key data and graphics) follow:

HOUSE BILL 4141 COMPLIANCE MEASURES

1. The University must create a shared governance body that advises the President concerning resident tuition and fees recommendations to be brought before the University's Board of Trustees; SOU chartered the Tuition Advisory Council.
2. That body must provide a written document describing the role of the advisory council and be composed of at least:
 - ☒ a) Two Administrators
 - ☒ b) Two Faculty
 - ☒ c) Two Students representing Student Government
 - ☒ d) Two Students representing historically underserved students
3. The University must provide training on:
 - ☒ a) The budget of the university
 - ☐ b) The legislative appropriation process
 - ☒ c) Data showing the relationship between tuition and fees to state appropriations
4. The University must provide the council with:
 - ☐ a) A plan for managing costs
 - ☐ b) A plan for how tuition and fees *could be decreased* if the university receives extra appropriations
5. If the council feels a recommendation greater than 5% annually is necessary, the council must document its consideration of:
 - ☐ a) The impact of that increase on students, especially historically underserved students
 - ☐ b) The impact of that increase on the mission of the University
 - ☒ c) Alternative scenarios involving smaller increases

6. The council must also:

- ☒ a) Provide opportunities for students to actively participate in the process and deliberations
- ☐ b) Provide a written report to the President with recommendations, deliberations and observations about tuition and fees for the upcoming academic year including any sub-reports requested by members of the council or other documentation produced or received by the council

7. The University must ensure that the process is described on the University's website and include downloadable materials such as:

- ☒ a) The council's role and relationship to the Board
- ☒ b) Any documentation, agendas and data considered during deliberations

HECC TUITION INCREASE CRITERIA CHECKLIST

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)).

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

Goals: Inclusion, Transparency

Criteria:

- A.** The institution can demonstrate that students had multiple opportunities 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 and 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;
 - ☐ How dissenting comments are reflected and incorporated into official tuition deliberations and / or recommendations.

HECC TUITION INCREASE CRITERIA CHECKLIST

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.

Criteria:

- 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.

HECC TUITION INCREASE CRITERIA CHECKLIST

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 increases;
- Demonstrated consideration of alternatives;
- Implementation of cost containment efforts and long-term sustainability of the university.

Criteria:

- A.** The institution demonstrates that current and projected financial conditions compelling the need for the increase request to meet the critical portion 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.

Future Meetings

Adjournment