



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 14, 2019

TO: Southern Oregon University Board of Trustees

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Board of Trustees

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

Topics of the meeting will include reports from the university president, board committees, student leadership and faculty senate. The board will take action on amendments to the following governing documents: Resolution on the Responsibilities of Individual Trustees and Board Statements on the Performance of Official Business and on Evaluation of the University President. Topics also will include discussion and action on the following items: university president's contract renewal; adoption of fiscal year 2019-20 internal audit plan; adoption of fiscal year 2019-20 budget; and board officer elections. Other agenda items include updates on the strategic plan; on legislative issues and state funding; and from the governance work group. The board will review enrollment management and discuss the board chair's report on her campus conversations.

The meeting will occur as follows:

Friday, June 21, 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.**



Board of Trustees
June 21, 2019



Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, June 21, 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 may 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 May 16, 2019 Meeting Minutes | |
| 55 min. | 4 | Reports | |
| | 4.1 | President's Report | President Linda Schott |
| | 4.2 | Committee Reports | Chair Hennion; Trustee
Clough; Trustee Santos |
| | 4.3 | Student Leadership Report | Alexis Phillips, ASSOU,
President |
| | 4.4 | Faculty Senate Report | Andrew Gay, SOU,
Faculty Senate Chair |
| | 5 | Action, Information, and Discussion Items | |
| 45 min. | 5.1 | Strategic Plan Update | President Schott |
| 20 min. | 5.2 | Strategic Enrollment Management Overview | Dr. Neil Woolf, SOU, Vice
President for Enrollment
management and Student
Affairs |

Board of Trustees Meeting

Friday, June 21, 2019

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

DeBoer Room, Hannon Library

AGENDA (Continued)

15 min.	5.3	Adoption of Fiscal Year 2019-20 Internal Audit Plan (Action)	Ryan Schnobrich, SOU, Internal Auditor
15 min.	5.4	Amendments to Governing Documents (Action)	Jason Catz, SOU, General Counsel
	5.4.1	Resolution on the Responsibilities of Individual Trustees	
	5.4.2	Board Statement on the Performance of Official Business	
	5.4.3	Board Statement on Evaluation of the University President	
30 min.	5.5	University President's Contract Renewal (Action)	Chair Hennion
10 min.	5.6	Legislative and State Funding Update	Jeanne Stallman, SOU Associate Vice President for Government Relations and Outreach; Greg Perkinson, SOU, Vice President for Finance and Administration
30 min.	5.7	Adoption of Fiscal Year 2019-20 Budget (Action)	Trustee Clough; President Schott; Greg Perkinson
10 min.	5.8	Board Chair's Report on Campus Conversations	Chair Hennion
15 min.	5.9	Governance Work Group Update	Trustee Nicholson; Trustee Lightman
10 min.	5.10	Board Officer Elections (Action)	Chair Hennion
5 min.	5.11	Future Meetings	Chair Hennion
	6	Adjournment	Chair Hennion

Public Comment

Consent Agenda

**Board of Trustees Special Meeting
Thursday, May 16, 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	Absent
Paul Nicholson	Present	janelle wilson	Present
Shanztyn Nhipali	Present		

Chair Lyn Hennion called the meeting to order at 4:32 p.m. in the DeBoer Room of the Hannon Library. She welcomed visitors from the HECC: Commissioners Lee Ayers Preboski, Vanessa Becker, Duncan Wyse and Terry Cross and Director of the Office of Postsecondary Finance and Capital, Jim Pinkard. Chair Hennion also welcomed Britney Sharp, the incoming ASSOU President. The Board Secretary recorded the roll and a quorum was verified.

Other attendees included: Dr. Linda Schott, President; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for Development; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Jason Catz, General Counsel; Andrew MacPherson, Campus Public Safety; Josh Lovern, Budget Office; Christina Sanz, Office of Development; Dr. Karen Stone, Provost's Office; Deborah Lovern, Provost's Office; Melissa Anderson, Hannon Library; David Humphrey, Center for the Arts; Ty Dean, student; Andrew Zucker, student; Tom Fuhrmark; Staci Buchwald, University Housing; Liam Moriarty, JPR; Gordon Carrier, Information Technology; Sabrina Prud'homme, Office of the Board Secretary; and Kathy Park, Office of the Board Secretary.

Public Comment

Melissa Anderson, a faculty member and Secretary of Faculty Senate, discussed how information about budgetary issues and tuition decisions are shared across the faculty. Faculty are made aware of the work of the Tuition Advisory Council, related budgetary matters and legislative issues in a number of ways. They have been encouraged to be engaged in the process and share information as widely as possible.

Sandra Slattery, Executive Director of the Ashland Chamber of Commerce, sent a letter, which was included in meeting materials, in which she praised the strong working relationship between the Chamber and SOU.

Andrew Zucker, an SOU student, commended Provost Susan Walsh on keeping students informed during the process. Throughout the process, students were extremely engaged but frustrated with having to make informed decisions given the

uncertainty in the state funding level.

Ty Dean, an SOU student-athlete, noted that he understands why a tuition increase is needed but said such increases make it harder for students.

Consent Agenda

Chair Hennion requested a typographical correction in the Legislative Update section of the March 22, 2019 draft minutes. Trustee Thorndike moved approval of the consent agenda, as amended. Trustee Rosenberg seconded the motion and it passed unanimously.

Action, Information and Discussion Items

Tuition and Mandatory Fees for Academic Year 2019-20 (Action)

President Linda Schott said this has been a period of uncertainty and fluidity, which has presented challenges. She mentioned the passage of the K-12 education bill, the increased projection in the state's revenue and hopeful signs that PERS expenses will be controlled. SOU's tuition setting process this year is the process normally followed but with a special awareness of the requirements of HB 4141.

Dr. Susan Walsh provided an update on the Tuition Advisory Council (TAC), saying inclusiveness and transparency were prioritized in the process. She mentioned the composition of the council, the checklist created to track compliance with HB 4141, the TAC website and the communication plan. Sabrina Prud'homme read an email message from TAC member Dennis Slattery addressed to other TAC members praising the work of the council and contributions of the TAC members and various staff.

Dr. Walsh summarized the TAC's recommendation on tuition and fees, as included in the meeting materials. The recommendation included different tuition increases depending on the increase to the PUSF over the current biennium. She cited examples: with a \$40.5 million increase, the tuition rate would increase 13.5%; with an \$80 million increase, the tuition rate would increase 11%. President Schott added that the TAC took the mandatory fees into consideration in developing its recommendation.

Greg Perkinson and Josh Lovern demonstrated various scenarios on a tool the TAC used in developing its recommendation. After consulting with Trustee Vincent, Mr. Lovern developed sliders to use with the interactive pro forma to adjust levers in the decision process that would impact the outcomes. Mr. Perkinson said they paid close attention to Raider Aid, SOU's institutional financial aid for students in need.

President Schott highlighted some of the discussions the board has had on budget and tuition issues. The state has gradually divested in higher education, thus increasing the amount students and their families have to pay. The Student Success and Completion Model has some positive aspects; it incentivizes institutions to direct attention and assistance to underrepresented students; it also incentivizes high demand degrees (viz STEM) but she hopes there will be a shift to recognize the significance of the contributions of other programs. President Schott said the board has discussed the governor's recommended and investment budgets and how they might impact SOU; reviewed enrollment projections; discussed cost drivers; utilized the

interactive pro forma; considered SOU's market position compared to other Oregon and some California universities; and received an extensive presentation on financial aid and student indebtedness. The bottom line is that SOU has been increasing tuition like other institutions but is still well below the average of tuition costs across the state.

President Schott mentioned various engagement efforts with students and the campus community, including financial aid wellness checks, open forums on budget and tuition issues and social media campaigns encouraging involvement in those issues. Trustee Nihipali, as a student employee in the Marketing and Communications Department, said he has found the story feature in social media platforms is most effective in getting issues in front of people and he often includes polls in such postings.

President Schott then turned to SOU's efforts to control its costs. She mentioned a study by the Chronicle of Higher Education regarding managers per 1,000 students. Out of 691 colleges and universities, SOU is at 681 with only 1.1 managers per 1,000 students. SOU was the lowest of all the Oregon public universities in the number of managers per 1,000 students as well as in the spending on managers' salaries. This study illustrates that SOU is thinly staffed at the administrative manager level.

President Schott said the personnel reductions that have occurred between 2014 and 2018 due to resignations, retirements and non-renewals has reduced full-time faculty by 20% and part-time faculty by 10%. Reductions have also been made to staff members. The absence of all those individuals is still felt on campus.

SOU has a long list of other cost control measures, some large and some small, that have been taken in an effort to reduce its operating costs. As a result, SOU is very lean. President Schott compared each Oregon public university's Education & General spending per FTE student. In 2013, SOU was the third leanest; by 2015, SOU was the leanest and has remained so.

President Schott then detailed ways SOU is controlling costs for students. Housing and food are significant costs for students. Increases in housing costs are being kept as low as possible at 2.75% to cover utility and labor increases. Food insecurity is also a concern. SOU has a food pantry for students in need. Meal rates are being rolled back to 2016 prices and a new, less expensive meal plan will be offered. Significantly, these efforts are not reducing the quality of the food being provided. Another way of controlling costs for students is through the use of open educational resources and low or no cost textbooks; this has resulted in a savings of over \$600,000 for students over the past two years and a projected savings of \$400,000 in the coming year. SOU also has degree programs that enable students to move through quickly: the Jackson-Josephine Pledge (which provides a substantial tuition discount) and the Accelerated Baccalaureate. The SOU Foundation works hard to raise scholarship funds for students.

President Schott said she is presenting a tuition recommendation that she does not particularly like but is doing so because she does not want to make even more significant cuts. Each individual recommendation would require cuts of about \$1.5 million, which is the maximum she thinks SOU can do. Additional reductions are not

wise, are not in the best interest of the institution, region or state. SOU has some very successful programs that are not expendable, such as pipeline and athletic programs.

President Schott said progress is being made on the strategic plan, which the board supported, approved and monitors. If employees do not feel valued or are greatly overworked, they are far less likely to want to engage in the activities supporting the strategic plan. Employees in every job category need to be engaged to move the strategic plan forward. That plan is the long-term health of the institution.

President Schott recommended a graduated schedule of tuition increases that correlate directly to the funding level of the PUSF, as included in the meeting materials. The recommendation also includes a small degree of cuts associated with it. Mr. Perkinson summarized the joint recommendation from ASSOU President Alexis Phillips and President Schott for the incidental, recreation center and mandatory fees. Trustee Clough added that the Finance and Administration Committee had a robust discussion on those fees in its April meeting. Mr. Perkinson said the recommended \$15 increase in the building fee will support recapitalization of aging IT infrastructure that creates a risk to mission operations. There was a concerted effort to keep the increase to the student health services fee low, at 2.1%.

Mr. Perkinson reviewed the changes to the housing rates and meal plans. He said the Director of University Housing and her staff took great pains to study the fees to develop a very modest 2.75% increase in room rates, add a new meal plan and roll back meal plan rates to 2016 prices. Responding to Trustee AuCoin's inquiry, Mr. Perkinson said the housing rates would cause a risk to deferred maintenance but it is being appropriately monitored and managed.

Reviewing her recommended resident undergraduate tuition rate, President Schott said it was initially modeled at the governor's recommended budget then modeled to include the tri-chairs' budget. With a \$40.5 million increase to the PUSF from the current biennium, the recommended tuition rate would increase \$23 per credit hour, a 13.5% increase. If the legislature approves the HECC's requested budget of a \$186 million increase, President Schott said a special meeting of the board would need to be called to approve a lower tuition rate.

Trustee Clough recapped the preceding meeting of the Finance and Administration Committee. She said the committee was very complimentary of SOU's administration and student leadership during a difficult, challenging process. The committee members recognized the need to balance various factors: affordability for students; investment of staff, faculty and infrastructure; future strategic needs for reinvesting in the institution; and cost containments. This is not an easy recommendation and the university will have to continue to focus on revenue growth and strategies to make the university sustainable into the future. The committee members unanimously recommended supporting President Schott's recommendation.

Trustee Thalden commended President Schott and the committee. He noted that after going through two retrenchments, there is no fat in the university and any cuts in faculty or programs would undercut SOU's mission.

Responding to Trustee Bullock's inquiry, Dr. Neil Woolf said there is always a risk to students who rely on student loans and the types of loans they take. Over the last few years, the amount of loans SOU students have needed has decreased. Using the recommended tuition increases, the amount of SOU financial aid needed was modeled on the lowest income students with no expected family contribution. The amount of SOU aid set aside covers expenses for those students, and extra. This will avoid pushing students from subsidized to unsubsidized loans.

Responding to Trustee Bullock's further inquiry regarding any plans to reduce the amount of cuts, President Schott said stabilizing or increasing enrollment would ameliorate the amount of cuts that might be necessary. Trustee Bullock expressed concern that the tiered recommendation might alleviate legislative pressure so that any additional money available might not get ascribed to the universities and, further, that it is necessary to continue to eradicate the shift of the burden from the state to families.

Trustee Santos said he is optimistic and hopeful that the message to stop the shift of the funding of higher education will get through in the new revenue forecast.

Responding to Trustee Thorndike's inquiry, Mr. Perkinson said there is a high level of confidence in the numbers that are being provided back to the divisions and departments. He has great confidence in the staff, which enables great confidence in the system. Sherry Ettlich confirmed this conclusion.

Trustee Nicholson affirmed the work the board has done over the last four years to increase transparency, involve students more, and dig into the possibilities to reduce costs. He expressed concern about any increase in tuition, especially one over 12%.

Trustee Wilson expressed that she feels frustrated knowing the best the board can do is hope the legislature will hear this need that is affecting the universities. Knowing SOU students and the disproportionate impact of this increase on the lower socioeconomic students and those of color, she implored the board to understand that increases at this level are not sustainable. She did not have the solution other than looking to the legislators and HECC commissioners with pleas to make a positive difference throughout the state. Chair Hennion encouraged trustees to contact legislators about how they feel about making this decision and their hopes for the future.

Trustee AuCoin moved to approve President Schott's recommendation and accompanying resolution in the meeting materials. Trustee Clough seconded the motion. The Board Secretary called a roll call vote and the motion passed unanimously.

Fiscal Year 2019-20 Budget Information

Due to time constraints, this agenda item was not covered.

Future Meetings

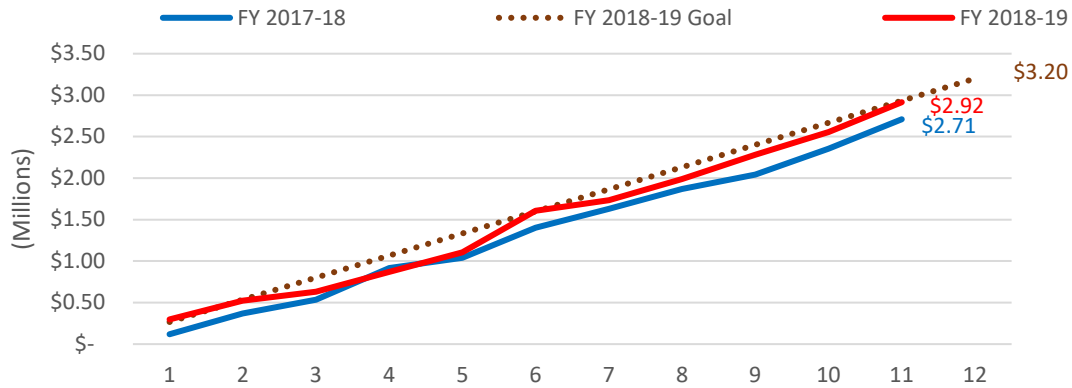
The next regularly scheduled meeting of the board will take place on June 21.

Adjournment

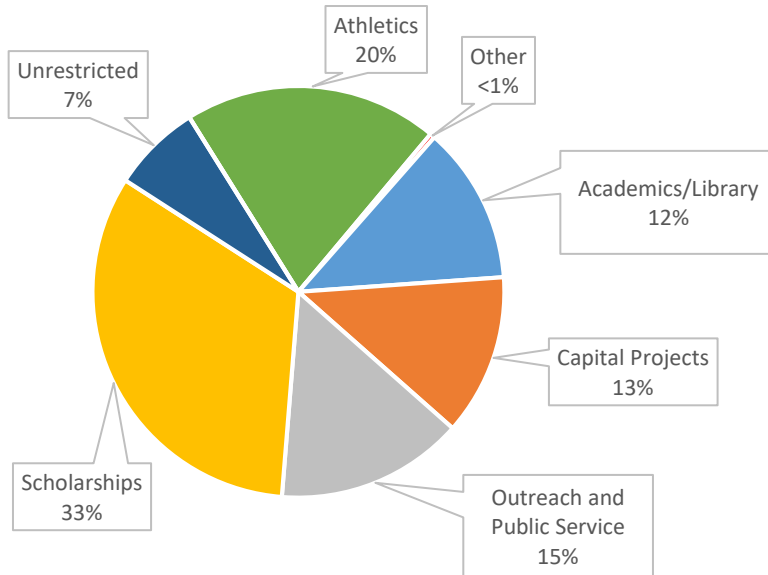
Chair Hennion adjourned the meeting at 6:17 p.m.

President's Report

FY 2018-19 YTD Gift Revenue



FY 2018-19 YTD Gifts by Designation



Campaign Progress to Goal

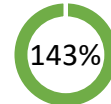
AAUW - \$500k



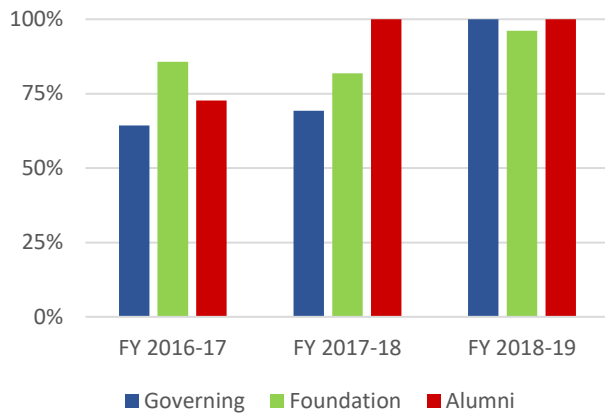
OLLI - \$500k



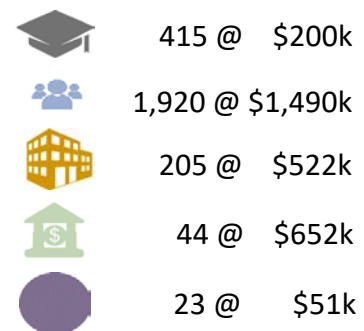
SOU FUND - \$100k



Board Participation (%)



FY 2018-19 YTD Donors by Type



Committee Reports

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

Student Leadership Report

Faculty Senate Report

Strategic Plan Update

Strategic Plan Update for BOT - Changes since January 2019 progress report

	Item	January Count	June Count
<u>Strategic Direction 1</u> SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.	Objectives Identified Within this Plan*	4	7
	Assessments: How These Objectives will be Measured	12	22
	Assessments Completed	4	7
<u>Strategic Direction 1 -</u> Goals One Through Four	All Strategic Directions' Objectives Mapped to These Goals	14	14
	Academic Programs' Outcomes Mapped to These Goals	28	69
	Support Programs' Outcomes Mapped to These Goals	20	23
<u>Strategic Direction 2</u> SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university's mission, vision and strategic plan.	Objectives Identified Within this Plan*	10	19
	Assessments: How These Objectives will be Measured	21	38
	Assessments Completed	3	14
<u>Strategic Direction 2 -</u> Goals One Through Four	All Strategic Directions' Objectives Mapped to These Goals	17	17
	Academic Programs' Outcomes Mapped to These Goals	2	9
	Support Programs' Outcomes Mapped to These Goals	19	27

<u>Strategic Direction 3</u> SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.	Objectives Identified Within this Plan*	0	0
	Assessments: How These Objectives will be Measured	0	0
	Assessments Completed	0	0
<u>Strategic Direction 3 -</u> Goals One Through Three	All Strategic Directions' Objectives Mapped to These Goals	3	3
	Academic Programs' Outcomes Mapped to These Goals	1	9
	Support Programs' Outcomes Mapped to These Goals	18	20
<u>Strategic Direction 4</u> SOU will create a diverse, equitable, inclusive community where learners flourish.	Objectives Identified Within this Plan*	4	13
	Assessments: How These Objectives will be Measured	10	32
	Assessments Completed	0	3
<u>Strategic Direction 4 -</u> Goals One Through Three	All Strategic Directions' Objectives Mapped to These Goals	11	11
	Academic Programs' Outcomes Mapped to These Goals	3	36
	Support Programs' Outcomes Mapped to These Goals	22	24
<u>Strategic Direction 5</u> SOU will maintain financial stability and invest for institutional vitality.	Objectives Identified Within this Plan*	1	7
	Assessments: How These Objectives will be Measured	2	7
	Assessments Completed	2	10

<u>Strategic Direction 5 -</u> Goals One Through Four	All Strategic Directions' Objectives Mapped to These Goals	5	11
	Academic Programs' Outcomes Mapped to These Goals	4	8
	Support Programs' Outcomes Mapped to These Goals	14	16
<u>Strategic Direction 6</u> SOU will develop physical and virtual environments in which all learners can thrive.	Objectives Identified Within this Plan*	0	0
	Assessments: How These Objectives will be Measured	0	0
	Assessments Completed	0	0
<u>Strategic Direction 6 -</u> Goals One and Two	All Strategic Directions' Objectives Mapped to These Goals	5	5
	Academic Programs' Outcomes Mapped to These Goals	0	16
	Support Programs' Outcomes Mapped to These Goals	8	10
<u>Strategic Direction 7</u> SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, national, and global partners.	Objectives Identified Within this Plan*	0	4
	Assessments: How These Objectives will be Measured	0	14
	Assessments Completed	0	4
<u>Strategic Direction 7 -</u> Goals One and Two	All Strategic Directions' Objectives Mapped to These Goals	5	5
	Academic Programs' Outcomes Mapped to These Goals	2	20
	Support Programs' Outcomes Mapped to These Goals	13	15

* Includes objectives only when specific means of assessment(s) have been identified to measure it.

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

Significant work took place winter and spring terms to study and assess best practices in General Education and Upper Division curriculum, undertaken primarily through the work of two Professional Learning Communities (PLCs) charged with analyzing and providing recommendations on revising these important aspects of the undergraduate curriculum (SD 1.1). Implementation of the recommendations made by the General Education PLC will be undertaken by a Task Force, convened and charged by the Faculty Senate in partnership with the Provost's Office, with representation from faculty, staff, and administration. This summer we will develop a project plan for the Task Force to follow, including a timeline with benchmarks, with the intent to implement a new General Education curriculum by fall of 2021.

We continue to explore ways to increase access for adult and online learners. The new online version of the Innovation and Leadership program will enhance degree completion opportunities to local working adults, while the new online Master of Science in Education (developed with Academic Partnerships), expands options available to learners seeking to enhance professional opportunities in the field of Education. Two new concentrations in Finance and Healthcare Administration respectively have been added to the current online MBA program offerings.

With specific emphasis on bold, forward-thinking and industry-ready competencies, as well as core skills of leadership, collaboration, problem-solving, communication, and creativity (as articulated in the Strategic Plan), the new Digital Cinema major will begin in fall 2019. Similarly, and in response to a rapidly growing need in our region, we will be adding a fourth concentration in Aging Services to our undergraduate degree in Healthcare Administration. In these and other programs, faculty endorsement and integration of the goals of the strategic plan into their operations and vision for their programs are foregrounded. We continue to map the correlation between academic program learning outcomes and the goals of the strategic plan. As of June 2019, upon completion of all academic program assessment reports, 69 programmatic outcomes map to SD 1 objectives.

The inventory of "significant learning opportunities" started in winter 2019, has expanded, and now includes additional co-curricular experiences, such as Student Life's "Linking Leadership" and "Audacity" programs, as well as an accounting of capstone, practicum and internship experiences within academic majors and minors. These build our understanding of our students' access to learning experiences that enable them to "think critically," "innovate boldly", and "create lives of purpose".

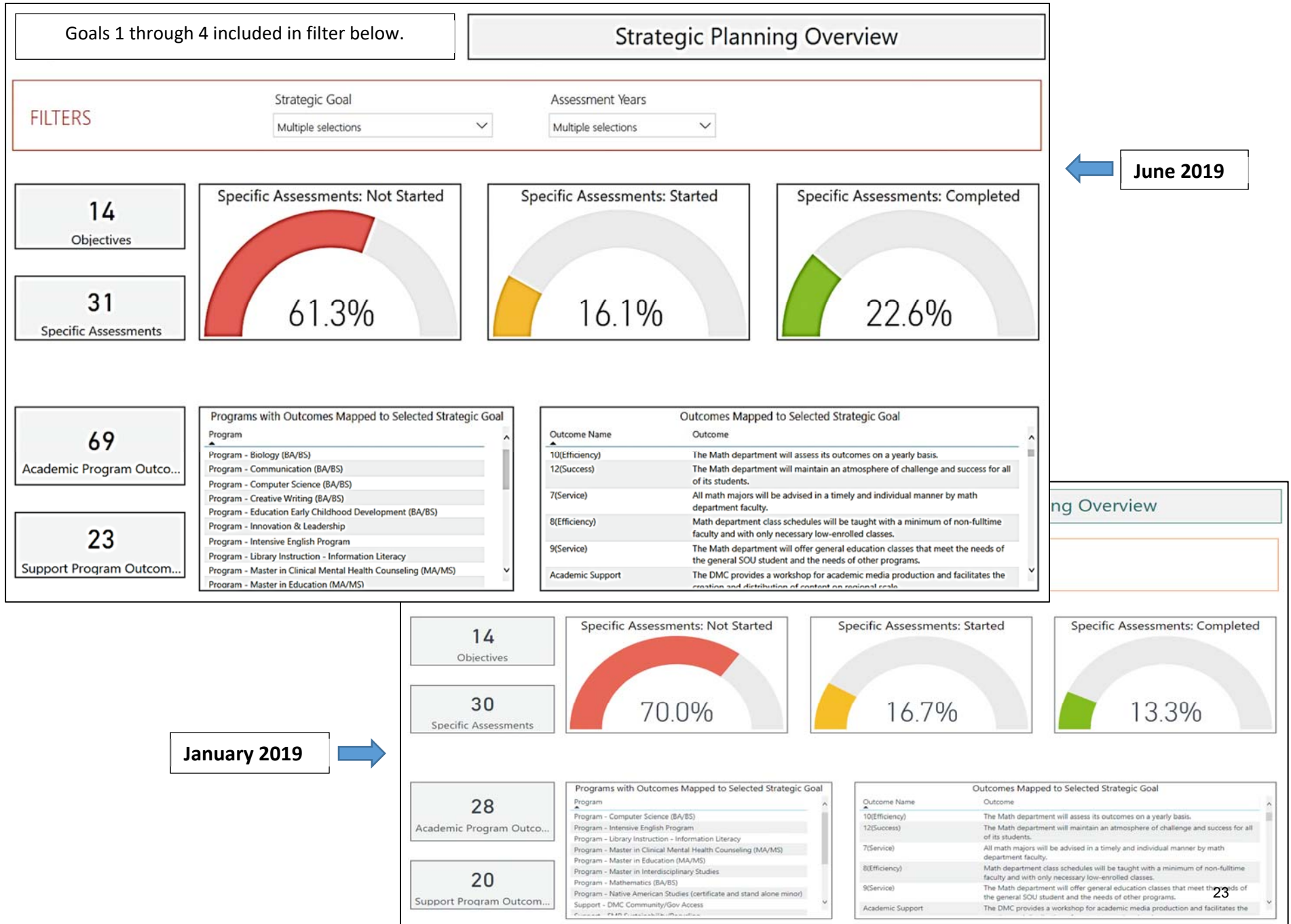
Collaborations between the Faculty Senate and the Provost's Office have also led to the development of Task Forces to improve the Faculty Professional Activities Report (FPAR) and Post-Tenure Review processes, with the final objective of assessing ways to align faculty expectations and reward systems with the goals of the strategic plan (SD 1.2). Finally, affordability of and access to learning opportunities (SD 1.3) guide ongoing efforts to design and implement institutional procedures and policies for prior learning assessment, alternative credentials (such as "badges"), and competency-based learning. The appointment of a new director for the Center for Instructional support in Spring term, as well as SOU's acceptance into a research study lead by CAEL (Council on Adult and Experiential Learning) and WICHE (Western Interstate Commission for Higher Education) on prior learning assessment, should enable significant progress on these areas over the summer.

Upon completion of an initial draft template and process plan by an Academic Program Review Work Group who met over winter and spring terms (SD 1.4), three programs (Business, Biology, and Psychology) will pilot the draft instrument and submit program reviews in summer of 2019. We will then finalize the template and create a schedule for reviewing all academic programs on a three year rotating basis.

Collaboration between faculty, staff and administration guides the design and execution of each Strategic Direction I objective, furthering the campus commitment to shared governance. Reflecting this commitment, we have been invited to present a panel discussion focusing on the execution of the academic component of a strategic plan in the framework of strategic governance at AASCU's Academic Affairs summer meeting in July.

June 2019 Overview and Progress

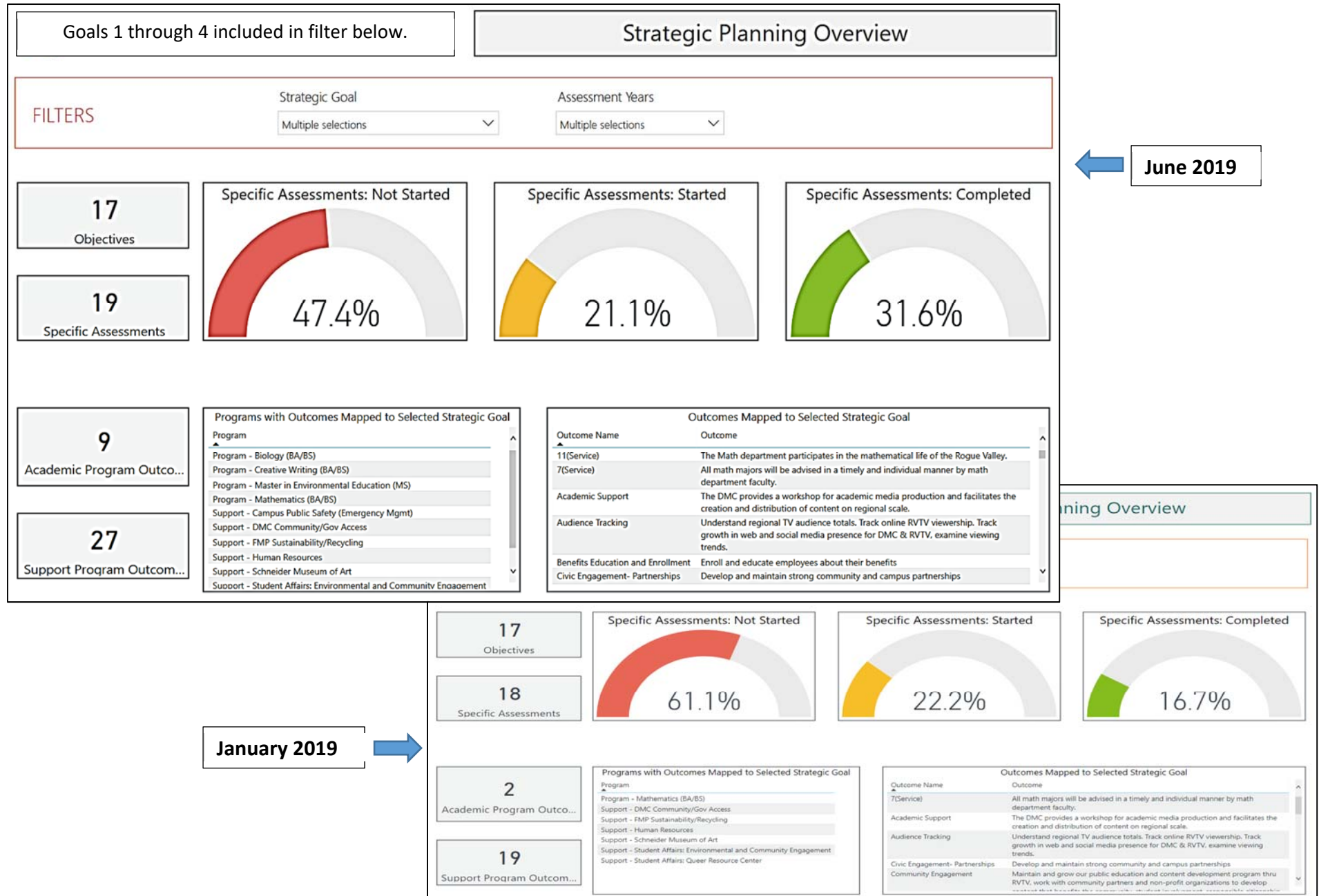
Strategic Direction I - SOU will transform its pedagogy and curriculum to enhance the success of its learners and graduates.



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

June 2019 Overview and Progress

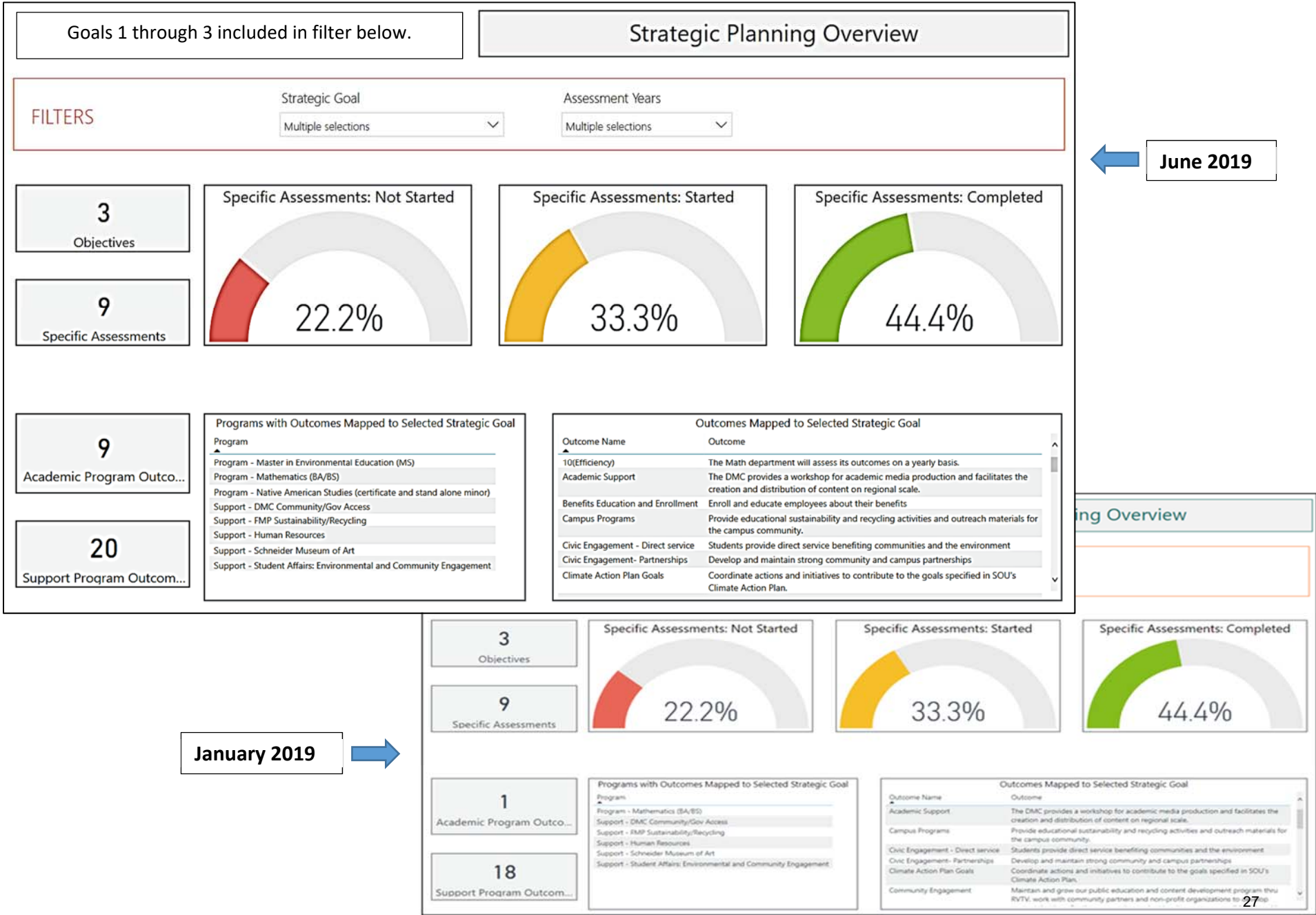
Strategic Direction II - SOU will become an employer of choice and provide excellent service to all of its constituents.



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

June 2019 Overview and Progress

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



3
Objectives

9
Specific Assessments

1
Academic Program Outcomes

18
Support Program Outcomes

Specific Assessments: Not Started
22.2%

Specific Assessments: Started
33.3%

Specific Assessments: Completed
44.4%

Programs with Outcomes Mapped to Selected Strategic Goal

Program
Program - Mathematics (BA/BS)
Support - DMC Community/Gov Access
Support - FMP Sustainability/Recycling
Support - Human Resources
Support - Schneider Museum of Art
Support - Student Affairs: Environmental and Community Engagement

Outcomes Mapped to Selected Strategic Goal

Outcome Name	Outcome
Academic Support	The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.
Campus Programs	Provide educational sustainability and recycling activities and outreach materials for the campus community.
Civic Engagement - Direct service	Students provide direct service benefiting communities and the environment
Civic Engagement - Partnerships	Develop and maintain strong community and campus partnerships
Climate Action Plan Goals	Coordinate actions and initiatives to contribute to the goals specified in SOU's Climate Action Plan.
Community Engagement	Maintain and grow our public education and content development program thru RVTY, work with community partners and non-profit organizations to

June 2019

ing Overview

27

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

Work on SD IV focused primarily on completing the search for the Chief Diversity and Inclusion Officer (CDIO), and on continuing to identify priorities, organizational structure, and responsibilities of the Diversity and Inclusion Committee and the eventual staffing, budget, and charge of the Office of Diversity and Inclusion.

After a failed search in Fall 2018, a successful search was completed in June 2019, with the appointment of Dr. Suresh Appavoo, who will start in August. In the interim, under the leadership of Dr. Shenethia Manuel, Interim CDIO, a charge and membership for the Diversity and Inclusion Committee was submitted and approved by the President. The Diversity and Inclusion Committee has since developed and launched the initial stages of SOU's response to Oregon Revised Statute 350.075, requiring each institutional processes for recommending, and providing oversight for the implementation of cultural competency standards for the university and its students, staff and faculty. Three Diversity and Inclusion Committee subcommittees have been established: Measurement and Assessment of Cultural Competency Standards; Strategic Planning; and Equity, Diversity and Inclusion Training and Development. Next steps will include determining appropriate means of assessment of cultural competency, conducting a literature review on cultural competency standards and goals for the various campus constituencies, and a campus climate survey.

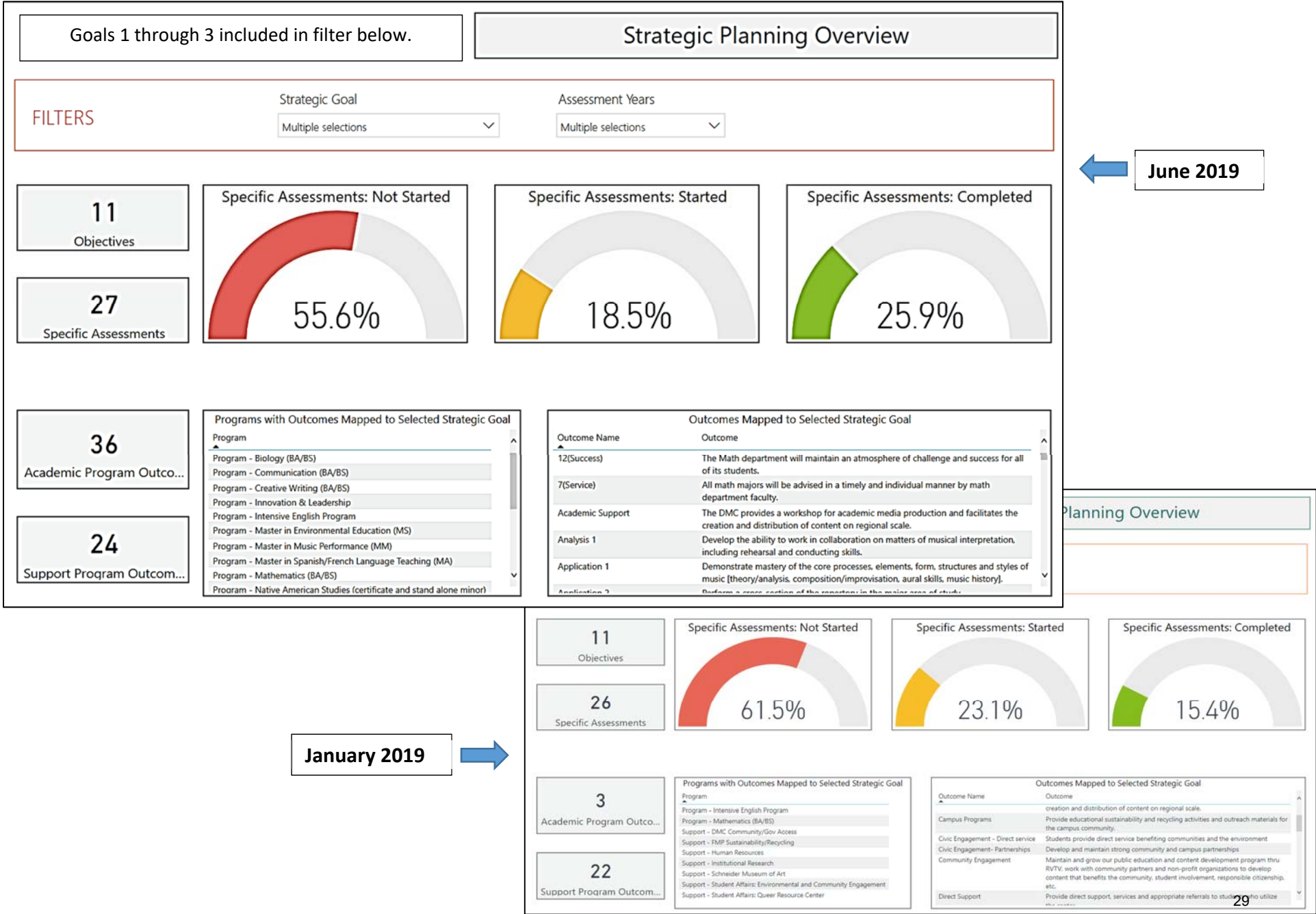
Several meetings between SOU and the other regional higher education institutions' diversity and inclusion professionals were held to explore potential areas for collaboration, including training and development. In May, SOU participated in the first state-wide HECC Equity Advisory Group meeting, and sent several staff members to the Annual National Conference on Race and Ethnicity in American Higher Education (NCORE) conference in Portland.

President Schott and ACE Fellow Chad Hamill visited the Siletz, Grand Ronde, Cow Creek and Klamath Tribes. President Schott indicated that SOU wished to be of service to the tribes and discussed opportunities for collaboration. A Grand Ronde tribal member has expressed interest in establishing a scholarship for art students at SOU, and SOU is finalizing an MOU with the Klamath Tribe that will establish shared scholarships, create an admissions pipeline, and promote opportunities for collaborative research and teaching. President Schott will visit the remaining five Oregon tribes in the coming year.

Sexual harassment and misconduct prevention training was administered to faculty and staff in Spring term, with approximately 90% completion. Campus Choice, the sexual assault and misconduct response unit, received 190 reports of concern, 60 of which qualified for official University response, and 34 of which elected to move through University adjudication and resolution. Supportive outreach was provided to all reporting parties by the Director of Equity Grievance, who also oversees and coordinates Title IX team investigations, hearing board processes, and adjudication. Revision of SOU policy SAD.007 (Equal Opportunity, Harassment, and Sexual Misconduct) is ongoing to ensure that policy adheres to current organizational structure and functions within Diversity & Inclusion, Student Support & Intervention, and Title IX personnel.

June 2019 Overview and Progress

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



June 2019

Strategic Planning Overview

11
Objectives

26
Specific Assessments

Specific Assessments: Not Started
61.5%

Specific Assessments: Started
23.1%

Specific Assessments: Completed
15.4%

3
Academic Program Outcomes

22
Support Program Outcomes

Programs with Outcomes Mapped to Selected Strategic Goal

Program
Program - Intensive English Program
Program - Mathematics (BA/BS)
Support - DMC Community/Gov Access
Support - EMP Sustainability/Recycling
Support - Human Resources
Support - Institutional Research
Support - Schneider Museum of Art
Support - Student Affairs: Environmental and Community Engagement
Support - Student Affairs: Queer Resource Center

Outcomes Mapped to Selected Strategic Goal

Outcome Name	Outcome
Campus Programs	creation and distribution of content on regional scale.
Civic Engagement - Direct service	Provide educational sustainability and recycling activities and outreach materials for the campus community.
Civic Engagement- Partnerships	Students provide direct service benefiting communities and the environment
Community Engagement	Develop and maintain strong community and campus partnerships
Direct Support	Maintain and grow our public education and content development program thru R/TV, work with community partners and non-profit organizations to develop content that benefits the community, student involvement, responsible citizenship, etc.

January 2019

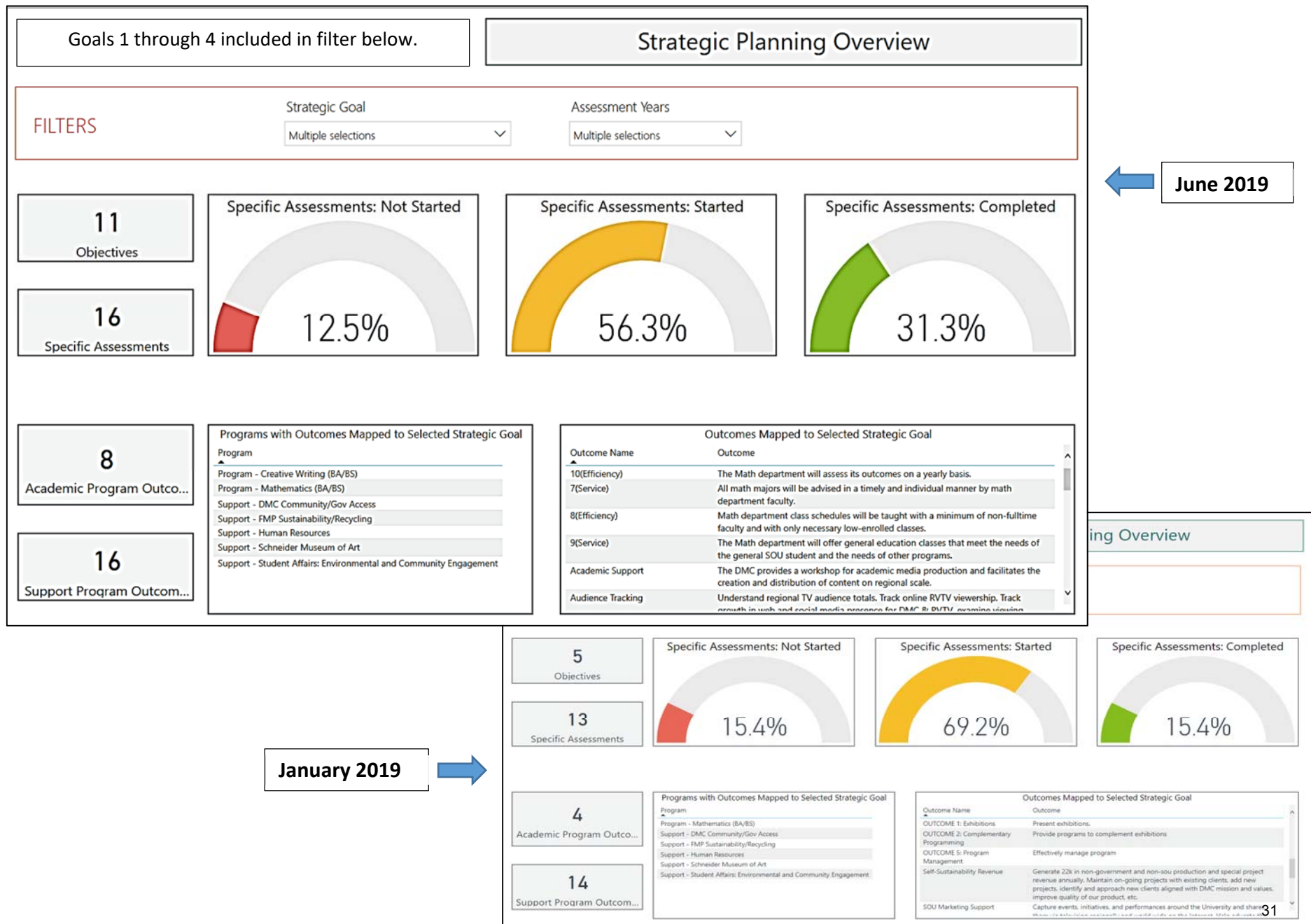
29

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

Since January, the SOU Development program, in concert with the SOU Foundation, added three new major gift fundraiser positions. These professionals bring a total of 50 years of experience to the university. Since their arrival in March and April, focused work has begun to identify academic and athletic priorities where philanthropic dollars can make a significant impact. The Development team is asking academic leaders, in particular, to consider their mission and vision and then to envision how philanthropy can help them achieve their aspirations. Additionally, the Development team has begun working to identify those cross-cutting ideas that can attract large philanthropic donors. These “big ideas” will be inspirational, and will serve as a catalyst for putting the university in the national spotlight in areas where it is particularly strong.

June 2019 Overview and Progress

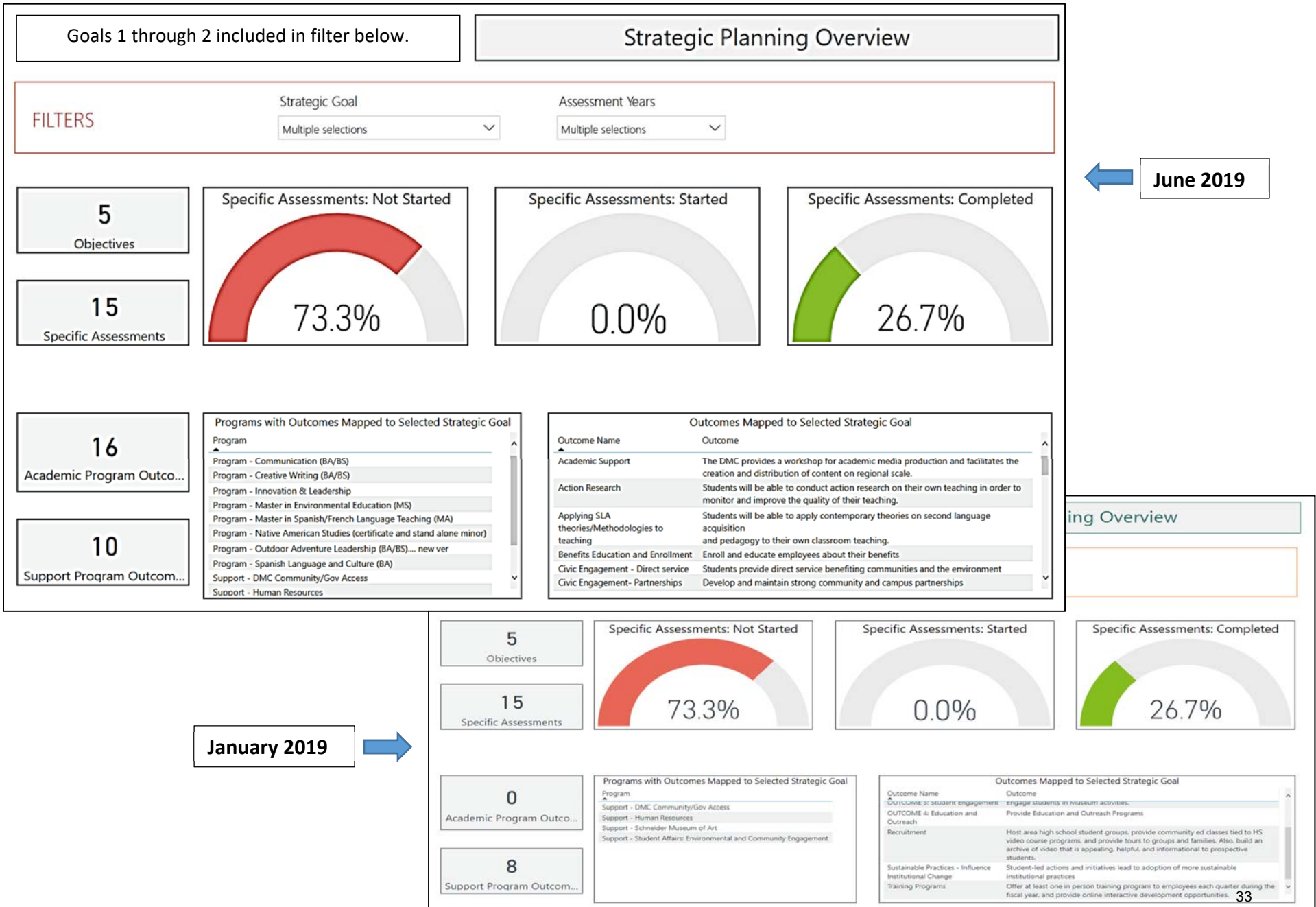
Strategic Direction V - SOU will maintain financial stability and invest for institutional vitality.



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

June 2019 Overview and Progress

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



June 2019

January 2019

5
Objectives

15
Specific Assessments

0
Academic Program Outcomes

8
Support Program Outcomes

Specific Assessments: Not Started
73.3%

Specific Assessments: Started
0.0%

Specific Assessments: Completed
26.7%

Programs with Outcomes Mapped to Selected Strategic Goal

Program
Support - DMC Community/Gov Access
Support - Human Resources
Support - Schneider Museum of Art
Support - Student Affairs: Environmental and Community Engagement

Outcomes Mapped to Selected Strategic Goal

Outcome Name	Outcome
Outcome 3: student engagement	engage students in museum activities.
Outcome 4: Education and Outreach	Provide Education and Outreach Programs
Recruitment	Host area high school student groups, provide community ed classes tied to HS video course programs, and provide tours to groups and families. Also, build an archive of video that is appealing, helpful, and informational to prospective students.
Sustainable Practices - Influence Institutional Change	Student-led actions and initiatives lead to adoption of more sustainable institutional practices
Training Programs	Offer at least one in person training program to employees each quarter during the fiscal year, and provide online interactive development opportunities.

33

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

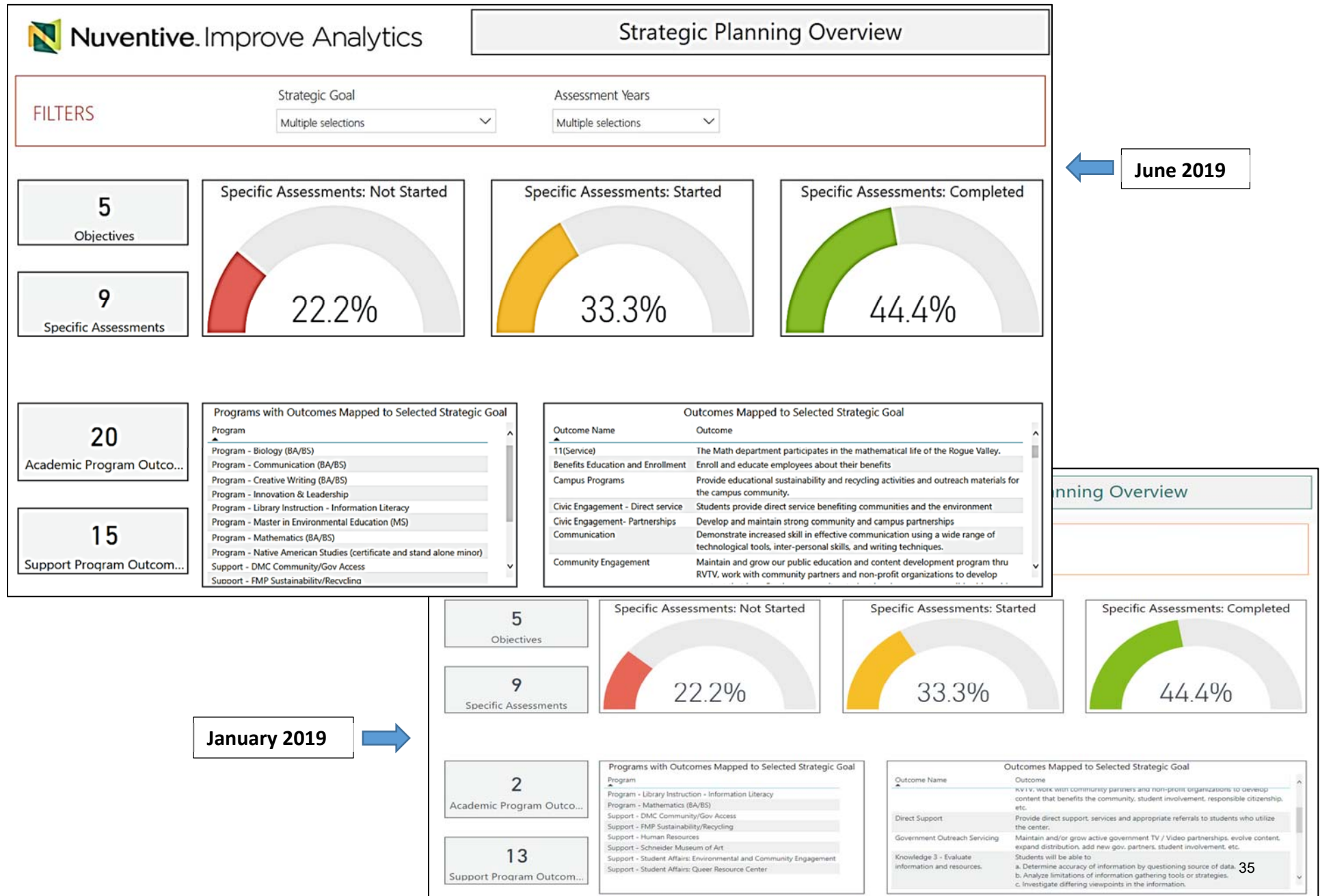
In an effort to explore more effective ways that the university and local constituencies can collaborate, the University-Community Collaboration project was initiated. President Schott initiated a discussion with key Ashland community leaders known as the “Ashland Coalition.” Coalition members include President Schott; Sandra Slattery, the Executive Director of the Ashland Chamber of Commerce; Kelly Madding, Ashland City Administrator; Sheila Clough, Asante Ashland Community Hospital Administrator; Kelly Raymond, Ashland Schools Superintendent; and Paul Christy, interim Administrative Executive Director of the Oregon Shakespeare Festival. The Coalition members brainstormed types of groups that would potentially benefit from collaboration between the different organizations, and focused on topics such as institutional technology, emergency planning, health and wellbeing. Each member offered to populate some or all of the groups with employees or participate on their own. Some of the groups have already begun work.

The President also commissioned a study of the perceptions of the university and town-gown relationship. With the assistance of Chris Stanek, Director of Institutional Research (IR), it was decided that a survey constructed and distributed by IR would be conducted in the Fall of 2019.

An informal agreement for the University-Community Collaboration project to proceed was made with the City of Ashland, as represented by Kelly Madding. A roll-out plan and communication strategy were created with the assistance of Jeanne Stallman, Associate Vice President, Government Relations & Outreach. These will likely be implemented in the Fall after the survey is completed and additional government, non-profit, and private organizations are invited to join the collaborative efforts.

Since January, Alumni Relations has concluded its engagement with a consultant whose charge was to evaluate the university's alumni program and make suggestions for bringing the program to best practice. Among those items identified and completed since January is a complete reworking of the operations of the SOU Alumni Association Board of Directors. The association's board will become a working board with a more formal structure for recruitment and retention of members as well as oversight of a strategic operating plan that aligns the work of the association with the strategic plan for the university. The alumni association exists in service to the university and alumni. The alumni program also unveiled a new non-dues paying structure to ensure that all SOU alumni can engage with the university. At present, there are more than 850 members of the association, with a goal of reaching 1,000 members by the end of the fiscal year. The program also continues to identify ways to link SOU alumni with students on campus. Alumni Relations hosted or cohosted several alumni ambassador programs in concert with several academic divisions to bring alumni back to campus and provide opportunities for student-alum interaction. These programs are anticipated to serve as a model for future engagement.

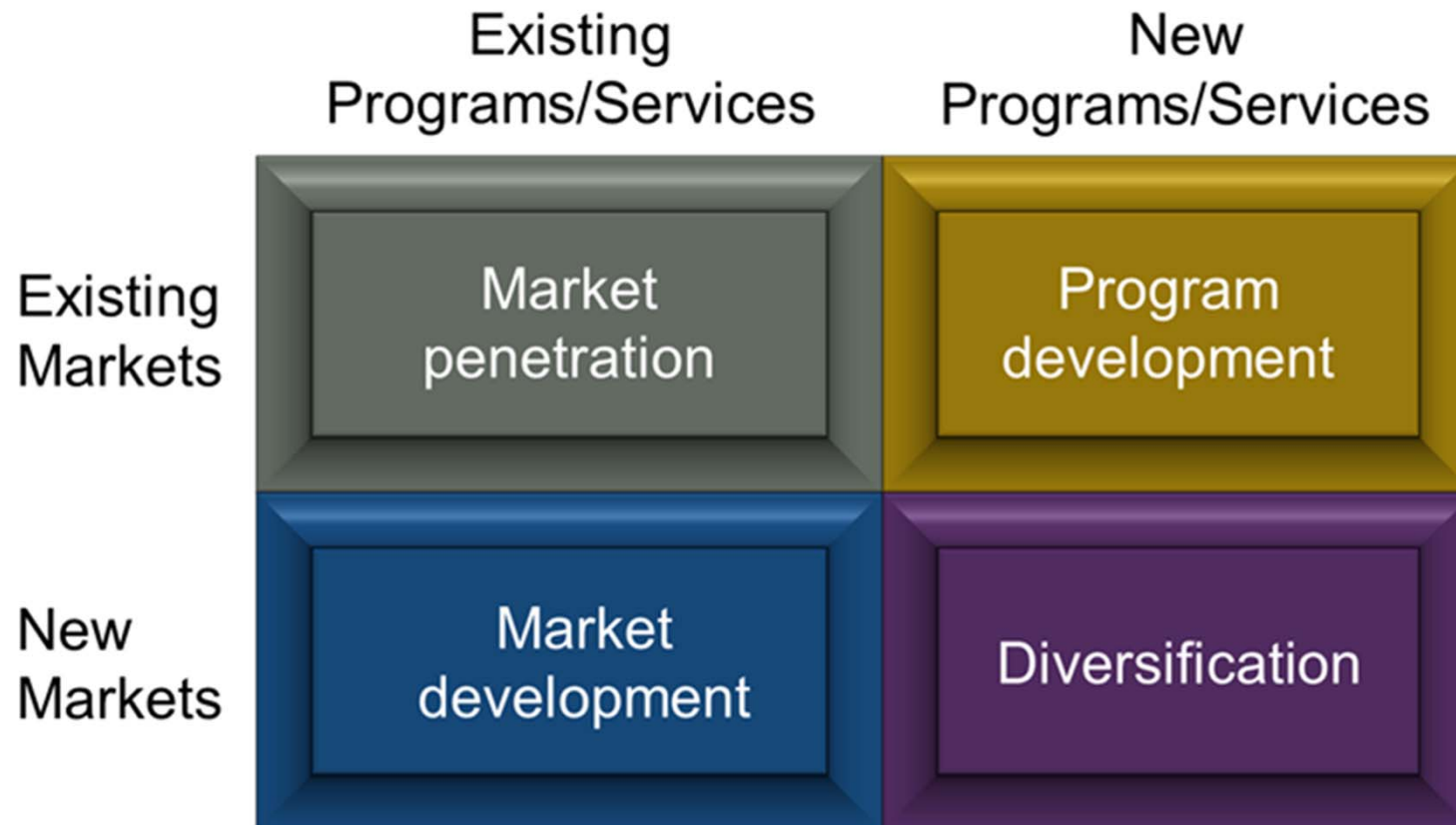
Strategic Direction VII - SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, national, and global partners.



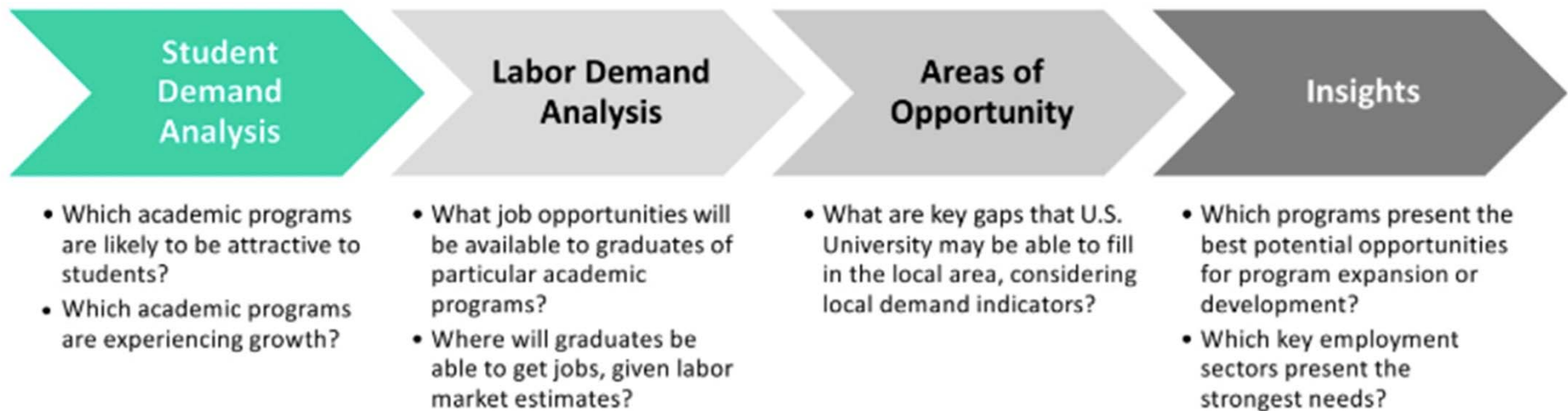
Strategic Enrollment Management Overview



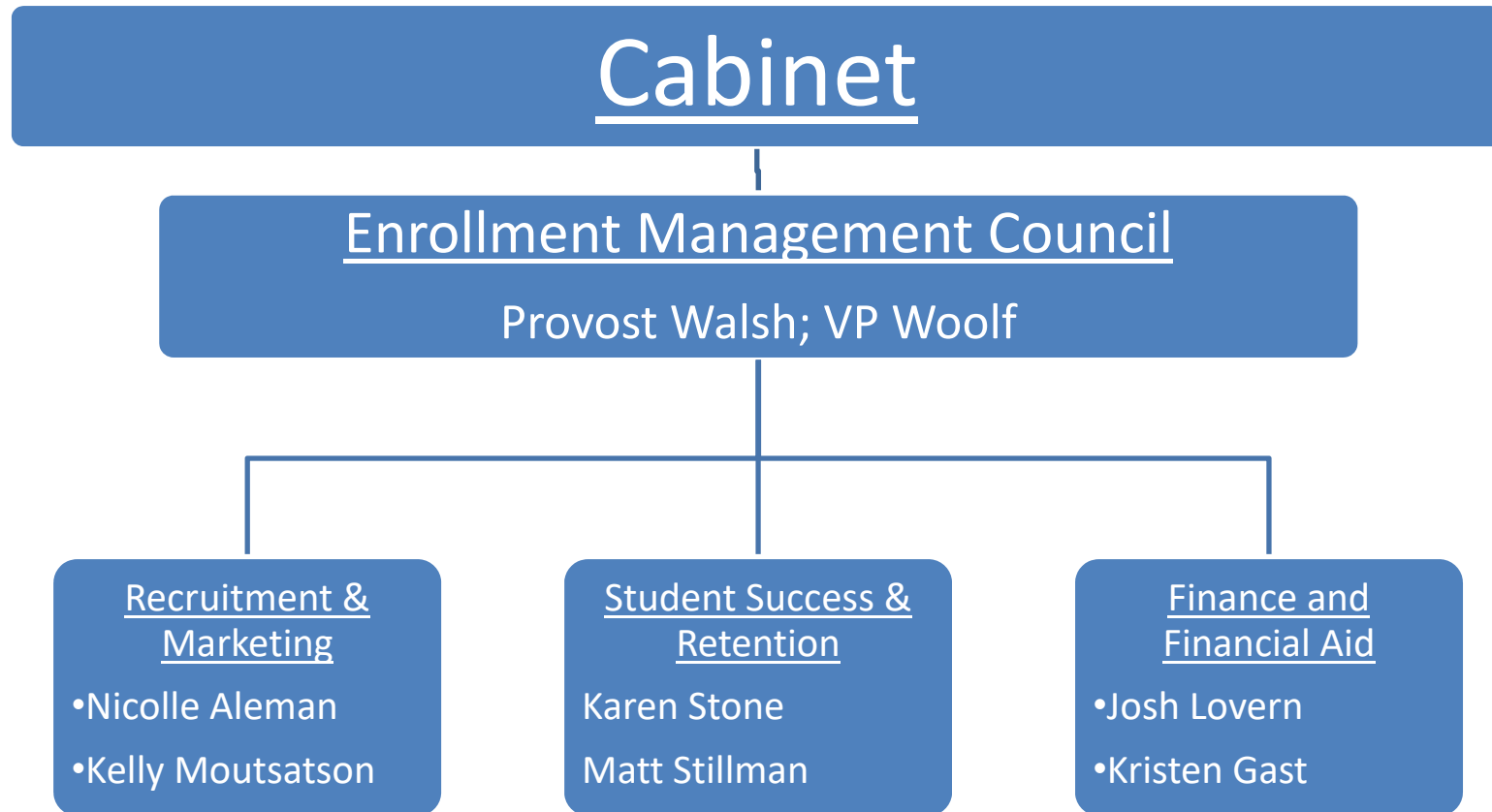
Strategic Growth Matrix



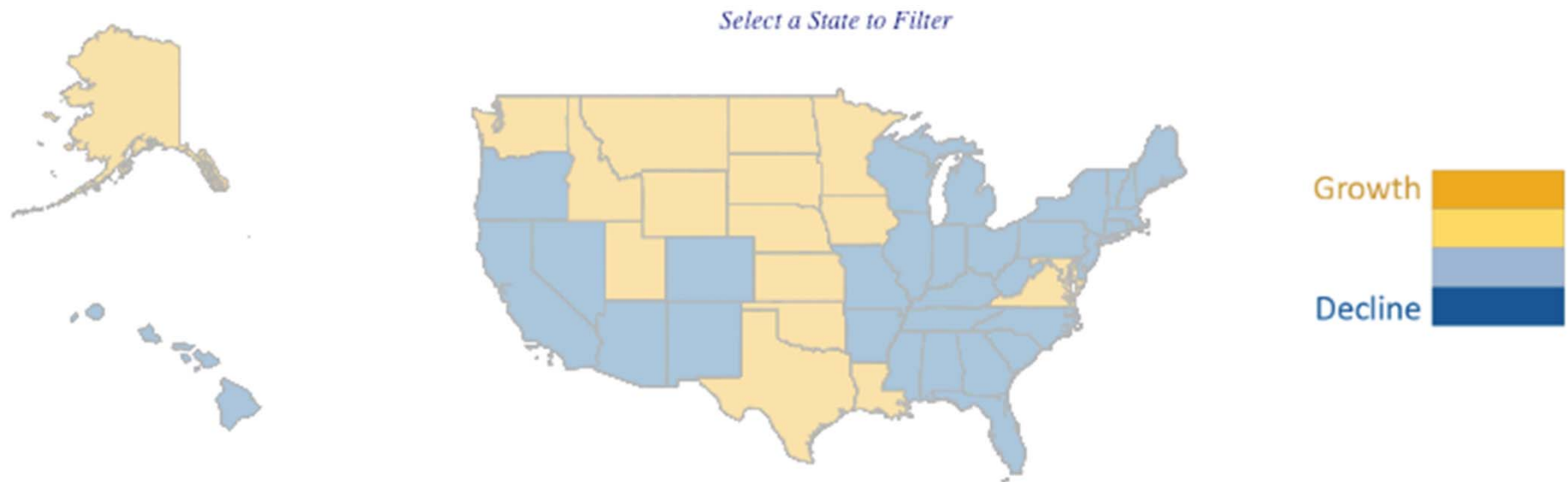
Market Analysis: Degree Portfolio



Existing Structure

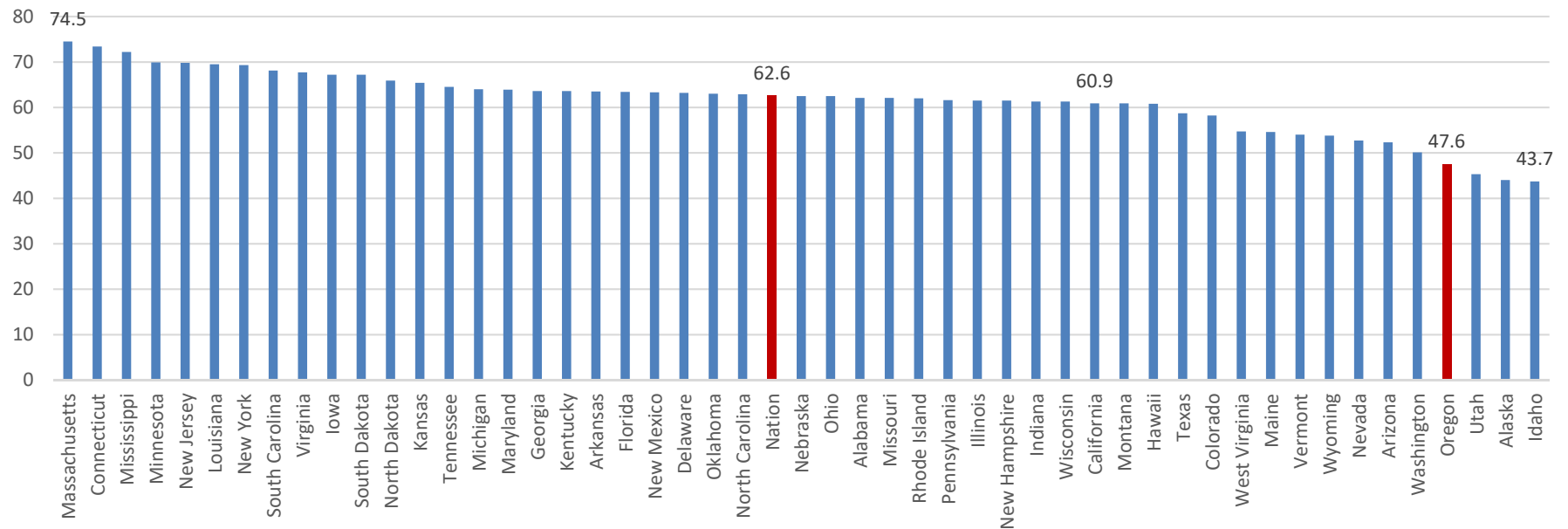


National High School Market: Change in Number of High School Graduates: 2019-2032



Source: WICHE

National College Going Rates (HS enrolling after graduation)



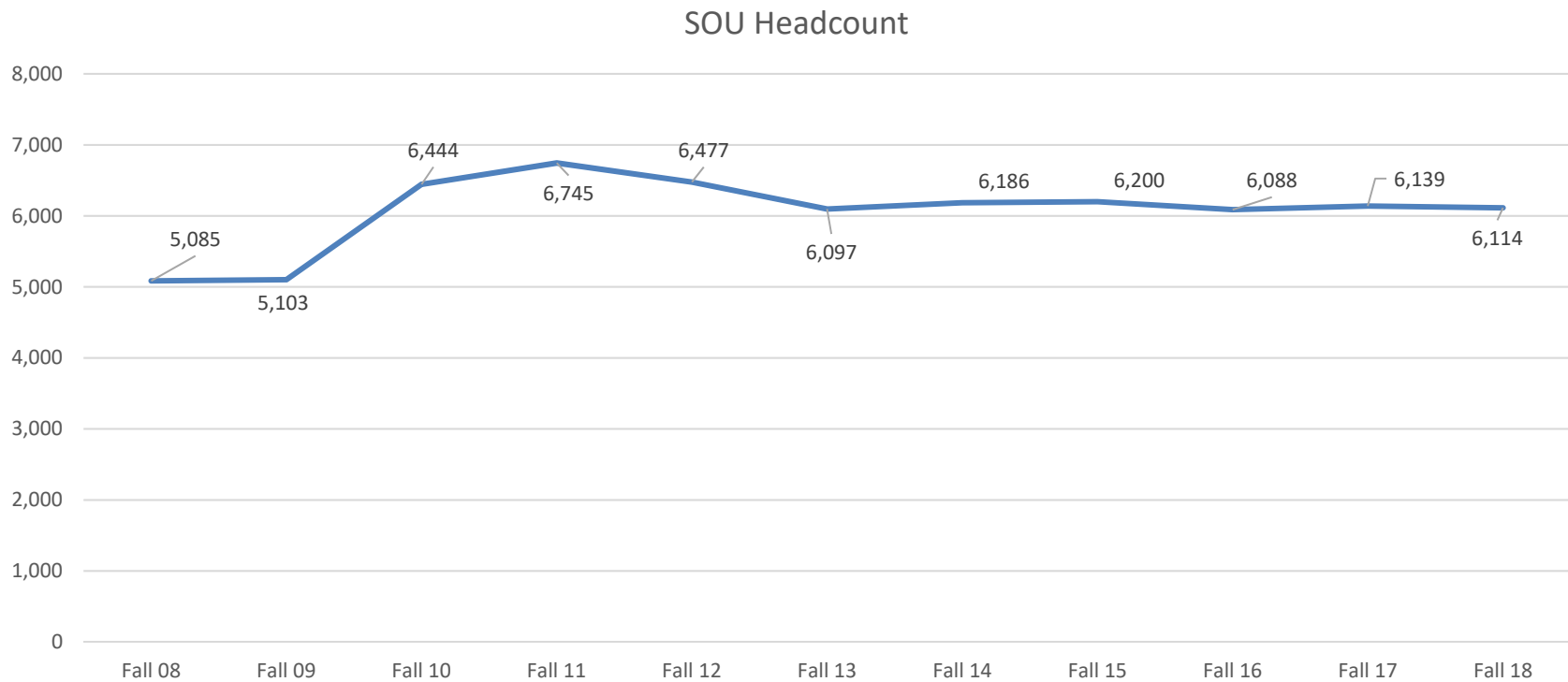
Source: NCHEMS

Oregon/CA High School Market



- <https://knocking.wiche.edu/state-profiles>

Headcount Trend



Market Analysis

- Market Share Analysis
 - Of the available students in a geographic location, what percentage does SOU capture?
 - High School, Transfer, Adult-learner
- Cross-App
 - Those who apply to SOU and another institution
- Academic Portfolio Positioning (student demand, labor demand)

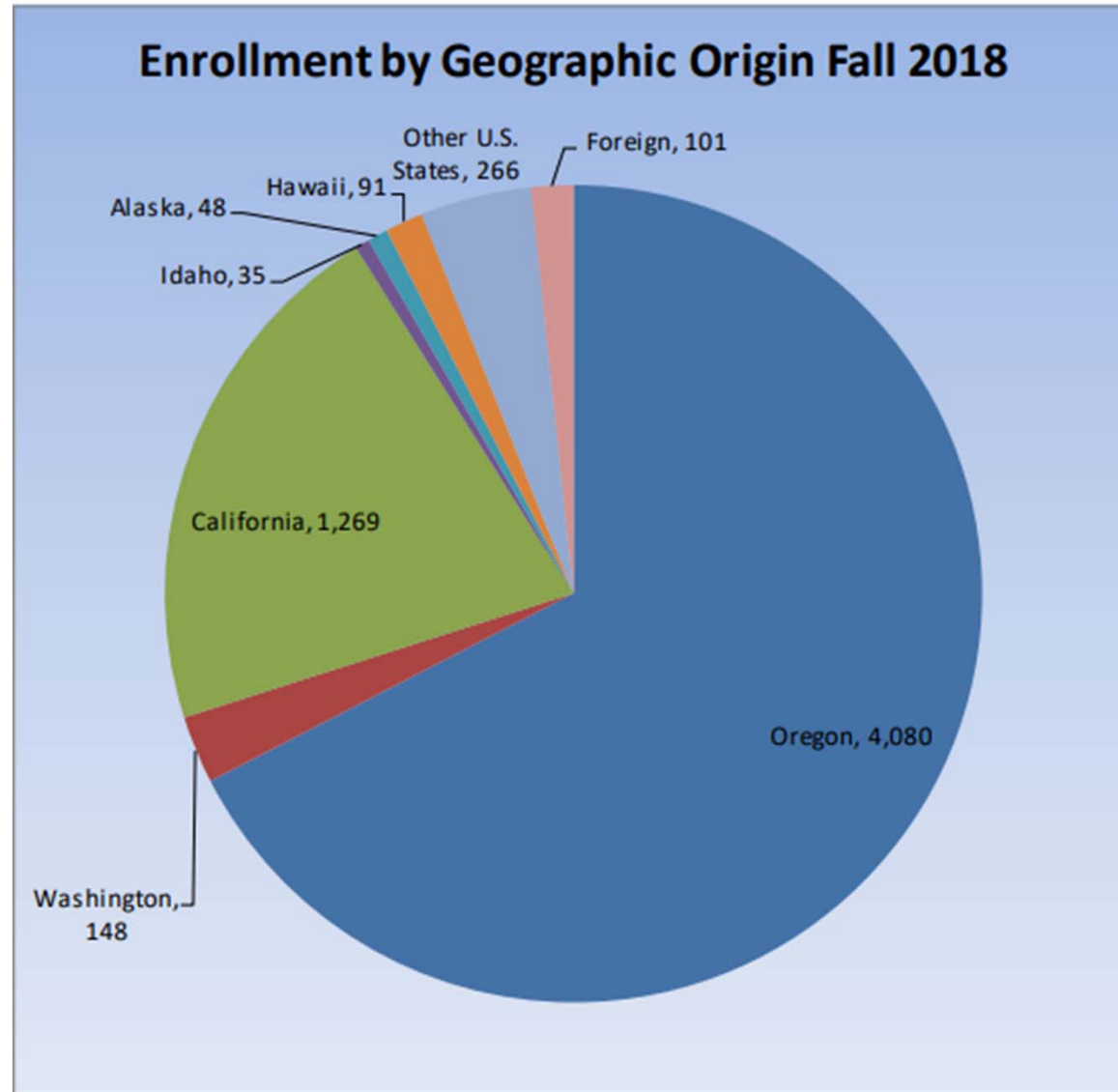
Cross-App Competitors (Fall 2018)



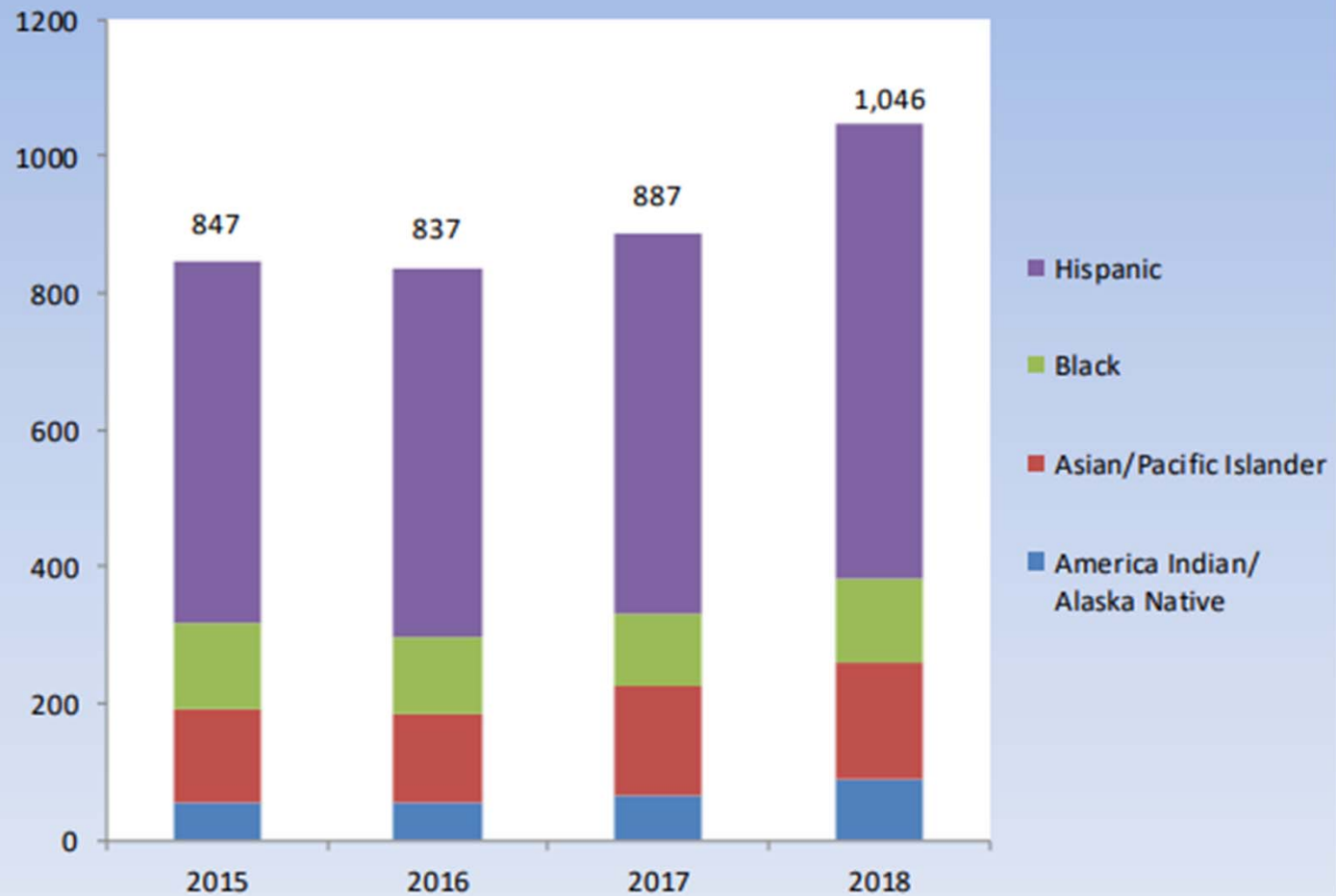
Institution	Cross-Apps
University of Oregon	112
Oregon State Univ	76
Rogue Community College	70
Portland State	65
Western Oregon	52
Portland Community College	37
CSU – Chico	29
Sonoma State	27
Western WA	25
Chemeketa CC	23
Lane CC	23
Washington State U	21
Unfield College	19
Northern Arizona U	18
Southwestern OR CC	18
Total (All Cross-apps)	696

Who are SOU's students?

Where do Raiders Hail From?

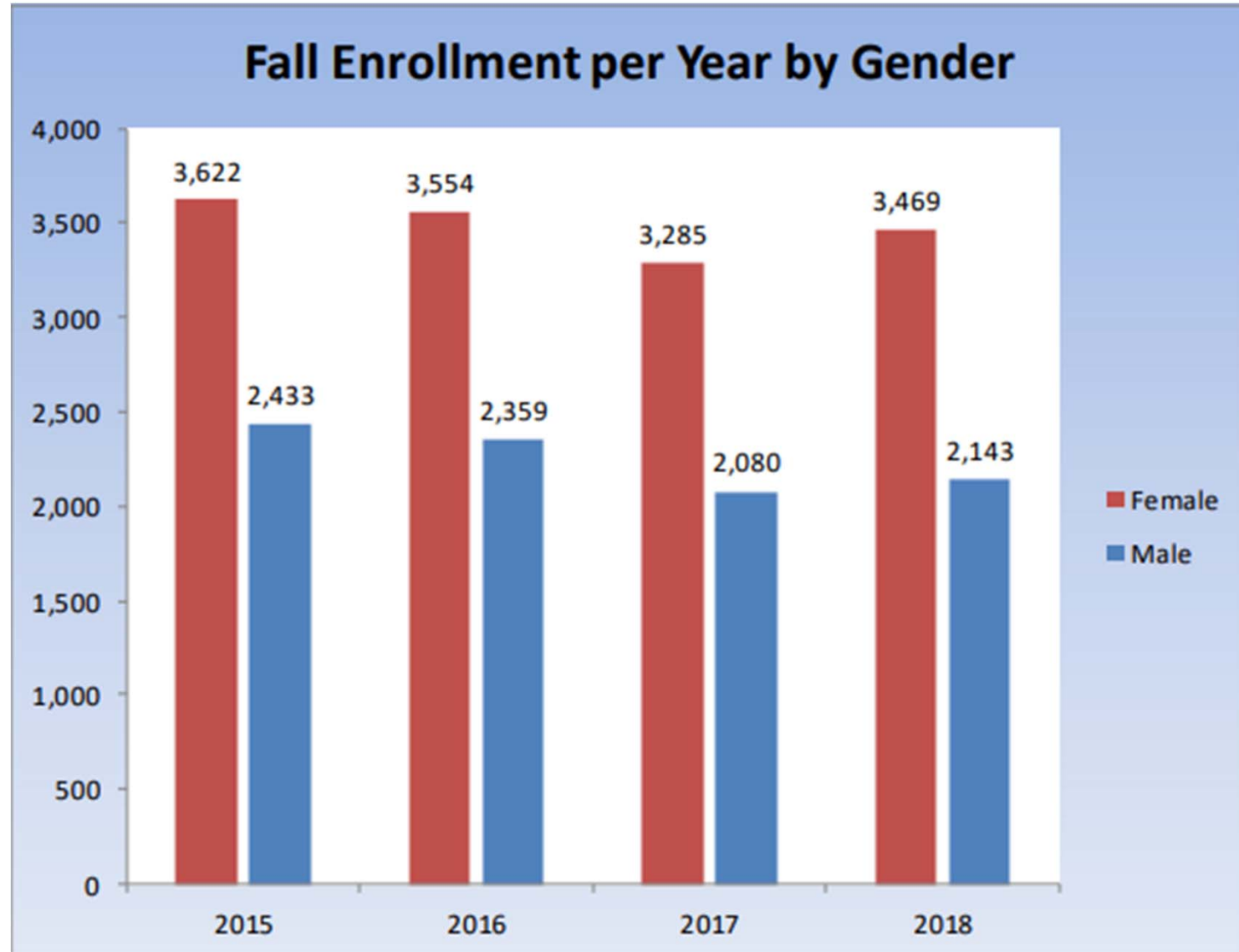


Fall Enrollment per Year by Minority Racial/Ethnic Group



Average Age by Student Level

	2015	2016	2017	2018
Freshman	19.4	19.4	19.4	19.2
Sophomore	21.4	21.7	21.6	21.7
Junior	25.1	25.1	24.9	24.1
Senior	27.7	27.8	27.4	27.5
Postbacc Nongraduate	35.1	37.1	35.7	36.9
Non-Admit Undergraduate	20.2	19.6	19.1	20.1
Average Undergraduate	24.1	24.1	24.2	24.2
Graduate Masters	33.9	33.1	32.5	34.4
Postbacc Graduate	44.8	44.0	47.1	32.0
Non-Admit Graduate	64.1	57.4	58.4	55.6
Average Graduate	48.4	46.2	43.4	45.3



Median Income

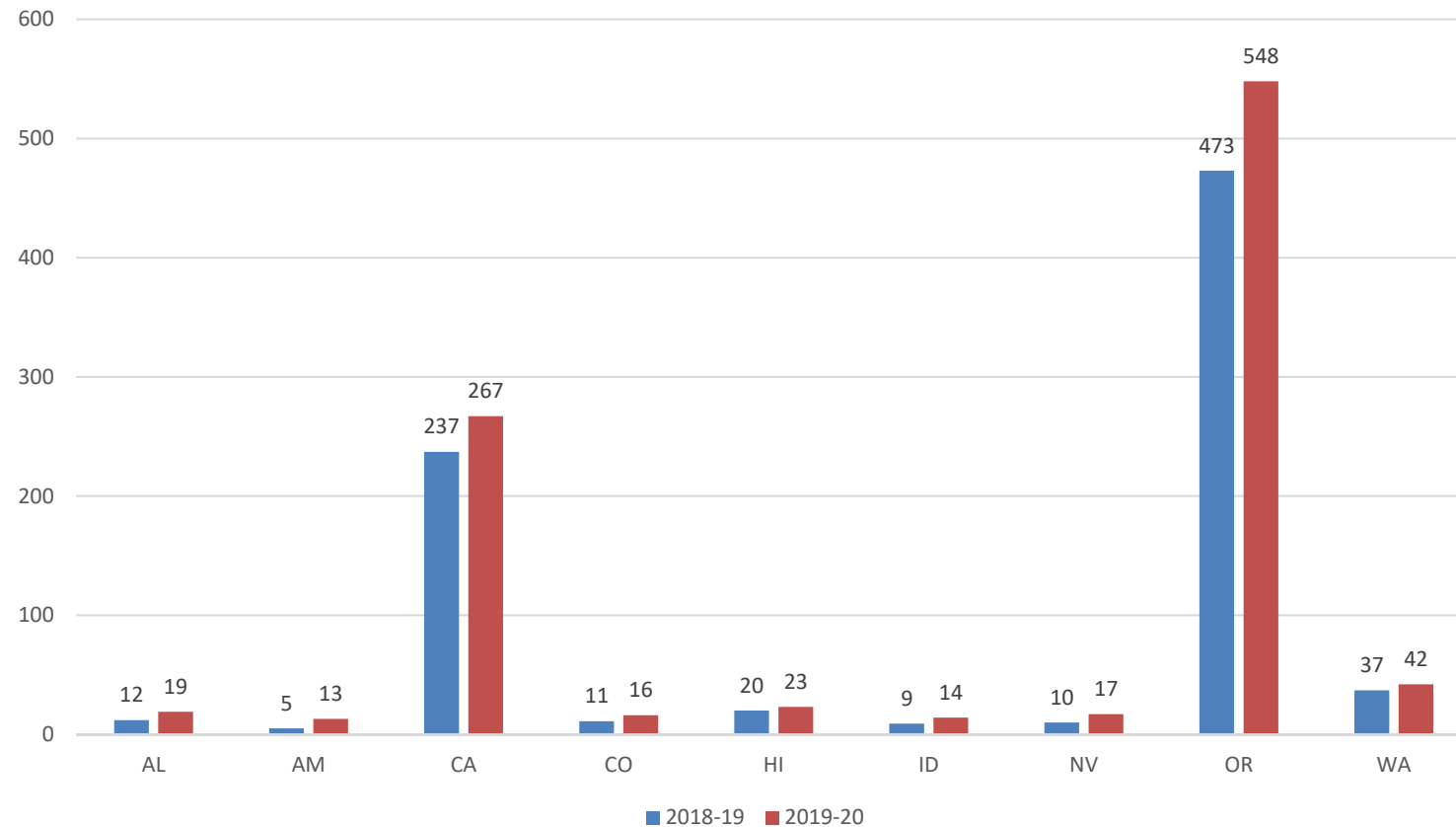
- Jackson County \$46,866
- Of 2018-19 FAFSA filers (63% of student population)
 - Dependent students: \$86,000 (70% of filers)
 - Independent students: \$22,000 (30% of filers)

Fall FTE Enrollment by Discipline

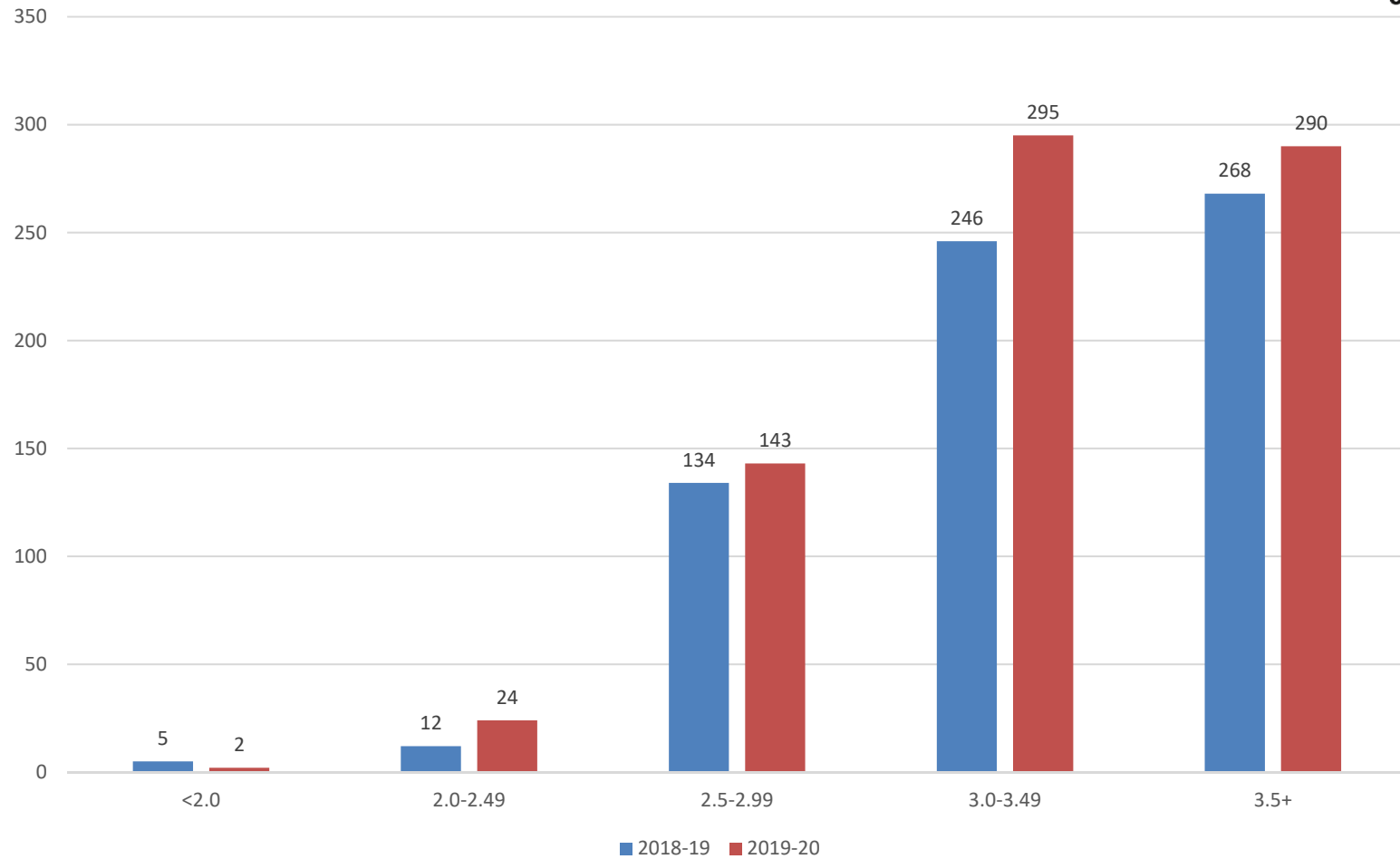
	2015	2016	2017	2018
Biological Sciences	256.8	281.7	302.1	266.8
Business	462.1	433.4	459.1	457.6
Comm/Journalism	190.0	197.3	204.9	188.0
Computer Science	87.7	94.0	77.9	82.7
Education	324.9	330.3	312.5	339.1
Environmental Studies	117.5	166.1	169.2	159.9
Health Education ¹	82.9	83.1	100.0	82.5
Humanities/Fine Arts	793.1	733.5	790.0	760.1
Math	315.8	307.9	305.0	261.7
Physical Sciences	231.5	199.6	157.5	155.1
Social Sciences	595.7	572.0	571.6	541.7
Other ²	945.8	893.6	924.4	922.5
Total	4,403.8	4,292.5	4,374.2	4,217.7

New Students for Fall 2019

New Student Geo Comparison 2018-19 to
2019-20



Incoming GPA Comparison, 2018-19 to 2019-20



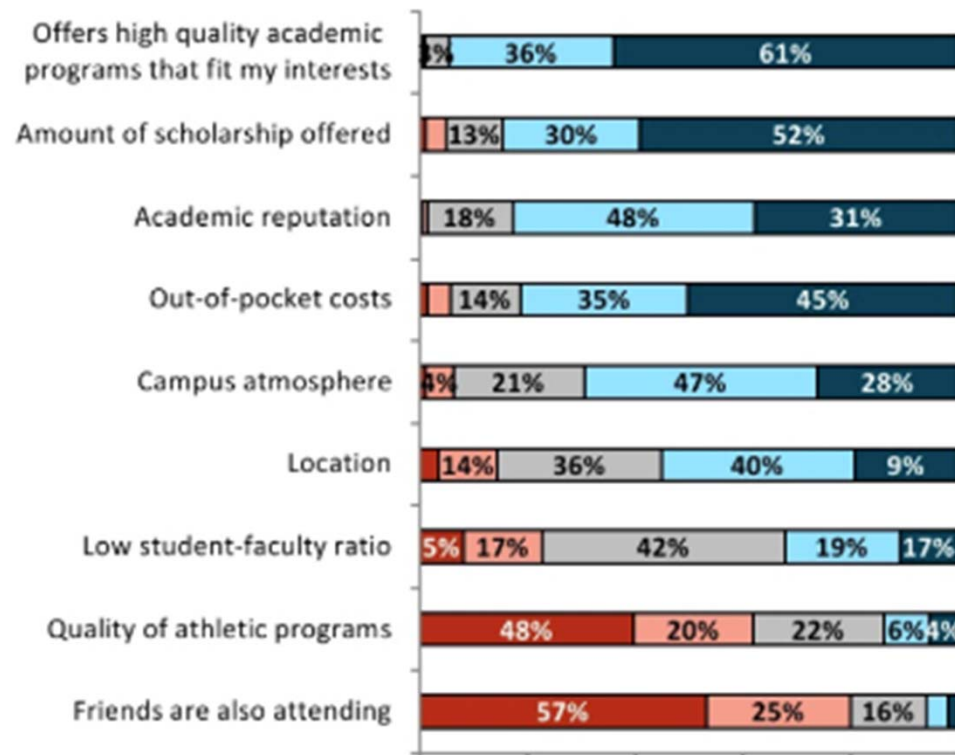
Recent Changes to Recruitment and Retention

What's New

- Enrollment Council Structure Reorganization
 - Recruitment and Marketing
 - Student Success and Retention
 - Financial Aid
 - **Academic Planning**
- YouVisit (virtual campus tour)
- Institutional review of admissions standards
- Esports teams with connection to an academic credential
- Orientation changes
 - Online option
 - Current redesign
- First Destinations Survey – incorporating findings of recent alums to promote student outcomes
- Updated the enrollment projections model to use national best practices

Important Factors when Choosing Colleges

■ Not at all important
 ■ Slightly important
 ■ Moderately important
■ Very important
 ■ Extremely important



Source: RNL

What's New - Messaging

- Academic Messaging is the Priority
 - Viewbook
 - One-pagers
 - Student-faculty interactions
 - Simpson Scarborough – opportunity to address perceptions of Academic Quality
 - Faculty stories, awards, examples of work
- SOU's website improvements
 - BrightEdge (SEO)
 - RFI placement
- PLC on Communications/Marketing (internal & External) to leverage for enrollment

What's New - Recruitment

- Transfer Tuesdays at RCC, expanding to KCC
- Financial Aid Packaging Update
 - Lowered unsubsidized loans in the priority of Federal and State Funding
- Priority Admission Application Deadline Marketing
 - Short video (20 seconds) encouraging prospective students to apply
- On-campus events, e.g. camps, required to enter participants into Hobson's Connect (institutional CRM)
- New platform for texting with prospective students
 - Currently do not have the ability for 2-way texting (back and forth with individual students)
- Development of a Territory Management Model for admissions with territory goals and accountability

What's New - Recruitment

- Dual Admissions MOU for RCC and KCC
- Expanding athletic rosters by approx. 50 students for Fall 2019
- Developed a communication map for prospective students – helps identify messages, themes, timing, for future enhancements
- Parent Facebook group
- Prospective Student Name Buy
 - Institute a pipeline approach (soph, jun, sen), current focus is on seniors only

What's New - Recruitment

- Native American outreach
 - Klamath Tribes MOU
 - Matching scholarships, joint programming for youth
 - Redesign marketing materials
- Exploring opportunities to increase the recruitment of international students
- Admitted Student of the Week Feature
- Current student letters to prospective students
- Social Media weekly give-away contest
- Regional summer send off events

What's New - Financial Aid

- Financial Aid moving from inside.sou.edu to sou.edu
- 5 minute Financial Aid Wellness Checks
- Request for Proposals: Financial Aid Leveraging
 - Aligns awarding policies with enrollment goals
 - Increases access to higher education for low-income students
 - Pinpoints a student's ability and willingness to pay, thereby reducing over-awarding or under-awarding
 - Maximizes institutional net revenue
- Scholarship Universe: replaces Scholarship Application (SOSA) with a much more user-friendly platform; includes all internal and national external scholarships with one app
- Include the link to confirm/deposit for enrollment on the financial aid award letter

What's New - Retention

- Earlier Registration providing more time for registrations and interventions
- Student Withdrawal process requiring in-person intervention as last step
- EAB Navigate
 - Retention system that better coordinates institutional retention efforts, early warning, academic advising, student communication.
- SSI (Student Satisfaction Inventory)
 - Utilizing SOURCE, developed an inventory to pinpoint current student satisfaction with:
 - Student services
 - Campus culture and climate
 - Academic experience
 - Co-curricular experience

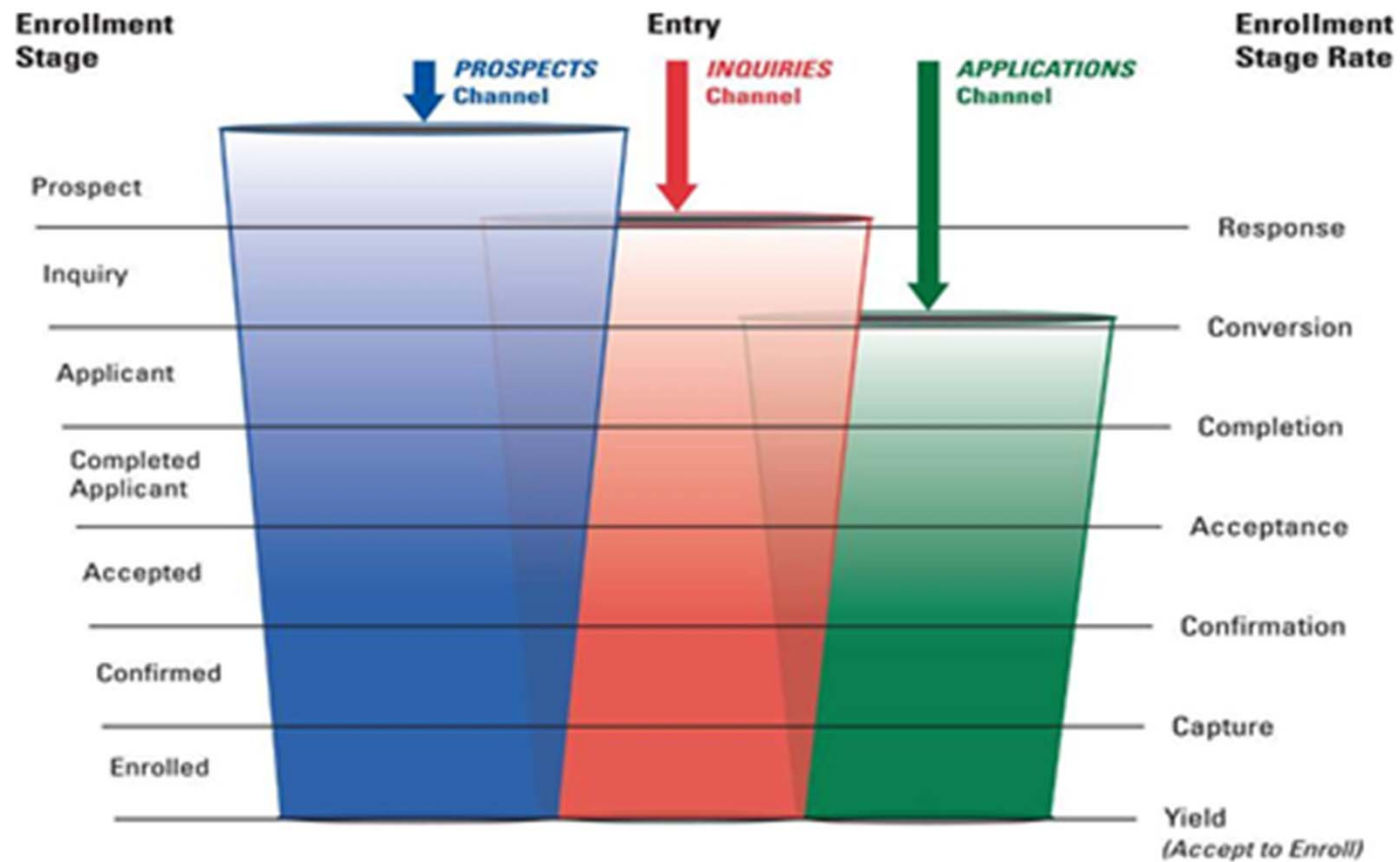
What's New - Retention

- Retention Program for American Samoan students
- More friendly correspondence
- PLC work, retention summit

SOU: The Next Frontier



Students will enter the funnel at a **time** and **channel** of their choosing



Annual Recruitment Plan

- Annual funnel targets by geography and strategy
- Fall 19 analysis (what worked, what didn't)
- Competitor Strategy Analysis
- Competitive scholarships
- Territory Management
- Strategy Delineation (fresh, transfer, diversity)
 - Application generation
 - Name purchases
 - Inbound marketing

Annual Retention Plan

- Establish retention/completion focused KPI's and goals
- Retention strategy audit and analysis
- Student Satisfaction Inventory lessons learned
- Action plans with clear goals and ROI emphasis
- Service Excellence

SEM Plan Supporting the SOU Mission



- Strategic Enrollment Management Plan
 - Annual Recruitment Plan with Enrollment Goals and defined strategies, costs, ROI
 - Annual Retention Plan with enrollment goals, defined strategies, costs, ROI
 - Defined Key Performance Indicators for Completion, Recruitment, and Retention
 - Linkage to Academic Demand Analysis (Burning Glass, NCHEMS, EAB, Hanover)
 - Situational and Market Analysis
 - Program Capacity

Adoption of Fiscal Year 2019-20 Internal Audit Plan (Action)



Southern Oregon University
Internal Audit Plan
Fiscal Year 2020

Prepared By
Ryan Schnobrich, C.P.A., C.I.A.
Internal Auditor

June 21, 2019

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Introduction & Internal Audit Plan Overview

The purpose of the Internal Audit Plan is to outline services and activities the Internal Audit Department will conduct during Fiscal Year 2020 (July 1, 2019 to June 30, 2020).

The Internal Audit Plan satisfies responsibilities established by the Board of Trustees bylaws, the Internal Audit Charter, and applicable professional *Standards*.

The Internal Auditor is authorized to make changes to the Internal Audit Plan, as deemed necessary, to address changes in identified risks. The Executive and Audit Committee and the President will be notified of any significant additions, deletions, or other changes to the Internal Audit Plan.

The Internal Audit Plan should be based on appropriate risk-based methodology, including the consideration of any risks or control concerns identified by management.

Executive Summary

Please refer to Internal Audit's annual report, annual assessments of management responsibilities and management control of fraud risk, engagement reports and reference resources on the Board reporting page:

<https://sites.google.com/a/sou.edu/internal-audit/?pli=1>

Several key collaborators, including the Vice President for Enrollment Management and Student Affairs, Chief Information Officer, Chief Diversity and Inclusivity Officer/Title IX Coordinator, Director of Campus Public Safety, AVP for Budget & Planning, have been hired or their roles otherwise staffed. Areas for process improvement have been identified and work is beginning or has begun.

You will see that this year's internal audit plan focuses on process improvement and compliance:

- Two audits were completed at the end of Fiscal Year 2019 that require time during Fiscal Year 2020 to draft the reports to the Board of Trustees.
- Internal Audit desires to complete its annual assessments for the March Board meeting rather than the June Board meeting next year.
- There is a backlog of Internal Audit work and management response plans that Internal Audit would rather assist management in finalizing rather than continuing to add to the backlog.
- There is a substantial increase in internal control assessment activities. These require less management involvement and are high yielding in their insight as well as assessing common sources of risk.

Internal Audit Risk Assessment Overview

Stage	Culture	Governance	Process
1 – Initial	Risk belongs to the internal audit activity.	CAE/audit committee chair.	Risk-based auditing.
2 – Repeatable	Risk is considered on an as-needed basis.	Business managers.	As-needed risk and control self-assessment process.
3 – Defined	Risk information is shared among internal audit and control functions.	C-suite/board members.	Common risk language and risk assessment process are used by internal audit and control functions.
4 – Managed	Risk is integrated into strategic planning; risk appetite is stated and communicated.	All levels of management and the board.	Common risk language and consistent risk assessment process are in place throughout organization.
5 – Optimized	Risk is integrated into all decision-making, compensation, and goals.	Total participation.	Common risk language and aggregated risk reporting are established throughout organization.

Standard 2120 – Risk Management states, “The internal audit activity must evaluate the effectiveness and contribute to the improvement of risk management processes.” Specifically, the standard requires the internal audit activity to assess whether:

1. The organization’s objectives align with its mission.
2. Management assesses significant risks.
3. Management’s risk responses align risks with the organization’s risk appetite.
4. Relevant risk information is captured and communicated timely throughout the organization, including to the Board of Trustees.

In FY16, the Internal Audit department was formed. Internal Audit performed risk interviews with management that resulted in a list of the university’s top ten risk areas (a “top down approach”), which was presented to the Board of Trustees.

In FY17, Internal Audit performed risk assessment procedures including management interviews and harvesting risks and their related internal controls into a matrix. Risk scoring criteria was developed, performed and recorded into the matrix (a “bottom up approach”). This information was summarized and presented to the Board in a heat map format. The heat map represented specific residual risks that could result in a material event if related internal controls were not implemented and functioning effectively.

At the end of FY17, per “Assessing the Risk Management Process” a practice guide from the Institute of Internal Auditors, we would appear to have achieved “initial – stage 1” maturity:

“In organizations where the risk management process is in early stages of development, the internal audit activity may be more actively involved than it would be when the

process is more mature. At this maturity level, specific risk management activities may not be performed by the line/operational management or functions in the roles of control, compliance, legal, risk management, or internal quality assurance. Instead, those functions may rely on the internal audit activity's risk assessments and risk-based assurance and advice."

In FY18, at Internal Audit's urging, the Vice Presidents and Business Affairs Council performed high-level, "top down", risk assessments. Internal Audit assisted by attending risk assessment meetings and incorporating a heat map into management's tracking spreadsheet. Internal Audit and the Vice Presidents discussed their risk assessment.

At the end of FY18, we would appear to have achieved "repeatable – stage 2" maturity:

"At this level, the internal audit activity is better organized and resourced and plays an instrumental role by performing risk-based assessments, perhaps larger in scope. The internal audit activity may work with the control, compliance, legal, risk management, and internal quality assurance functions, adding internal audit expertise to assist risk owners in line/operational management functions to build and monitor operational controls. This stage is sufficient for many organizations if the process is operating consistently, efficiently, and delivering actionable results that aid in the attainment of the organization's goals and objectives."

In FY19, the Vice Presidents, and especially the Business Affairs Council, independently performed broad-based "bottom up" risk assessment with Internal Audit's encouragement. The Vice President of Finance & Administration presented their combined risk assessment and heat map to the Board of Trustees on March 21, 2019. Internal Audit independently monitored and harvested internal and external risks and recorded it into its matrix.

At the end of FY19 we would appear to be striving for "defined – stage 3" maturity:

"Organizations that rank toward the middle of the model may be a blend of maturity levels, with some business units operating at higher levels of maturity than others. In this structure, the organization's control, compliance, legal, risk management, and internal quality assurance functions may own the risk management process and have responsibilities that remain consistently within the Managed and Optimized levels, for example. The control and assurance functions may play an active role in assisting line/operational management to assess risks and perform other risk management activities. The internal audit activity may continue to operate functionally at the Repeatable level."

"The internal audit activity, as an independent assurance function, performs engagements to assess that risk management processes are effective in individual areas and overall throughout the entire organization. Additionally, the internal audit activity may compare its risk

assessments to the risk information produced by management and verified by the internal assurance functions (compliance/risk management) to gauge the accuracy and completeness of management's assessment. Conversely, the internal audit activity may use management's risk information to inform internal audit's risk assessments, or they may do both as appropriate. The Chief Audit Executive should coordinate with other providers of assurance and consulting services and may consider relying on their work (Standard 2050 – Coordination and Reliance)."

The Vice Presidents' input factored significantly in what was included in this year's internal audit plan. Given the mutual effort this past year, Internal Audit relied considerably on managements' risk assessment for this next year's internal audit plan. Internal Audit encourages the Vice Presidents to perform both high-level and broad-based risk assessment across all operations throughout next fiscal year.

Internal Audit Plan for Fiscal Year 2020

Assurance/Audit Services (not in priority order):

1. Campus Public Safety - The Clery audit report.
2. Facilities Management & Planning – The sustainability reporting to AASHE audit report;
3. Human Resources – Oregon Equal Pay Act
4. Re-perform FY18 stopped audit regarding the Student Fee Process;
5. Annual Assessment of Management Responsibilities;
6. Annual Assessment of Management's Control of Fraud Risk;

Consulting Services (focused on providing guidance to management on process re-engineering and continuous improvement, not in priority order):

1. Office of the Vice President of Finance & Administration – Culture of Continuous Process Improvement, Assessment/Analysis, and Accountability (in conjunction with the Financial Analyst);
2. Office of the Vice President of Enrollment Services & Student Affairs – Scholarships Assessment (process criteria and strategic use);
3. Office of the Vice President of Enrollment Services & Student Affairs – Student Record Maintenance Assessment (compliance requirements, document retention, confidentiality, etc.)
4. Financial Aid – Compliance Assessment (requirements, internal controls around key processes and enterprise risk management);
5. Business Services – Payroll (integrative processes);
6. Facilities Management & Planning – Surplus Assets process;
7. Follow Up - Selected Oregon University System Internal Audit Division audit recommendations;
8. Follow Up – FY17 Title IX audit management response and action plan;
9. Follow Up – FY17 investigation report management response and action plan(s);
10. Follow Up – FY18 stopped audit regarding Irregular Employment Agreements;
11. Follow Up – FY18 investigation report management response and action plan(s);
12. Follow Up – FY19 investigation report management response and action plan(s);

13. Follow Up – FY19 Clery and Violence Against Women Act audit management response and action plan;

Investigative Services:

1. EthicsPoint hotline allegations come to me for substantiation and reintegration with management decision-making.
2. It is not uncommon to have more than a dozen investigations open at any one time.

Governance:

1. Continue to develop an understanding of the Board of Trustees and management's risk appetite in the context of the next phase of the strategic plan.

Risk Assessment:

1. Encouraging management risk assessment and enterprise risk management;
2. Nurturing a formal compliance management function by management;
3. Continued harvesting of risk and controls and entering them into a risk matrix.

Internal Control Assessment:

1. Continued internal control assessment activities including:
 - a. Business Services - Purchase Cards (continue from FY19);
 - b. Business Services - Journal Entries;
 - c. Business Services - Reserve Balances;
 - d. Business Services - Anti-Fraud Initiatives;
 - e. Business Services – Banner 9 Access & Security;
 - f. Service Center - Vendor Maintenance;
 - g. Service Center – Travel;
 - h. Office of Grants Administration - Grants;
 - i. Information Technology – Gramm-Leach-Bliley Act (cybersecurity);
 - j. Diversity & Inclusion – Cultural Competency Compliance
 - k. Facilities Management & Planning – Vehicle Use

Function Capacity Building:

1. Formalize and document internal procedures further.
2. Prepare for a peer external quality assessment in FY21, for which the other Oregon public higher education Chief Audit Executives have graciously offered to perform.
3. Developing and documenting some software-assisted auditing techniques; specifically using the software IDEA, Excel, Banner and Cognos.

Annual Confirmation of the Organizational Independence of Internal Audit

Another key responsibility set forth in the Internal Audit Charter is to confirm annually the organizational independence of Internal Audit. This is included in each year's Internal Audit Plan. The Board will be advised of any responsibilities or conditions believed to affect the

objectivity or independence of Internal Audit, as well as any limitations to scope or insufficient resources to perform internal audit services.

Human Resource Plan

The Fiscal Year 2020 Internal Audit Plan was created around the understanding of having one Internal Auditor. To improve capacity, a student employee has been retained for six hours per week during the academic year.

Any Resource Limitations or Significant Interim Changes

Having only one Internal Auditor is inherently a resource limitation. For example, full organizational coverage over a five-year period is untenable.

Time must be dedicated to documenting internal processes – specifically quality assurance.

While this year's Internal Audit plan is ambitious, I believe that it can be completed with the resources provided. Please note that consulting services in particular require consistent involvement by management to be successful, and that internal control assessments require a degree of management involvement to improve processes.

Financial Budget

As per the Internal Audit Charter, the Executive and Audit Committee is responsible for approving the internal audit function's budget and resource plan.

Internal Audit's requested budget has been submitted to Josh Lovern, Interim Budget Manager.

In Fiscal Year 2019, Internal Audit skipped two conferences, curtailed travel and controlled costs to return approximately \$8,000 of budgeted expenses.

In Fiscal Year 2020, the non-payroll portion of Internal Audit's budget was reduced to accommodate a student employee as well as to generate modest budget savings.

BOARD OF TRUSTEES OF SOUTHERN OREGON UNIVERSITY

**PROPOSED RESOLUTION
ADOPTION OF FISCAL YEAR 2020 INTERNAL AUDIT PLAN**

Whereas, Southern Oregon University is governed by and the business and affairs of the University are managed by the Board of Trustees of Southern Oregon University;

Whereas, Southern Oregon University has a duty to responsibly manage, invest, allocate, and spend its resources;

Whereas, Southern Oregon University has created the position of Internal Auditor to provide independent and objective assurance, consulting and investigative services that add value to the University;

Whereas, the Board of Trustees of Southern Oregon University has granted the Internal Auditor an Internal Audit Charter ("Internal Audit Charter") to provide guiding principles, direction and authority to the Internal Auditor consistent with The Institute of Internal Auditors' International Professional Practices Framework; and

Whereas, the Internal Auditor will work closely with the Board of Trustees, University leadership, faculty and staff to conduct and coordinate a broad range of internal audit functions for the University; and

Whereas, the Internal Auditor has developed, for approval by the Board , a risk-based annual internal audit plan ("Internal Audit Plan") for Fiscal Year 2020 as described in the document attached hereto as Exhibit A; and

Whereas, pursuant to the Board's Policy on Committees, the Executive and Audit Committee of the Board of Trustees voted to refer this action as a seconded motion to the Board of Trustees for adoption;

Now, therefore, the Board of Trustees of Southern Oregon University hereby approves and adopts the Fiscal Year 2020 Internal Audit Plan. The Board hereby instructs the Internal Auditor and the officers of the university to take all actions and steps deemed necessary and proper to implement the Internal Audit Charter and the Internal Audit Plan.

VOTE:

DATE:

Recorded by the University Secretary: _____

Amendments to Governing Documents (Action)

- Resolution on the Responsibilities of Individual Trustees**
- Board Statement on Evaluation of the University President**
- Board Statement on the Performance of Official Business**

Resolution on the Responsibilities of Individual Trustees Board of Trustees of Southern Oregon University

Whereas, the Board of Trustees develops and advances the mission and goals of Southern Oregon University;

Whereas, the Board of Trustees ensures that the institution is well managed, endeavors to provide for adequate resources, and endeavors to maintain good relations with all constituencies; and

Whereas, the Board of Trustees provides accountability, fosters transparency, and endeavors to ensure that the University meets its obligations as part of Oregon's education system while preserving the autonomy of the institution.

Now, therefore, each Trustee for ~~themselves~~~~herself or himself~~ and for future Trustees pledges to fulfill the duties set forth herein:

1. Evaluation. Each Trustee acknowledges that the Board is responsible for seeing that each Trustee carries out ~~their~~~~his or her~~ responsibilities as specified herein, and each Trustee will participate in self-evaluations and evaluations of Board performance.

2. Fiduciary Duties. Each Trustee acknowledges that he or she has fiduciary duties to the University and its beneficiaries, including the following.

a. 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 their 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.~~ ~~Each Trustee must act in good faith, using a degree of diligence, care, and skill that a prudent person would use under similar circumstances; act in a manner that he or she reasonably believes to be in the University's and State's best interests; and generally may (and should) rely on information presented by officers and administrators, experts, and board committees.~~

b. 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 their position of authority to obtain, whether directly or indirectly, a benefit for themselves or their 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. Each Trustee must be motivated by honesty and faithfulness to the institution and not self-interest. A Trustee must be loyal to the institution, considering both financial interests held by a Trustee and governance or leadership positions a Trustee has with other organizations. A Trustee must maintain independence from stakeholders external to the Board in the conduct of all Trustee responsibilities. The faculty, non-faculty, and student Trustees are chosen from among the faculty, non-faculty staff, and student body respectively but do not represent those groups and acknowledge that organizations exist to represent each group.

c. 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. Each Trustee must ensure that the institution operates in furtherance of its stated purpose; ensure compliance; and ensure effective internal controls.

3. Service. Each Trustee must make service to the University through Board activities a high personal priority; ensure attendance at substantially all meetings for which the trustee is scheduled, participate constructively and consistently in the work of the Board and its committees; accept and discharge leadership positions and other assignments; work positively on behalf of the University between Board meetings; attend functions and events to which the Trustee is invited; prepare for meetings by reading the agenda and supporting material and keeping informed about the University and trends and issues in higher education; participate in rational, informed Board or committee deliberations by considering reliable information, thinking critically, asking good questions and respecting diverse points of view, in order to reach decisions on the merits that are in the best interests of the institution; and use their ~~his or her~~ own judgment in voting versus following the lead of others.

A Trustee who is unable to ensure regular attendance at Board and Committee meetings may be asked to resign their position on the Board to allow a participating Trustee to be appointed.

4. Respect. Each Trustee acknowledges that only the Board Chair and the President speak for the University; other Trustees must be careful to identify when they do not speak on behalf of the University; should support the President

of the University in word and deed while at the same time exercising critical judgment as an active, discerning, energetic, and probing Trustee; distinguish, in ~~their~~~~his or her~~ role as a Trustee, between matters of governance and matters of management; speak candidly but also support actions approved by the Board- even if the Trustee did not vote for them; respect the opinions of others and refrain from public criticism of others or their views; communicate any significant concern or complaint promptly to the Chair.

Each Trustee must refrain from directing the ; ~~refrain from directing the~~ President ~~or staff~~; and accept that the President reports to the Board as a whole. A Trustee must also refrain from directing staff, including making requests for information from or activities of staff members. The Board Chair, President and Board Secretary, Internal Auditor, Vice President for Finance and Administration, or General Counsel may provide limited assistance to Trustees. Authority to manage the activities of the staff is delegated to the President.

5. Personal Behavior. Each Trustee must avoid conflicts of interest or the appearance thereof, should declare potential conflicts of interest in accordance with the Board's policies on conflict of interest, and adhere to the highest standards of personal and professional behavior and discretion so as to reflect favorably on the University. A Trustee may not use ~~their~~~~his or her~~ position of authority to obtain, whether directly or indirectly, a benefit for ~~themselves~~~~him or herself~~ or for another organization in which the Trustee has an interest; must avoid personal agendas or appearing to be a representative of any internal or external constituency, group, cause, community, or constituent part of the institution; and must refrain from requesting special considerations or favors.

Approved on _____

Chair of the Board

Secretary of the University

Board Statement on the Performance of Official Business Board of Trustees of Southern Oregon University

As fiduciaries responsible for governance of the University, it is important that trustees demonstrate their participation in University life by word and by deed. In furtherance of the duty, it is important that trustees share the responsibility to be collectively visible at campus events and in the greater community, and to represent the University and its interests to the many valued stakeholders on campus and community supporters at large.

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1.0 Attendance at Events in an Official Capacity

1.1 University Events. From time to time, a trustee and one or more relatives or members of the trustee's household may be invited to attend a University event. Such persons attend such an event in an official capacity. Such an event may include artistic and musical performances, athletic competitions, speeches and other events for which there is ordinarily an attendance charge. Tickets to such an event may be provided by the University to a trustee and one or more relatives or members of the trustee's household without charge. The trustee and guests may be required to play an official role related to such an event. Any ticket or cost associated with attendance at such an event ~~may be~~ is considered to be official compensation, reimbursement of an expense, and not a gift for purposes of the Oregon Government Ethics Law ~~but not for any other purpose~~. Ordinarily, no more than four tickets for an event will be provided to a trustee at no charge.

1.2 Non-university Events. From time to time, a trustee and a guest may be invited to attend a non- university event. Such persons attend such an event in an official capacity. Such an event may include artistic and musical performances, athletic competitions, speeches, community events with the University' collaborative partners, and other events for which there is ordinarily an attendance charge. Tickets to such an event must be provided by the third party to the University. If the trustee is to attend the non-university event in an official capacity, tickets may be provided by the University to a trustee and a guest without charge. The trustee and guest may be required to play an official role related to such an event. Any ticket or cost associated with attendance at such an event is ~~considered to be official compensation, reimbursement of an expense, and~~ not a gift for purposes of the Oregon Government Ethics Law but not for any other purpose.

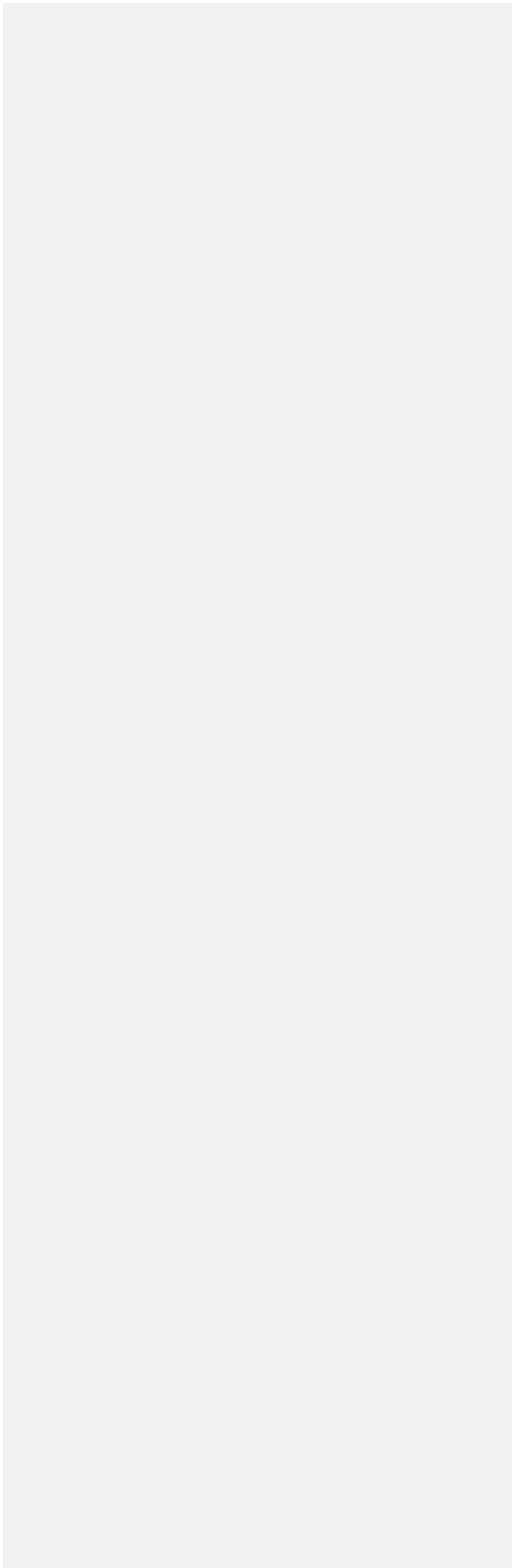
2.0 Procedure for Reimbursement

All reimbursements for costs associated with official business that are actually incurred are subject to the relevant University policy except as set forth herein. A trustee seeking reimbursement should coordinate with the Secretary to review current policies relating to expenditures and reimbursements. All reimbursements require the approval of the Secretary and the Vice President for Finance & Administration.

Approved on _____

Chair of the Board

Secretary of the University



Board Statement on Evaluation of the University President Board of Trustees of Southern Oregon University

It is the policy of the Board of Trustees of Southern Oregon University (“Board”) to review the performance of the President annually.

The primary purposes of the annual review are to enable the President to strengthen ~~his or her~~their performance and effectiveness in leading the institution to success and to allow the President and the Board to set mutually agreeable goals. The review process is not intended as a substitute for regular and ongoing communication about progress toward goals between the President and the Board.

Annual reviews will inform decisions regarding compensation, although compensation adjustments are not necessarily awarded simultaneously with a positive performance review. Adjustments to, or renewal of, the President’s contract will be handled as a separate matter, taking into account presidential performance, peer-group comparisons and other factors.

The annual review process will occur on a July 1-June 30 cycle. The annual review will cover the preceding year.

The criteria for evaluation and information responsive to those criteria will be based principally on the President’s self-assessment with respect to goals mutually set by the Board and President for the year in review.

The retrospective elements of the President’s self-assessment customarily will include:

- A copy of the mutually-agreed upon goals, with a description of efforts to meet them and the President’s progress assessment, including the identification of significant institutional or personal challenges, into the upcoming year or beyond.
- A description of other personal or institutional achievements of which the Board should ~~be aware, or might, be informed by the President as aspects of performance or accomplishment.~~
- ~~Identification of significant institutional or personal challenges the President faced over the course of the review year that affected progress toward goals, with particular focus on those that are likely to persist into the upcoming year or beyond.~~
- ~~Comments regarding the vice presidents and other equivalent u~~University officers and other campus leaders who report directly to the President, as they pertain to the President’s goals or achievements.

- ~~Key areas in which the Board has been especially supportive.~~

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The prospective elements of the President's self-assessment customarily will include:

- Goals the President proposes for their individual performance ~~and the institution~~ over the course of the upcoming year and for three to five years.
- The President's professional development plans and any associated requests of the Board.
- ~~The President's assessment of the University's principal current opportunities and challenges.~~
- Key areas in which the President would especially benefit from Board

support.

Review Process

1. President's Self-Assessment

The President will submit ~~his or her~~their self-assessment to the Board Chair ~~before July-September~~ 31 of each year. The Board Chair, Vice Chair, and the President will then meet to discuss the self-assessment. ~~The Board Chair shall, in a timely manner, seek confidential input and comments from trustees and, as the Board Chair deems appropriate, from members of the University community selected by the Board Chair, as the Board Chair deems appropriate.~~

The President's self-assessment will be provided to the Board, along with any other information determined by the Board Chair.

~~Prior to discussion with the Board of Trustees, the Board Chair may, in a timely manner, seek confidential input from trustees and, as the Board Chair deems appropriate, from members of the University community selected by the Board Chair, as the Board Chair deems appropriate.~~

2. Board Chair's Evaluation

The Board Chair will prepare an evaluation of the President. The evaluation and self-assessment will be provided to the Board of Trustees prior to any meeting in which the Board or committee of the Board will discuss the evaluation.

3. Evaluation of the President

The Executive and Audit Committee may meet in executive session for the purpose

of evaluating the President, during which the President is to present their self-assessment and engage in a discussion with the ~~cc~~Committee regarding both the retrospective and prospective elements of the assessment. The President may be excluded from any portion of such an executive session at the discretion of the Board Chair.

~~Following the meeting of the Executive and Audit Committee, the Board Chair will prepare an evaluation of the President and a summary of the Committee's comments. The evaluation and self assessment will be shared with the full Board prior to any Board's meeting in which the Board will discuss the evaluation.~~

At the Board's fall meeting, or as soon thereafter as the Board's calendar will reasonably allow, the ~~full~~ Board of Trustees may go into an executive session to discuss the evaluation of the President. The President may be excluded from any portion of such an executive session at the discretion of the Board Chair.

4. Presentation and Approval of Goals

After the Board discusses the evaluation of the President, the President will then present to the Board for approval the goals that the President proposes for their individual performance ~~and for the institution~~ for the upcoming year and for three to five years. The President's presentation of their goals and the Board's consideration of such goals shall take place in public session.

5. Board Feedback to the President

After the ~~fall~~ meeting in which the evaluation of the President takes place, the Board Chair will meet with the President to communicate verbally and/or in writing to the President the conclusions of the evaluation and any recommendations, concerns, or priorities arising out of the evaluation.

Additional Considerations

The Executive and Audit Committee may, at its discretion, perform a comprehensive performance review of the President, including a 360-degree review. A comprehensive review of this nature should generally be performed prior to consideration of the renewal of the President's contract. When a comprehensive review is performed, it is to be incorporated into the annual review process described above, with such adjustments to the schedule as may be necessary.

Pursuant to ORS 351.065, documents regarding the President's performance, including the President's self-assessment, the Board's evaluation, and the 360-degree review, ~~and the President's self assessment~~, are faculty personnel records and are not public records.

The Board ~~will~~ periodically will review and, as necessary or desirable, revise this policy and its associated procedures in light of experience gained, best practices, and legal developments as applicable.

~~Approved on January 20, 2017~~

Approved on _____

Chair of the Board

Secretary of the University

University President's Contract Renewal (Action)

Legislative and State Funding Update

Adoption of Fiscal Year 2019-20 Budget (Action)

The Southern Oregon University Board of Trustees has the responsibility of approving a budget and related expenditure authorizations for each fiscal year (FY). As you know, the FY for the University begins on July 1, 2019 and ends June 30, 2020.

In this legislative session, we have seen a lot of uncertainty. These unknown factors include: the late final determination of state appropriations; HECC approval of tuition rate increases; PEBB/PERS rates; and certain collective bargaining outcomes. As a result, the Vice President for Finance and Administration proposes the Board approve revising the timing related to adopting the FY20 budget.

Specifically, the University seeks temporary approval from the Board for initial expenditure authorizations for FY20 at levels equal to FY19. This would be granted with an understanding that final FY20 Education and General Fund (also known as “budgeted operations”), auxiliary, and designated operations budgets will be presented to the Board at its October meeting after more complete information is available.

In context, this has been the standard practice at Oregon State University and the University of Oregon for biennium even-numbered years. Our Budget Program Manager discussed the practice, and mechanics with OSU and UO budget experts. The Vice President for Finance and Administration recommends SOU adopt this practice each year, starting in FY20.

**Southern Oregon University
Board of Trustees
Finance and Administration Committee**

**Resolution
Temporary FY2020 Budget and Expenditure Authorizations**

Whereas, ORS 352.102(1) provides that, except as set forth within ORS 352.102, the Board of Trustees may authorize, establish, collect, manage, use in any manner and expend all revenue derived from tuition and mandatory enrollment fees;

Whereas, ORS 352.107(1)(a) provides that the Board of Trustees may acquire, receive, hold, keep, pledge control, convey, manage, use, lend, expend and invest all moneys, appropriations, gifts, bequests, stock and revenue from any source;

Whereas, ORS 352.087(1)(i) provides that the Board of Trustees may, subject to limitations set forth in that section, spend all available moneys without appropriation or expenditure limitation approval from the Legislative Assembly;

Whereas, ORS 352.087(2) requires, and the Board of Trustees finds, that the budget of Southern Oregon University be prepared in accordance with generally accepted accounting principles;

Whereas, 352.087(3) provides that the Board of Trustees may perform any other acts that in the judgment of the Board of Trustees are required, necessary or appropriate to accomplish the rights and responsibilities granted to the Board and the University by law;

Whereas, the Board of Trustees wishes to approve a budget and related expenditure authorizations for fiscal year 2020 (FY2020) prior to July 1, 2019;

Whereas, the Board of Trustees chooses to delay approval of the final FY2020 budget and expenditure authorization until more information is available regarding FY2020 revenue and expenses (most notably, state appropriations, ongoing labor negotiations, and enrollment); and,

Whereas, the Finance and Administration Committee of the Board of Trustees has referred this matter to the Board of Trustees, recommending approval; Now therefore,

Be it resolved, the Board of Trustees of Southern Oregon University approves and adopts the following actions.

1. An Education and General operating budget equivalent to FY2019 (in the sum of \$65,710,486) is temporarily adopted for FY2020. During FY2020, the Vice

President for Finance and Administration (VPFA) of the University may expend or authorize the expenditure of this sum and up to three percent more, subject to applicable law. In the event that such expenditure authority is insufficient, the VPFA may seek additional expenditure authority from the Finance and Administration Committee of the Board of Trustees.

2. An auxiliaries budget equivalent to FY2019 (in the sum of \$16,427,493) is temporarily adopted for FY2020. During FY2020, the VPFA may expend or authorize the expenditure of this sum and up to three percent more, subject to applicable law. In the event that such expenditure authority is insufficient, the VPFA may seek additional expenditure authority from the Finance and Administration Committee of the Board of Trustees.
3. A designated operations budget equivalent to FY2019 (in the sum of \$4,428,142) is temporarily adopted for FY2020. During FY2020, the VPFA may expend or authorize the expenditure of this sum and up to three percent more, subject to applicable law. In the event that such expenditure authority is insufficient, the VPFA may seek additional expenditure authority from the Finance and Administration Committee of the Board of Trustees.
4. At its next regularly scheduled meeting (October 2019), the Board of Trustees will review and adopt permanent operating, auxiliary, and designated budgets for FY2020.
5. With this adoption, the Board also approves further delegation of the authority by the VPFA set forth in paragraphs 1 and 2.

VOTE:

DATE: June 20, 2019

Recorded by the University Board Secretary:

Board Chair's Report on Campus Conversations

Governance Work Group Update

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

Item	GWG Review Date	Action	Deliverable to Board of Trustees	To Committee & Board	Action Required
<input checked="" type="checkbox"/> Work plan for Governance Work Group	March	Create	Final version of this document	March 22: EAC & BOT	No
<input checked="" type="checkbox"/> 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
<input checked="" type="checkbox"/> Annual Self Evaluation (ASE) for Summer '19 Administration	March, April	Review, update if nec.	2018-19 ASE	June 21	Yes, if material changes
<input checked="" type="checkbox"/> Knowledge and Skills Assessment (KSA) for Summer '19 Administration	March, April	Review and update/re-create	2019-2022 KSA	June 21	Yes, if material changes
<input checked="" type="checkbox"/> Pros and Cons of Establishing a Governance Committee.	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	No
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 desired or nec.	Yes
Trustee “job” description*	April, May	Create	Draft for review, edit, and approval	TBD	Yes
<input checked="" type="checkbox"/> Consideration of election process for board officers*	May	Review	Discussion	June 21	TBD
* New items added during the course of work group meeting <input checked="" type="checkbox"/> Items committee has completed					

Board Officer Elections (Action)

Future Meetings

Adjournment