



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

April 14, 2020

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

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. Action items on the agenda include preparation of diverse educators and the board elections process. Other agenda items include updates on COVID-19 operations transitions, with remote delivery demonstrations; tuition and fees for academic year 2020-2021; government relations; and the Higher Education Coordinating Commission. Additional topics include a discussion of financial metrics and an update and discussion on the budget with a review of the pro forma. There also will be an overview of programming for The Farm at SOU and a report on university advancement.

The meeting will occur as follows:

Tuesday, April 21, 2020

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

Visit governance.sou.edu for meeting materials.

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

Zoom meeting information will be provided for trustees and meeting participants.

If special accommodations are required or to provide written public comment or testimony, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to submit their comments or testimony in writing. Please send written comments or testimony to the Board of Trustees email address: trustees@sou.edu. Public comments also may be sent to the board via postal mail addressed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Ashland, OR 97520.



Board of Trustees
April 21, 2020

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

**Tuesday, April 21, 2020
12:00 – 5:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.
Please note: times are approximate and items may be taken out of order.

- 1 Call to Order/Roll/Declaration of a Quorum**
 - 1.1 Welcome and Opening Remarks Chair Lyn Hennion
 - 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**
 - 3.1 Approval of Meeting Minutes: January 17, 2020; March 3, 2020; and March 19, 2020 Chair Hennion
- 45 min. **4 Reports**
 - 4.1 President's Report President Linda Schott
 - 4.1.1 Racial Equity and Inclusion Strategies
 - 4.1.2 Other General Updates
 - 10 min. 4.2 Board Committee Reports Chair Hennion; Trustee Clough; Trustee Santos
 - 5 min. 4.3 Associated Students of SOU Report Britney Sharp, ASSOU, President
 - 5 min. 4.4 SOU Faculty Senate Report Andrew Gay, SOU, Faculty Senate Chair
- 5 Action, Information and Discussion Items**

Board of Trustees Meeting

Tuesday, April 21, 2020

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

DeBoer Room, Hannon Library

AGENDA (Continued)

20 min.	5.1	COVID-19 Operations Transitions and Update	Greg Perkinson, SOU, Vice President, Finance and Administration; Dr. Susan Walsh, SOU, Provost
35 min.	5.1.1	Remote Delivery Demonstrations	Taylor Burke, SOU, Dean of Students; Dr. Susan Walsh
15 min.	5.2	Update on Tuition and Fees for Academic Year 2020-2021	Greg Perkinson; Dr. Susan Walsh
15 min.	5.3	Government Relations Update	Jeanne Stallman, SOU, Associate Vice President, Government and Corporate Relations
20 min.	5.4	Preparation of Diverse Educators (Action)	Dr. John King, SOU, Division Director, Education
20 min.	5.5	Overview of Programming for The Farm at SOU	Dr. Vince Smith, SOU, Chair, Environmental Science and Policy; Dr. Katie Pittman, SOU, Director, Business, Communication and the Environment
30 min.	5.6	Higher Education Coordinating Commission Update	Greg Perkinson; Jason Catz, SOU, General Counsel
20 min.	5.7	Discussion of Financial Metrics	Trustee Clough; Greg Perkinson
20 min.	5.8	Budget Update and Review of Pro Forma	Greg Perkinson
15 min.	5.9	Board Elections Process (Action)	Jason Catz

Board of Trustees Meeting

Tuesday, April 21, 2020

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

DeBoer Room, Hannon Library

AGENDA (Continued)

10 min.	5.10	University Advancement Update	Janet Fratella, SOU, Vice President, University Advancement
	5.11	Future Meetings	Chair Hennion
	6	Adjournment	Chair Hennion

Public Comment

Consent Agenda

**Board of Trustees Meeting
Friday, January 17, 2020**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Board Members:

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

Chair Lyn Hennion called the meeting to order at 12:06 p.m. in the DeBoer Room of the Hannon Library. The General Counsel recorded the roll and a quorum was verified.

Other attendees included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Dr. Jody Waters, Associate Provost; Jason Catz, General Counsel; Janet Fratella, Vice President for University Advancement; Dr. Karen Stone, Associate Vice President for Academic Resource Management; Dr. Suresh Appavoo, Senior Executive for Equity and Diversity; Alana Lardizabal, Human Resources; Steve Larvick, Business Services; Clayton Austin, Instructional Support; Chris Stanek, Institutional Research; Helen Eckard, Theatre; Jeanne Stallman, Associate Vice President for Government Relations and Outreach; Sabrina Prud'homme, Board Secretary; Ryan Schnobrich, Internal Auditor; Jean Bushong, CliftonLarsonAllen; Josh Lovern, Budget Office; Andrew Gay, Faculty Senate; Britney Sharp, ASSOU; Echo Fields, retired faculty; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Consent Agenda

Trustee Deborah Rosenberg moved approval of the consent agenda, as presented. Trustee Dylann Loverro seconded the motion and it passed unanimously.

Reports

President's Report

President Linda Schott started with new developments in university-community collaborations (formerly called the town-gown initiative), including an update on the community perception survey and discussions on creating a university district. She also mentioned meetings of community working groups: information technology; emergency management; diversity, equity and inclusion; and insurance collaboration.

President Schott described the meetings she and the vice presidents have had with the seven academic divisions to discuss state funding, student debt, demographic change, and

the impacts on SOU. They discussed budget cuts and the steps SOU is taking in response, including recruitment and retention efforts, fundraising, and creation of the University Advancement unit. She also provided an update on the Presidential Task Force on Financial Sustainability.

President Schott then discussed the work group proactively looking at SOU's portfolio of academic programs to ensure SOU is meeting the changing needs of students and employers. As a member of the Southern Oregon Higher Education Consortium (SOHEC), SOU has access to Burning Glass which offers information on workforce needs. SOU also uses EAB's Academic Performance Solutions to provide robust data on enrollment, costs, returns on investments, benchmarks against other institutions, pathways for students and progress toward graduation.

President Schott reminded trustees that SOU received AASCU's Sustainability Award. She mentioned her upcoming participation in a presidential experience lab to discuss compassionate leadership and the future of work, along with members of EAB and LinkedIn. That meeting will be followed by several donor meetings in California.

Turning to the HECC's biannual report on the status of the universities, President Schott said the HECC will deliver its report on the TRUs at its February 13 meeting. She said the report is very trying for SOU because the financial analysis of key ratios the HECC uses is not favorable to SOU. Mr. Perkinson highlighted the philosophical issue on why the HECC's ratios are not appropriate for higher education. President Schott said the report addresses SOU's accreditation, academic programs and a financial analysis. President Schott posed two ways of looking at the report: SOU is failing or SOU is working really hard but is up against an inequitable funding model that makes success almost impossible. The latter is the most accurate. Vice Chair Paul Nicholson stressed the importance of having a proactive media plan prior to the report being issued, which President Schott said she has.

Committee Reports

Executive and Audit Committee - Chair Hennion said two key items discussed in the committee's meeting, the fiscal year (FY) 2019 audited financial statements and the board officer election process, will be discussed later in the board meeting.

Action, Information and Discussion Items

Review and Acceptance of Fiscal Year 2019 Audited Financial Statements (Action)

Taking items out of order, Jean Bushong presented the FY 2019 financial audit results, as included in the meeting materials. CliftonLarsonAllen's (CLA's) job is to determine if SOU's financial statements are free from material misstatements or errors. CLA does not serve as an internal control system. Management is responsible for having procedures in place to prevent and detect error, fraud and noncompliance. However, the auditors would report any material weaknesses or significant deficiencies with SOU's internal control system.

CLA focused on two buckets: an audit of financial statements and an audit of federal dollars. Regarding the audit of financial statements, Ms. Bushong was pleased to report CLA offered an unmodified opinion, meaning SOU's financial statements are free from material misstatements. An unmodified opinion is the expectation. Importantly, there

were no findings or significant deficiencies or audit adjustments in the financial statements presented for CLA's review.

Ms. Bushong said there were no major changes for the comparability of numbers. She addressed selected entries in the report and explained the fluctuations in some of them.

Ms. Bushong turned to the single audit on the compliance component of student federal financial aid programs. She said there was one finding in the Federal Supplemental Educational Opportunity Grant program: \$300 was awarded to a student whose expected family contribution had increased to \$1,000 but should have been awarded to a student who had no expected family contribution. Even though it did not involve a large amount of money, CLA was required to report it. She said the program is complex and this is not something the board should be overly concerned about; instead, the board should ensure controls are in place to prevent material noncompliance.

Ms. Bushong then provided the required communications to governance, as included in the meeting materials. She praised Steve Larvick and his team for their work.

Ms. Bushong mentioned upcoming changes to Governmental Accounting Standards Board standards for future fiscal years and industry trends in higher education. She reiterated President Schott's comment that information technology is as or more important as buildings in terms of infrastructure and there is an increasing need and focus on cyber security.

Trustee Sheila Clough later moved to accept the FY 2019 audited financial statements. Trustee Daniel Santos seconded the motion and it passed unanimously.

Committee Reports (Continued)

Finance and Administration Committee - Trustee Clough said Greg Perkinson gave his standing report and presented the dashboard. The financials were soft for this period, driven by the decrease in student credit hours. The committee spent time on drivers and what is being done. The committee also spent time on the administrative side, discussing enterprise risk management and SOU's process to identify high-risk areas and track actions to mitigate the risks. They discussed the budget process for future fiscal years, which will be addressed later in the board meeting. The committee received a budget update and reviewed the pro forma, doing a deep dive on the current situation, the aspirational model, and what will be done to reach the targets. There is transparency on the cost reduction strategies, which have been put in place; unfortunately, additional reductions are needed.

Academic and Student Affairs Committee - Trustee Santos mentioned Provost Walsh's report on the work of the Provosts' Council (including transfer of community college credits and program duplication), mentioned an initiative on an e-sports academic program and gave an update on the SOHEC. Dr. Neil Woolf discussed the new enrollment dashboard, first-year retention and graduation rates, and capturing information on why students leave SOU. The committee had two action items: review and approve a new bachelor's degree program in Gender, Sexuality, and Women's Studies and a new certificate program in Transgender Studies. Drs. Kylan de Vries and Carey Sojka gave a very informative presentation on the proposals. The committee approved both programs, which will go to

the Provosts' Council and the HECC for final approval. Dr. Woolf discussed the Financial Aid Leveraging Model and how SOU wants to be more competitive by discounting tuition and fees through financial aid. The committee had a discussion on mentoring; Trustee Jon Bullock later mentioned an interesting study in the January 2017 ASHE Higher Education Report. The committee also received an update on the implementation of EAB's Navigate and heard positive outcomes from its implementation. Dr. Woolf led a presentation on SOU's growing relationship with American Samoa, connections with the ROTC and Oregon Army National Guard programs, and the critical importance of the American Samoan Rogue Valley support group; after the meeting, there was a reception to celebrate those involved in the American Samoa program.

Dr. Woolf announced that Ria Galo, a very active member of the American Samoan Rogue Valley support group, has been hired as an SOU admissions counselor.

Student Leadership Report

ASSOU President Britney Sharp said there will be less revenue from student fees in general because more students are taking online courses, meaning there are fewer students on campus which negatively impacts the student fee program. She estimates the student fee program will have to cut up to \$400,000. ASSOU will revise its student government model and reduce its budget as much as possible so other programs do not have to cut as much. ASSOU will present its official allocation numbers in the spring.

ASSOU's current issues include assisting international students on and off campus with various matters (e.g., off campus housing and creating their own safe or designated meeting space on campus), reducing paper usage on campus, and advocating for a more equitable funding model and increased state funding.

There are several students on the Faculty Senate Task Force for transforming the general education curriculum. The task force administered a survey to students, which provided good feedback. Most students said they do feel they are getting the values and learning goals from courses they take. Many said they did not feel they were getting financial literacy, which the task force hopes to be able to provide in the new model.

ASSOU will propose to the Provost's Office courses in ethnic studies. Many students are interested in such courses and they would help with retention of students of color.

Trustee Dylann Loverro explained some of the issues international students have encountered: they arrived at different times from regularly matriculated students and the Housing Office was closed; other students had moved into their spaces; some did not have bedding; gender neutral housing did not work because of cultural differences and the Housing Office was not always rapidly responsive; and language barriers aggravated the problems. Responding to Trustee Barry Thalden's comment about having more host families for international students, ASSOU President Sharp said it might help but it could be good for one student and not for others.

Faculty Senate Report

Andrew Gay said various task forces continue to work on the faculty activity report process, post-tenure review, student evaluation of teaching, and adjustment of promotion and tenure bylaws. The task force on transforming general education zeroed in on six

capacities and will determine the right model to address them: communication, critical thinking, creativity and innovation, collaboration, career and personal development, and cultural capacity.

Trustee Deborah Rosenberg attended a Faculty Senate meeting and talked about her role and experience on the Board of Trustees. Faculty Senate will review terminal degrees for programs. Faculty Senate supported the two new curriculum proposals in Gender, Sexuality, and Women's Studies and Transgender Studies.

Action, Information and Discussion Items (Continued)

Strategic Plan Report and Update

Taking items out of order, President Schott said she is proud of the work the campus is doing on the strategic plan. Chris Stanek reviewed the progress report included in the meeting materials. A new column was added to reflect progress since the last report.

Rather than review the status of each strategic direction, four areas were highlighted to show some of the work being done and how the work is interconnected among the strategic directions. Rebecca Walker detailed work being done in the sustainability area (strategic direction III). Dr. Walsh and Clay Austin discussed innovative practices that contribute to transforming pedagogy and curriculum (strategic direction I). Dr. Suresh Appavoo mentioned contributions leading to cultural competency (strategic direction IV). Alana Lardizabal covered programs and training in the human resources area (strategic direction II).

Accreditation Update

Dr. Jody Waters said SOU is in year three of a seven-year cycle. The Northwest Commission on Colleges and Universities (NWCCU) peer evaluation team visit in October was successful. The team submitted a preliminary report, saying they thought SOU was doing a good job. They were effusive about SOU's culture of assessment, in particular, the academic support program assessment activities, which yield ways SOU can document and continue to chronicle how the strategic plan, strategic directions, core themes, and day-to-day assessment activities support each other.

The report also included some substantive comments, including wanting to see more applied findings to assessment activities and continuous improvement. Dr. Waters said she thought SOU was already doing a good job of that but it seems to be a consistent comment in reports. SOU continues to make strides in the areas NWCCU pointed out in year seven.

Unofficially, Dr. Waters said NWCCU voted to accept SOU's mid-cycle report and SOU is on track for a successful year seven.

Dr. Waters described the significant changes NWCCU is undergoing, resulting in new standards. NWCCU also is taking on a more prescriptive role in certifying mission fulfillment and extending this role to student success and achievement. SOU will continue to submit annual reports.

Budget Process for Future Fiscal Years (Action)

Trustee Clough said the Finance and Administration Committee had a thorough discussion

on the budget process and what process the university should use for FY 2021. The administration presented different approaches and recommended a return to the legacy process. The committee endorsed that recommendation.

Greg Perkinson said he thought the approach used in FY 2020 would be great. However, it ended up requiring a lot of rework and was challenging for departments that manage the budget process.

Trustee Clough moved to adopt the legacy process going forward, at least for one more year. Vice Chair Nicholson seconded the motion and it passed unanimously.

Budget Update and Review of Pro Forma

Greg Perkinson reviewed the pro forma from October 2019 reflecting mid-year reductions and the aspirational model. The updated pro forma includes a column for the year-to-date actuals, projection to close, and lines for growth opportunities and revenue external to modeling. He mentioned the \$1.4 million reduction in labor costs for specifically-identified positions and the \$852,000 reduction in supplies and services.

Mr. Perkinson said revenues are soft. Student credit hours are 3,000 less than expected, which is about \$1 million in lost revenue. This will require an adjustment. There is a \$545,000 offset in revenue and the administration will work to identify another \$600,000 in budget reductions.

He then discussed growth opportunities, saying SOU cannot cut its way out of this problem but must grow out of it. The growth opportunity targets are \$1 million in the next FY, \$2 million in the year after that and \$3 million after that. If SOU makes positive headway on the Student Success and Completions Model (SSCM) alone, it can quickly advance toward those targets. President Schott highlighted the positive impact such increases would have on the ending fund balance in future fiscal years. In the interest of complete transparency, she said if SOU did not take the additional \$600,000 in cuts, the ending fund balance would be 7 percent and she was not willing to do that.

Supporting an earlier point Trustee Thalden made, Trustee Lightman said that, although recruiting efforts are very important, retention efforts also are critical. President Schott said Navigate will help with that.

Mr. Perkinson explained that the reduction in tuition revenue is from students not taking a full load or coming in with credits. Headcount is actually slightly up. Responding to Trustee Vincent's inquiry, Mr. Perkinson said the pro forma models a 5 percent increase in tuition each year and a 5 percent decrease in enrollment, which is why tuition revenue remains flat in future fiscal years.

Mr. Perkinson then reviewed the cost reduction strategy, which is based on President Schott's priorities to preserve the academic core, support student success, and drive efficiencies and effectiveness.

HECC Capital Process and SOU Capital Projects Update

Greg Perkinson highlighted the outcomes of the last scoring exercise and said SOU's two projects probably will be below the funding line. He described the increase in the scope of

the project for the Music Building renovation and Digital Media Center addition, possible funding sources, and a way the project can be better articulated next year to increase the possibility of being funded.

SOU is getting great political support from the HECC for the demolition of Cascades and efforts are being made to obtain a direct appropriation for the project. Renovation on Britt Hall will begin soon and Central Hall is next.

Chair Hennion added that \$3.5 million in demolition would remove \$12 million from SOU's deferred maintenance costs. Mr. Perkinson believes that is why the HECC supports it and the Department of Administrative Services is receptive to the idea.

Update on Revisions to the Student Success and Completions Model

Jason Catz said there is no golden path for SOU. The results of the work on the SSCM have to pair with the work Drs. Woolf, Walsh and Appavoo and others are doing. There are three pillars to the model: mission differential, student activities/ credit hours, and outcomes of those studies/degrees conferred. He then provided a detailed explanation of each pillar and the discussions the HECC's statewide task force has had on each.

The task force will also address transfer degrees, collaboration, student populations, performance improvement weighting and the notion of affordability.

Mr. Catz said he sees progress on the horizon, opportunities for SOU to make gains, and areas where other institutions will seek to make gains that could impact SOU. The conversations have been good and fair so far. ASSOU President Sharp said each university's interests are laid out and everyone disputes the aspects of the model that do not benefit them. It seems the HECC staff understand the disparate impact the model has on SOU and hopefully will use an unbiased perspective to change it.

Greg Perkinson wrapped up the discussion with a note of optimism that Jim Pinkard, the new HECC finance director, sees that EOU and OIT get a bump in the mission differential that SOU does not. Mr. Pinkard is willing to work an adjustment to be more equitable to the regional universities with state funding. Mr. Catz added, one issue that is resonating is that the same programs and the same schools are benefitting over and over again within the model due to incentive stacking.

Government Relations Update

Jeanne Stallman said President Schott, with her leadership team, hosted the southern Oregon legislative delegation to discuss the decrease in enrollment, budget cuts and what was needed so the legislators would feel like part of SOU's team. That is a foundation for building long-term support and building a regional coalition across party lines with legislators. In the short session ahead, SOU will walk the line about building a coalition with the other universities. However, SOU will also walk its own line on the Cascades project and scheduling an informational hearing in the senate to shine a light on how SOU is forward-looking on various issues.

Tuition and Fees Process Update

Dr. Susan Walsh reminded trustees that HB 4141 requires a certain make-up of the universities' tuition advisory councils (TACs) and the TACs are charged with advising the

university presidents. SOU's TAC also helps promote communication and engagement about tuition with students in a manner encouraged by the shared governance philosophy. Dr. Walsh said the membership on SOU's TAC has been determined and they will start meeting soon.

ASSOU President Sharp said ASSOU decided on a fee, which will be brought before the board at a later date. At first, ASSOU did not want to increase the student fee much; however, considering the amount of asks and the \$400,000 in necessary cuts, ASSOU decided it was in best interest of the students to increase the fee. The incidental fee will be \$372 (a \$25 increase from last year); the green tag fee will be \$13 (no change); and the recreation center fee will be \$104 per term (a \$9 increase), bringing the total to \$489 per term. She thought students would be willing to fund the recreation center because it is clear what the fee funds. ASSOU President Sharp said the officers were not happy making budget cuts but they are elected to make tough decisions.

Dr. Walsh said this process dovetails with a recommendation to President Schott and will be presented to the board. For transparency for the campus, the TAC website is updated regularly with meeting minutes and other documentation.

College Affordability and Student Debt

Dr. Neil Woolf started the affordability and student debt conversations with some principles and data. He highlighted the increase in the average cost of college over the past few decades and the decrease in state funding. When talking about affordability, the focus usually is on cost but the other component is an ability and willingness to pay. The cost of attendance includes tuition and fees, books and supplies, room and board, personal expenses, and transportation. Dr. Woolf later cautioned that the cost of attendance is not what students actually pay but is the maximum amount of financial aid that can be provided to students and that it will differ by student and by university.

When deciding how much to award, the financial aid budget is the cost of attendance less the expected family contribution. The average award at SOU is over \$10,000 per year per student made up of federal, state and institutional aid. There are substantial resources being provided, but it is never enough, especially for those with high needs.

When comparing the cost of attendance, SOU is slightly above the national average. In comparison to other Oregon universities, including OSU-Cascades, SOU is the fourth-highest and is the highest of the TRUs. Responding to Trustee Clough, President Schott said SOU is no longer at the bottom because SOU has needed to raise tuition.

Regarding the ability to pay, Dr. Woolf reviewed the income distribution of first-year families included in the meeting materials.

Turning to student loan debt at graduation, SOU's 2017 average is lower than the national average and is the lowest of the Oregon universities. Dr. Woolf reviewed the benefits of obtaining a college education, as included in the meeting materials.

University Advancement Report

Janet Fratella said her office is now the Division of University Advancement. Advancement is about managing relationships, viewing all those who interact with the

university (e.g., media, business community, donors, alumni, etc.) as players invested in the long-term sustainability of the institution. Organizationally, media and community relations, marketing, government and corporate relations, and university grants are now in the Division of University Advancement. Ms. Fratella discussed the primary goals for advancement: inform (telling SOU's story); engage and involve current supporters and a new cadre of supporters (e.g., alumni advocacy program); and invest in the university. If successful in building relationships across areas, SOU can expect to see more support from numerous sources.

Ms. Fratella provided a fundraising update. The annual fundraising goal is \$3.75 million. As of December, \$1.51 million has been raised, which is just under last year's figure. There are some gifts in the pipeline.

Board Officer Election Process

Jason Catz reviewed the current election process and said the Executive and Audit Committee would like to see additional revisions on the process to include a task force. The task force would invite suggestions for potential candidates, reach out to and gather information from the proposed nominees, obtain input from the president, and return to the full board.

The election process needs to be revised because the current process has a measure of awkwardness. The revised process has the potential for vetting, a chance for potential candidates to share their vision of how they want to serve and an opportunity for the board to recognize all the candidates and the ways they already serve the board. There will still be an election component where trustees have to vote.

Chair Hennion summed up the consensus of the Executive and Audit Committee: a hybrid process; not having a group appearing to make the decision; and more transparency with discussion. The board will decide the process at its next meeting.

Future Meetings

The next regularly scheduled meeting of the board will take place on Tuesday, April 21.

Adjournment

Chair Hennion adjourned the meeting at 4:54 p.m.

**Board of Trustees
Special Meeting**

**Tuesday, March 3, 2020
2:30 – 4:30 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Board Members:

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

Chair Lyn Hennion called the meeting to order at 2:32 p.m. in the DeBoer Room of the Hannon Library. Chair Hennion announced agenda items would be taken out of order to accommodate presenters' schedules. The Board Secretary recorded the roll and a quorum was verified.

Other attendees included: Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Jason Catz, General Counsel; Janet Fratella, Vice President for University Advancement; Dr. Suresh Appavoo, Senior Executive for Equity and Diversity; Jeanne Stallman, Associate Vice President for Government Relations and Outreach; Sabrina Prud'homme, Board Secretary; Tom Battaglia, Chief Information Officer; Alana Lardizabal, Human Resources; Ryan Schnobrich, Internal Auditor; Michael McKelvey and Cristina Sanz, both from University Advancement; Joe Mosley, Community and Media Relations; Steve Larvick, Cynthia Ferrendelli and Colleen Martin-Low, all from Business Services; Dr. Lee Ayers, Undergraduate Studies and HECC; Josh Lovern, Budget Office; Hugues Lecomte, Campus Recreation; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Action, Information and Discussion Items

Public Health Preparation Update

Greg Perkinson said President Linda Schott established an Emergency Operations Center and an Emergency Operations Team and appointed him as the incident commander. The team was established to transition from a green stage to a yellow stage for planning and preparedness actions in preparation for the outbreak of the novel coronavirus. The intent is to protect students, faculty and staff.

Anna D'Amato, who leads the Emergency Operations Team, said she is in regular communication with Jackson County Public Health (JCPH). JCPH is a primary information source. There are no confirmed cases of coronavirus in Jackson County but people are being monitored, watched and/or tested. She participates in weekly phone calls with the CDC and has been appointed to the governor's state-wide task force.

Discussing SOU's Student Health and Wellness Center (SHWC), Ms. D'Amato said many staff members have been there for 15 years or so and have been through similar situations. The SHWC is reviewing its protocols and is discussing how the center will serve students and take care of staff. Dr. Lorraine McDonald is monitoring the news and informing Ms. D'Amato of clinical plans.

Mr. Perkinson said the team meets daily at 7:30 a.m. for status checks and to discuss next actions. They share information within the team and with executive leadership. Ms. D'Amato said the team is working with SOU's communications and marketing office to create place on SOU's website to maintain information; this will serve as a single place to direct employees, students, parents and community members.

Responding to Trustee Vincent's inquiry regarding a social media communication strategy, Mr. Perkinson said key members of the team include Joe Mosley, Public Information Officer, and Nicolle Aleman, Director of Marketing. They discuss the social media communication strategy, which will ensure outreach to parents. Tom Battaglia, Chief Information Officer, is looking at an opt-in capability for emergency alerts. Ms. D'Amato said she is also in communication with SOU's International Programs.

Ms. D'Amato stressed the importance of basing information on facts and said she relies on data from the experts at the CDC, the World Health Organization and JCPH. President Schott said the administration will brief the campus in an employee forum.

Trustee Loverro expressed concerns about the misconceptions that the virus is coming from Asian individuals and the importance of addressing those misconceptions to ensure Asian students feel supported. President Schott mentioned her meeting with members of the Asian Student Union, where she assured them that they are most welcome on campus and asked if they were experiencing profiling behaviors; the students are worried about that, about their own health, and about the health of friends and family in other countries.

Naming of Outdoor Space (Action)

Janet Fratella said the naming of physical spaces is a way to recognize contributions of philanthropic partners. Ms. Fratella said Peg Evans is an emeritus faculty in SOU's music program, her sister [Barbara] is an Ashland community member and the family has endowed a fund in the Oregon Community Foundation. They have also made significant contributions to the OLLI renovation project. Ms. Fratella proposed that the Campbell Center would retain its name but the inside complex area would be named the Evans Family Learning Commons. Ms. Fratella said the University Planning Board approved the naming recommendation and forwarded it to the president. Ms.

Fratella later said the grand opening would be on March 27 and the name would be announced then.

Trustee Rosenberg moved that the space would be named the Evans Family Learning Commons. Trustee Loverro seconded the motion and it passed unanimously.

Legislative Update

Jeanne Stallman said the legislative session had been going well until it came close to a full stop when some of the legislators walked out. The universities were making substantial progress on their shared agenda: HB 4160 (create a work group to determine how underrepresented groups are served), SB 1521 (transfer credits and accelerated learning), HB 4055 (food and housing insecurity) and capital construction (which included \$3.5 million for the demolition of Cascades). Voting on the bills is postponed until the return of the legislators. Responding to Trustee Franks' later inquiry, Ms. Stallman said, if the legislators do not return, the bills on the table will be dead unless the governor calls a special session.

The seven universities are working on the consolidated funding request to submit to the HECC. The HECC would prepare its agency request budget for submission to the governor, who would then submit her request budget to the legislature.

Ms. Stallman then discussed the consolidated funding request. She has heard members of the governor's staff use the phrase "equity of place," which is ensuring access for Oregonians across the state regardless where they live. She and her colleagues are working to ensure a common understanding of how important that concept is and that equitable access means equitable funding for the universities. Discussions are being held in the work groups for the consolidated funding request and for the Student Success and Completion Model (SSCM). Ms. Stallman said she has had conversations with some members of the governor's staff regarding equitable funding, the HECC's support and subsequent media coverage of that. She hears strong support from the governor's office for solutions being brought forward that would strengthen and ensure regional access and be part of the governor's recommended budget.

President's Report

Addressing news coverage of racially-motivated incidents on campus, which included a racial slur written on a resident assistant's door, swastikas and other vandalism, President Schott discussed SOU's response to ensure all students feel welcome and comfortable on campus. Dr. Suresh Appavoo and Angela Fleischer provided background information on the incidents. Ms. Fleischer said the incidents were investigated but the responsible parties were not identified and the incidents did not seem related. Regarding the incident involving the racial slur, she said an immediate response was made to the resident, including an offer of any needed accommodations, and the dean of students sent an email message to the residential community notifying them of the incident and providing a link for additional information. The bias response team met to discuss the various issues that had occurred in one of the residence halls. The team decided it would be appropriate to provide education to the community even though the responsible parties could not be identified and to have an intervention with the residents of that hall to discuss community standards, what it means to be in a

community and what happens when a community breaks down. It would also be an opportunity to ask if anyone had information about the incidents.

Dr. Appavoo said the bias response team also reviewed all the reports presented and came up with a sanction for a particular floor of the residence hall, which, predominantly, was composed of first-year students. The sanction was coordinated with the Multicultural Resource Center, Ms. Fleischer, and student leadership so it would be peer-to-peer learning rather than punitive. The intervention would be a first step and later steps could intensify when more facts were known. A student leader felt the first step was not intense enough and did not appropriately and directly address the slur; that student leader talked with other student leaders and they protested the second part of the intervention. At that point, Dr. Appavoo said he met with the students to ascertain what their particular grievances were. Following that, students began to air their experiences and wanted to meet with President Schott and other leaders on campus. He said the senior leadership has been meeting with various student leaders and groups on campus and have planned an open forum as an opportunity to hear from the campus community.

Responding to Trustee Vincent's comment, Dr. Appavoo mentioned various ways students can discuss issues in confidence. President Schott added that she has offered to meet with any student organizations, has met with the Black Student Union, and will meet with the Native American Student Union. She said the administration needs to hear what students have to say and have serious reflection about the institution and how to move forward and do better.

Responding to Trustee Franks' inquiry, Dr. Appavoo said SOU's response to these incidents will inform the institution on how to respond better when another incident occurs. Discussions are being held about how best to inform others of such incidents, without causing panic or leaving students feeling uninformed.

Responding to Trustee Wilson's request, Ms. Fleischer discussed the average response time, saying it varies given the severity of the reported incidents. In the case involving the racial slur, her office, the Housing Office, and Marvin Woodard contacted the victim the same day and the student was in Ms. Fleischer's office the next morning. Often people in this situation do not know what they want. Ms. Fleischer said that, although the entire campus was not notified, the residential community was. She said much of the hurt feelings and outrage, which are understandable, are coming from people who are not part of the residential community. President Schott added that Ms. Fleischer has reported aggregate data to the president's Executive Council.

Trustee Loverro said she believes students are concerned about the transparency of the process. It is a legitimate concern, but must be balanced with protecting the affected individual. She said it sounds like that discussion will be held and it would bring students into the conversation and make everyone feel like equal players. She said she was impressed with President Schott's email message addressing the topic.

Chair Hennion wrapped up the discussion by saying it is important to emphasize that this type of behavior will not be tolerated. How that is communicated must be done appropriately while conveying that this is not the kind of university that SOU is.

Higher Education Coordinating Commission Update

President Schott said the HECC completed biannual reports for the TRUs this year. Senior leadership corrected errors of fact and made a lot of improvements in SOU's draft report. The HECC delivered the report in its February 13 meeting and the HECC had a dinner the night before with trustees from all the universities. Trustees Franks, Bullock and Loverro attended the dinner and were fabulous representatives for the board and the university. President Schott said Trustee Loverro wowed the crowd and was the only student in attendance.

Trustee Loverro summarized the conversations held at her table, which included discussions on thoughts and concerns about the funding model. Trustee Franks said the main conversation at his table was how the HECC was perceived as an oversight authority, which was never the intent, and how the HECC and universities can become better allies; he was optimistic that people want to work together for higher education in Oregon. President Schott added that there was energy after the dinner around having additional such gatherings.

The day after the dinner was University Day in the capitol. President Schott said she spent the day with students and legislators and while Provost Susan Walsh and Vice President Greg Perkinson represented SOU at the HECC meeting when the report was delivered. President Schott said there was a fair presentation of the report. However, one commissioner wanted to probe more deeply into SOU's report. That commissioner's focus was on the downward trend in SOU's composite ratio. Mr. Perkinson and Mr. Pinkard had previously discussed the importance of context behind that number. In response to a question focused on enrollment, Mr. Perkinson presented commissioners with a handout showing SOU's enrollment, headcount and full-time equivalent (FTE) over the last 4-5 years; he explained that SOU's enrollment trend is not more negative than that of the other TRUs but is the opposite.

Mr. Perkinson said he then directed the discussion to viewing SOU's starting point when OUS dissolved and the board was formed. In 2014, SOU's ending fund balance was \$1.7 million. At the HECC meeting, he provided another handout showing the ending fund balance by year and what it would have been if SOU had received the \$2.3 million EOU has received each year. If SOU had received that additional funding, its ending fund balance would now be \$25.5 million. Chair Hennion said, when she mentioned that point to Chair Rives, he was surprised. She continues to not understand why the HECC keeps saying the other TRUs are doing fine, but SOU is not because of enrollment; it is obviously because of the inequitable funding.

Mr. Perkinson said, when the HECC Funding and Achievement Subcommittee was presented data in December regarding the mission differentiation funding categories, the reminder was given that the work group ran out of time 5-6 years ago and just carried forward that aspect of the previous funding model. He thought Commissioner

Duncan Wyse showed nonverbal agreement that the carryover was an issue. Mr. Perkinson said SOU's greatest opportunity is to impact the SSCM.

Trustee Clough added that it seems SOU's current situation is stemming from a poor funding model, a decision that happened many years ago; SOU is in a unique situation since the funding model currently is being assessed. In response to further questions from Trustee Clough, Mr. Perkinson responded that Jason Catz is SOU's primary contact and Britney Sharp is the student representative on the SSCM work group; they are doing a great job advocating for specific changes.

Mr. Catz provided an update on the work group's efforts. He said they have had only one meeting since the last board meeting. The meeting focused on two issues: (1) how certain student populations (e.g., veterans, bilingual educators and rural populations) are rewarded under the model and if those definitions are accurate; (2) incentive stacking (e.g., a 20 percent bonus for STEM degree completions). Mr. Catz detailed the incentive stacking, the policy reasons that justify it and arguments against it. The work group's next meeting is on March 13, where the discussion will be on affordability and mission differential, and the last meeting is on April 10. Mr. Catz said he thought there were people at the HECC and at the other institutions who are sympathetic to SOU's need for change but the other universities do not want to see themselves harmed by any change. It can be stressed that all the universities should continue to improve while also declaring that there are ways SOU is being starved, cannot be its best self, and cannot keep costs down for students the way it intends.

President Schott said SOU has been assembling data as evidence of SOU's efficiencies. Mr. Perkinson reviewed some of that data and compared SOU's statistics to the other universities. He said some of the universities are allies in the efforts to change the funding model, and Mr. Catz stressed that SOU has no desire to see any of the TRUs harmed by even \$1. President Schott said the university presidents can and should discuss what is needed from the state for the regional universities to meet their missions and serve citizens in their parts of the state.

Trustee Clough said the situation is a zero sum game and at some point being nice to each other is going to get thrown out the window. Responding to her question about whether that can be avoided, Mr. Catz said the point is always made at the work group meetings that the size of the pie needs to increase and there is a need to balance the benefit to one institution with the impact it may have on the others.

ASSOU President Britney Sharp said she and Mr. Catz have been making SOU's case at the table, have highlighted disparities in the funding model, and have argued for the ability of each institution to provide its own report at the conclusion of the work group.

Responding to Trustee Vincent's comment about acknowledging inequities in the funding model regarding disadvantaged populations and the resulting discrimination, Mr. Catz said it would be known by mid-May if this dialogue is starting to resonate because that is when recommendations will start to go forward. The work group should lead with the best policy for the state and what the state would look like if these institutions were not supported and did not exist. President Schott added that there is

considerable research showing outcomes-based funding models often contribute to disparity and they disadvantage the very students they intend to serve.

President Schott turned the discussion to the HECC's evaluation report for SOU and how *The Oregonian* used the report in a way that was unfortunate. She said Chair Hennion had talked with Chair Rives about the HECC doing no harm to the institutions and she does not feel the HECC lived up to that. Janet Fratella informed the board of ways SOU is getting out its good news stories to counteract the aforementioned article in *The Oregonian*.

President Schott mentioned new businesses and scholarly enterprises being created to help determine when an institution is in financial trouble. Wanting predictors is understandable but must be handled carefully so they do not become self-fulfilling prophecies. She said she wants to come back at a future meeting with recommendations on what metrics SOU and the board should be tracking along with more education to support informed discussions with the HECC on the use of ratios. SOU has been using a legacy metric: the ending fund balance as a percentage of operating revenue. Other peer institutions use that as well. The result is that the boards have a set of metrics to monitor their institutions' financial health, the HECC has its metrics, and entities external to the institutions are also creating metrics.

In closing, President Schott mentioned the upcoming open forum for employees to address various issues, including the work to obtain equitable funding.

Future Meetings

The next regularly scheduled meeting of the board will take place on Tuesday, April 21.

Adjournment

Chair Hennion adjourned the meeting at 4:33 p.m.

Board of Trustees Emergency Meeting

Thursday, March 19, 2020

6:15 – 7:15 p.m. (or until business concludes)

DeBoer Room, Hannon Library

MINUTES

Call to Order/Roll/Declaration of a Quorum

Board Members:

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

Chair Lyn Hennion called the meeting to order at 6:15 p.m. in the DeBoer Room of the Hannon Library. The Board Secretary recorded the roll and a quorum was verified.

Other attendees included: Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Janet Fratella, Vice President for University Advancement; Jason Catz, General Counsel; Sabrina Prud'homme, Board Secretary; Britney Sharp, ASSOU; Taylor Burke, Dean of Students; Dr. Matt Stillman, Registrar; Hugues Lecomte, Campus Recreation; Josh Lovern, Budget Office; and Kathy Park, Office of the Board Secretary.

Public Comment

Echo Fields submitted a written statement, which was provided to the trustees. Sabrina Prud'homme read a portion of the statement where Ms. Fields encouraged trustees to work with the state legislature and members of Congress to obtain a deferment of student loan debt repayments. Ms. Fields described that SOU students are more likely to come from lower income families and to have taken on debts that they struggle to pay in the best of times.

Action, Information and Discussion Items

Adjustment [Reduction] to Student Fees for the Spring 2020 Term (Action)

President Linda Schott said the emergency meeting was necessary to discuss student fees as SOU moves to a quarter where everything will be remotely delivered. Normally students are charged a range of fees for services they can access, such as the recreation center, Student Health and Wellness Center (SHWC) and Student Life activities. The administration believes the vast majority of students will leave campus, which is in the best interest of public and student health. The administration is hoping to be able to rework the fee structure to relieve students of some of the fees or provide more transparency around the fees that would be charged. The goal would be to provide relief to students and families, then ensure adequate revenue to continue to support services so

they will be available when students return. President Schott stressed that where the senior leadership ended is not where she wanted to end and recognized she, others and the board will be criticized for whatever decision is made.

Dr. Neil Woolf said the administration wants to provide more certainty to students. In looking at what SOU can charge, they want to do what is best and most fair for students, and SOU's current obligations.

Josh Lovern said the four fees involved are the student incidental fee, recreation center fee, SHWC fee and building fee. These are \$658 per term. The team also looked at tuition rates, including graduate, undergraduate and WUE, to determine the right mix.

Dr. Woolf mentioned that OSU announced it was not adjusting its tuition and fees for the spring term, which was not well-received. President Schott added that students may perceive the spring term as having fewer benefits for them but SOU informed students that some of the benefits will continue to be provided.

Responding to Trustee Steve Vincent's inquiry, Jason Catz said the university hopes for relief measures from the governor's office and the legislature but the bandwidth to get in front of the governor on the issue of student fees is not high.

Mr. Catz said there are statutes that govern the very fees the board has adopted year over year. The board does not have the legal authority to create new fees or just simply wipe out certain fees and charge a new fee without going through the tuition and fee process. The board can make adjustments to existing fees but the impact on the next term is unknown, as is SOU's ability to meet its contractual commitments.

President Schott and Greg Perkinson added the universities are approaching this issue differently and are unable to establish general principles for a common approach.

Responding to Trustee Dylann Loverro's inquiry, Mr. Lovern said the online delivery fee is applied to the technology framework that allows SOU to offer courses online and reducing that \$65 fee has been discussed.

Mr. Lovern explained that WUE students taking online courses are paying the in-state tuition rate. If WUE students were charged the online tuition rate instead, there would be a significant drop in revenue, probably in excess of \$700,000 on top of attrition.

Trustee Deborah Rosenberg expressed her concern with charging students fees but not giving them the same educational experience, making enough revenue for SOU to keep its doors open, and the endless tension of giving students a financial break.

Responding to ASSOU President Britney Sharp's inquiry regarding using a student referendum to change the fees, Mr. Catz said there would be challenges. For example, it would be difficult to get the bills out to students on time and facilitate the charge in the financial aid disbursement process. Also, the process would take weeks to have an effective referendum. Any referendum could not just remove the fees but would have to satisfy financial obligations (e.g., the recreation center bonds) and ensure services can still

be provided. If SOU dropped many of its services and the people associated with delivering them, it would be difficult if not impossible to resume services when needed.

Mr. Lovern summarized the proposal: leave the fees as is then create a mechanism to return to the students during the term a rebate/credit for some lost value. Dr. Woolf clarified that the students' bills would remain the same for now; after operational savings have been determined, a message would be sent to students to inform them they would get some money back.

Trustees Rosenberg and Loverro expressed concern with doing business as usual, thinking it would be giving no credence to this situation and students need assistance right now. Trustee Loverro recommended reducing the fees a certain amount now and then more later. Trustee Vincent recommended including any reduction as a credit on students' statements, rather than as a general adjustment.

President Schott stressed the board's and her highest responsibility is to ensure the continuity of the institution. Although serving students is primary, if SOU is not here it cannot serve students. SOU has to balance what it does to help students and families without undermining SOU's stability of operations. She cautioned that if the HECC thinks SOU has acted irresponsibly, it may be reluctant to provide emergency support.

Trustee janelle wilson concurred with the president's comment about the continuity of the institution being of utmost importance. Discussion ensued on the consequences of delaying notification to students until a decision is made and the impact on financial aid, students' ability to pay bills, and students keeping their campus employment.

Trustee Barry Thalden proposed a combination of reducing the fees and asking the state for additional support. Trustee Daniel Santos said SOU needs surety for the vitality and security of the institution itself.

Trustee Jon Bullock said this is a three-prong issue: economic, timing, and relations with students and families. SOU is not yet solid on the economics and students' bills have already gone out. He, therefore, thought SOU should focus on the relationships.

Discussion ensued on possible rate reductions now and later; the impact on planned budget cuts and the reserves; the importance of keeping faith with students; the impact on student retention; the impact on students who depend on financial aid and funding for employment; the possibility of using fundraising efforts to help cover the shortfall; and the importance of preserving reserves for a rainy day, which is now.

Trustee Bullock moved that the board empower the administration to make a reduction [in the form of a remission or credit] to student fees now and reduce fees later, upon further analysis. Trustee Thorndike seconded the motion. After discussion on the possible amount of reduction, the motion passed unanimously, with Trustee Santos abstaining.

Adjournment

Chair Hennion adjourned the meeting at 7:53 p.m.

President's Report

Board Committee Reports

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

Associated Students of SOU Report

SOU Faculty Senate Report

COVID-19 Operations Transitions and Update

COVID-19 Operations Update

- Status Update
- Key Milestones
- Next Actions
- Communications and Information:
<https://sou.edu/campus/notifications/>
- Help Needed?

Remote Delivery Demonstrations

Update on Tuition and Fees for Academic Year 2020-2021

Tuition and Fees Update

- ASSOU Senate approved Fees on 4/10/20
- TAC meeting regularly, working to have recommendation to President week of 5/11/20
- Key milestone: end of Drop-Add – 4/20/20
(for Spring revenue ‘clarity’)
- Next Action: update pro forma on 4/20
 - assess status of current fiscal year estimate-to-complete; and
 - update revenue projection

Government Relations Update

Preparation of Diverse Educators (Action)

The Southern Oregon Pathway to Teaching

Southern Oregon University Educator Equity Plan

2020



Recruiting and Developing Diverse Educators in Southern Oregon

Oregon’s Educator Equity Act (ORS 342.433 to 342.449) establishes a statewide goal that “the percentage of diverse educators employed by a school district or an education service district should reflect the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015). The educator preparation programs in our state are a critical link in achieving this goal.

Pursuant to ORS 342.447, Oregon’s six public education schools and colleges are required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators (HB 3375, Section 6, 2015). The six institutions providing plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. The law requires the HECC to “review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans.”

The Southern Oregon Pathway to Teaching

The Southern Oregon University Educator Equity Plan has been reviewed and approved by both the SOU Board of Trustees and the HECC in 2016 and 2018. Goals identified in that plan include:

- 1) Increasing the number of teachers from culturally and linguistically diverse backgrounds within schools throughout Southern Oregon;
- 2) Increasing the diversity of university enrollment by expanding the pipeline of culturally and linguistically diverse students from within the Rogue Valley who are actively encouraged and academically prepared to enter and succeed in higher education.

Core strategies for achieving these goals include:

- a) Starting early: linking with existing minority outreach efforts which begin in the 8th grade and employ a whole family approach.
- b) Articulated career pathway including dual credit: providing tuition assistance for students to earn 15 credits of college coursework while still in high school.
- c) Bridging systems to support post-secondary and career aspirations: working with students and families as they navigate the transition from K-12 to higher education and into the workforce.
- d) Incentivizing participation for culturally and linguistically diverse students: participating students receive an intent to interview letter upon graduating from high school along with tuition remissions and paid internships during the final year of their teacher preparation program.
- e) Building community partnerships around common priorities and shared commitments: programing and financial contributions from Southern Oregon University, the Medford and Phoenix-Talent School Districts, and the Southern Oregon Educational Services District.

Progress Achieved to Date

Since the inception of the Pirates to Raiders program to support academic success and post-secondary aspirations for Latinx students in the Phoenix-Talent School District in 2011, SOU’s Minority Outreach Pathway Programs have expanded to serve over 300 students across six schools and two districts. The inaugural cohort of 24 8th graders at Talent Middle School have now progressed through various milestones including high school graduation and college admission and, beginning this current year, graduation from college and admission to graduate school. Additional 8th grade cohorts began at McLoughlin Middle School in the Medford School District in 2015 and Hedrick Middle School in 2017.

Table 1: SOU Minority Outreach Pathway Programs Enrollment and Outcomes

	2015-16	2016-17	2017-18	2018-19	2019-20
Total students served (grades 8-12)	164	189	234	304	324
8th grade cohort	46	69	69	77	56
Graduating seniors	n/a	19	23	21	14
College attenders	n/a	19	18	16	12
SOU attenders	n/a	5	8	7	3
Retention rate*	83%	69%	75%	75%	n/a
SOU ED majors	0	1	2	2	3
SOU EPP candidates (MAT)	n/a	n/a	n/a	n/a	1
SOU EPP completers	n/a	n/a	n/a	n/a	n/a
Employed teachers	n/a	n/a	n/a	n/a	n/a

* Latinx students from Medford & Phoenix-Talent SD

By providing after-school tutoring support, college preparation, application and financial aid workshops, and family engagement programming from grades 8 through 12, these programs have contributed to impressive gains in Latinx student success in both partnering school districts. As seen in Table 2, Latinx high school graduation rates have steadily improved in both districts to a point where both surpass the statewide average and, in the case of Phoenix-Talent, actually surpass that of the district average for all students.

Table 2: Four-Year Cohort Graduation Rates for Latinx Students**

	2015-16	2016-17	2017-18	2018-19
Oregon-Hispanic/Latino	69.44	72.54	74.63	76.2
Medford SD-Hispanic/Latino	69.39	68.06	72.76	79.18
Phoenix-Talent SD-Hispanic/Latino	65.45	72.86	77.61	89.04

** <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

Working in concert with other university-district partnerships designed to help diversify the teacher candidate pool, these pathway programs have contributed to significant increases in the number and proportion of culturally and linguistically diverse candidates in SOU’s teacher preparation programs. After having a total of 4 Latinx students from the Medford and Phoenix-

Talent districts enroll in SOU teacher preparation programs over the previous ten years, we now have 8 declared Education majors in the 4 years since the inception of the Pathway to Teaching and one student who has progressed to the graduate level MAT program and currently receiving full tuition remission by virtue of SOU’s Educator Equity Plan. Combined with the launch of satellite programs for place-bound students in Klamath Falls and Coos Bay, and the extension of copay privileges, scholarships, and direct loans to allay tuition costs for district paraprofessionals, the percentage of culturally and linguistically diverse candidates enrolled in SOU’s teacher preparation programs has risen from 9 to 24% over a four year period.

Table 3: SOU Educator Preparation Program Enrollments

Program Starters (MAT/SPED/EE)	15-16	16-17	17-18	18-19	19-20
All candidates	104	111	106	115	119
CLD candidates	9	15	20	17	28
CLD cohort percentage	9%	14%	19%	15%	24%

Continuing the Journey, Deepening the Commitment

For the 2020-21 biennium, Guidance on Content of the Plans provided by the Higher Education Coordinating Commission recommends addressing 3 major areas:

Part 1. Identify specific measurable goals for increasing the preparation and retention of diverse educators enrolled in preliminary licensure programs, with a specific focus on retention by addressing five major student success factors: culture, student preparation, personal wellbeing, academic engagement and social integration (Roberts, 2018)¹.

Part 2. Identify and describe practices and strategies to impact progress described in part 1.

Part 3. Reference timeline along which the strategies will be implemented, the progress expected, the impact measured, and the plans reviewed and improved continuously.

Part 1. SOU Goals

Goal 1: The percentage of culturally and linguistically diverse candidates admitted to and completing SOU’s educator preparation programs will continue to increase by an average of 3% per year.

Goal 2: The retention rate for culturally and linguistically diverse students from SOU’s Minority Outreach Pathways will equal or surpass that of their whole cohort averages.

Part 2. SOU Strategies

Strategy 1: Institute Sponsored Residencies to reduce barriers to entry, success and completion.

1a. Offer matching scholarships for CLD school paraprofessionals: Districts or tribal departments of education “sponsor” candidates by providing direct tuition assistance as candidates complete their teacher preparation program. Over the last three years, one

¹ Roberts, J. (2018). Professional staff contributions to student retention and success in higher education, *Journal of Higher Education Policy and Management*, 40:2, 140-153, DOI: 10.1080/1360080X.2018.1428409

local district has provided scholarships to 11 paraprofessionals to support their ability to complete SOU's teacher preparation program. To help incentive other districts and tribal departments of education to follow suit, a 50% of SOU's allocated Educator Equity funding will be used to match scholarships provided by districts. The "University Partnership Agreement" currently utilized by SOU's online MBA program will serve as a template for formalizing this arrangement (see Appendix A).

- 1b. Allow co-teaching model to fulfill student teaching requirements: "Residency" models enable teacher preparation candidates to use their paid positions to satisfy student teaching requirements needed to qualify for licensure. In Oregon, OAR 584-400-0140 Clinical Practices requires candidates for educator licensure to complete at least 15 weeks of student teaching which must include at least nine consecutive full-time weeks during which the candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure. Because student teaching must be supervised by a cooperating teacher and to comply with their contractual duties as a paid paraprofessional working under the direction of a licensed teacher, candidates completing a sponsored residency may satisfy student teaching requirements by utilizing a co-teaching model in which they collaboratively plan and deliver instruction throughout the 15 weeks. Research indicates that candidates prepared using this model often teach far more than candidates prepared using a traditional model of student teaching (Heck, Bacharach & Dahlberg, 2008)².
- 1c. Offer evening and weekend class sessions to avoid conflict with paid employment: to ensure paraprofessionals are able to maintain their paid employment while completing SOU's teacher preparation program, all courses offered during the academic year have sections scheduled for evenings or weekends to avoid conflict with contracted work hours.

Strategy 2: Pilot the Student-Ready Campus Initiative to provide a smooth transition to the university setting and ensure more equitable access to culturally responsive supports. McNair et. al. (2016)³ coin the term "student-ready" to signify the need for universities to assume shared responsibility for the success of all students, including those who may not meet the standard perception of being fully "college-ready" upon entry. Becoming student-ready requires that institutions become more adept at valuing and developing student assets and social capital while also attending to the non-cognitive dimensions which can either contribute to or undermine students' experience of wellbeing, belonging and success. With an eye towards eventually expanding to other student groups, the pilot will focus on providing enhanced retention and navigation supports to students from SOU Minority Outreach Pathway Programs.

- 2a. Multicultural Retention Specialist and Navigation Coaches to help connect students with campus resources, provide peer support, and promote persistence (see Appendix B for draft position descriptions). The Multicultural Retention Specialist is a staff position responsible for helping students from underrepresented populations make a successful

² Heck, T.H., Bacharach, N., & Dahlberg, K. (2008). Co-teaching: Enhancing the student teaching experience. 8th Annual IBER and TLC Conference Proceedings. Las Vegas: NV.

³ McNair, T.B., Albertine, S., Cooper, M.A., McDonald, N., & Major, T. (2016). Becoming a student-ready college: A new culture of leadership for student success. San Francisco, CA: Jossey-Bass.

transition into the university setting, learn to navigate university systems and access available resources, and foster a sense of belonging and social connection. Navigation coaches are student worker positions responsible for providing personalized mentoring and support for students and assisting the multicultural retention specialist in designing and facilitating cohort-based programming including Culture Circles (see below).

2b. Facilitated Culture Circles to strengthen students' own sense of cultural identity and belonging while also demystifying the institutional culture of higher education. Recognizing that students from underrepresented populations confront a greater likelihood of experiencing social isolation on college campuses, affinity groups can play a vital role in helping promote greater connection, wellbeing, and persistence and also contribute to creating a more inclusive campus climate (Sidanius, et. al., 2008)⁴. Co-designed and co-facilitated by the Multicultural Retention Specialist and Navigation Coaches, Culture Circles at SOU will provide regularly scheduled, cohort-based venues for providing collegial support and connection, acknowledging and developing the diverse funds of knowledge which students bring with them to the college campus (Kiyama & Rios-Agular, 2018)⁵, and familiarizing students with the university's institutional norms, expectations and systems.

2c. Culturally Responsive Teaching (CRT) Innovation Collaborative to help transform institutional and classroom practice to ensure that all students experience campus and classroom environments that are equitable, welcoming, and inclusive. Recognizing that the retention and wellbeing of diverse students depends in large part upon the reception they receive on a daily basis, the innovation collaborative is a professional learning community currently composed of 20 faculty and staff engaged in researching CRT, examining their curriculum and professional practices in light of this research, developing and experimenting with new CRT-informed practices, and disseminating their findings and applications to the wider SOU community. Now supported by a grant from the SOU Center for the Advancement of Teaching and Learning, the CRT Innovation Collaborative is a key ally and resource for ensuring that student perspectives, experiences and needs voiced through Culture Circles are greeted with a hospitable and responsive institutional climate.

Part 3. SOU Timelines for Implementation and Review

Sponsored Residencies

- **Matching Scholarships:** announced upon the approval of the plan and confirmation of HB 3427, Section 48 funding. For the past two years, SOU, SOESD, and district superintendents and human resource directors have participated in shared discussions about strategies for addressing regional teacher workforce needs. Upon notification of SOU's commitment to match district-provided scholarships, districts will have the opportunity to notify appropriate paraprofessional staff of the procedure and timeline for

⁴ Sidanius, J., Levin, S., Van Laar, C., & Sears, D. (2008). *The diversity challenge: Social identity and intergroup relations on the college campus*. New York, NY: Russell Sage Foundation.

⁵ Kiyama, J. & Rios-Aguilar, C. (2018). *Funds of knowledge in higher education: Honoring students' cultural experiences and resources as strengths*. New York, NY: Routledge.

applying for scholarships. SOU will extend the application window for the Part-Time MAT program to September 8 with classes scheduled to begin September 23. Should the full allocation of available funding not be awarded to candidates applying for fall admission, winter or spring admission will be considered.

- **Co-Teaching Model:** implementation will occur when candidates reach the student teaching portion of their program of study, typically in the second year of the Part-Time MAT program. Evaluation of effectiveness and impact will occur as part of our regular program assessment system which tracks and compares the performance of candidates completing the program according to different variants. For candidates who complete student teaching by utilizing a co-teaching model, their performance on each program assessment and relative to each InTASC standard will be compared to that of whole program averages to identify what impact, if any, that model has upon their relative performance. As with all program variants, to the extent that a discrepancy is revealed, modifications in program supports or structures will be made accordingly.
- **Evening and Weekend Courses:** just as the initial Pathway to Teaching plan built off the successful foundation of existing Minority Outreach Pathway Programs, the provision of evening and weekend courses has already been instituted within both the undergraduate satellite program and Two-Year MAT program. Both programs have proven effective, sustainable and increasingly popular options for students who need to remain gainfully employed as they progress through their teacher preparation program. Our program assessment system tracks and compares candidate performance data for students completing the program through the part-time model or while employed within schools. In both cases, candidate performance and completion rates are comparable to those of whole program averages. Analysis and evaluation of program effectiveness for working paraprofessionals will take place through our Annual Program Review and Reporting process.

Student-Ready Campus Initiative

- **Multicultural Retention Specialist and Navigation Coaches:** position descriptions will be finalized in spring 2020 with hiring to take place in summer. The Multicultural Retention Specialist will be an expansion of or reassignment of an existing staff position in Student Affairs, with their performance monitored and evaluated according to the university's standard performance review process. Navigation coaches will be hired from returning students who are graduates of the Minority Outreach Pathway Program, with training to be provided by the Multicultural Retention Specialist in fall. Ongoing supervision and evaluation will also be provided by the Multicultural Retention Specialist.
- **Culture Circles:** to begin in fall 2020 with weekly meetings during the fall and winter quarters and potentially a reduction to monthly meetings in spring. Evidence of impact will be assessed through the belonging scale of the first year College Transitions Collaborative survey and retention rates for participating students from the Minority Outreach Pathway Programs.
- **CRT Innovation Collaborative:** a core team of faculty from the Education and English departments dedicated to culturally responsive teaching began meeting in 2015 as part of an ODE funded project. At that time, SOU's CRT Transformation Team instituted

monthly brown bag meetings to strengthen faculty understanding of, commitment to, and implementation of culturally responsive practices within their own classrooms, establish a CRT lending library, and create opportunities for shared professional learning spanning both K-12 and higher education contexts. Having convened a series of high profile regional summits with speakers ranging from Zaretta Hammond and Linda Christenson, that group expanded and formalized into the CRT Innovation Collaborative in 2019 with funding provided through the SOU Center for the Advancement of Teaching and Learning. With shared learning and dissemination of resources expected to continue for the foreseeable future, evidence of impact will include surveys of inclusive campus climate.

Budget

Revenues

The Oregon Student Success Act (HB 3427, Section 48) allocates funding to support the six public universities that offer Educator Preparation Programs in creating a community of practice to support the strategies identified in their Educator Equity Plans. It is anticipated that \$60,000 will be made available to each campus to be expended between June 30, 2020 and June 20, 2021. This funding should be confirmed in May.

Expenses

Scholarships: \$30,000 to match district scholarships for paraprofessionals enrolling in SOU's teacher preparation program.

Personnel:

- \$14,850 for Multicultural Retention Specialist: .25 FTE expansion of current staff position in Student Affairs or Minority Outreach Programs. 40 hours/month for 9 months @ \$25/hr. + .65 OPE
- \$10,800 for Navigation Coaches: two .25 FTE student worker positions. 40 hours/month for 9 months @ \$15/hr.

Services and Supplies:

- \$4,350 for promotional materials and Culture Circle meeting materials and refreshments

Appendix A
University-District Partnership Agreement

This agreement is made and entered into by and between xxx School District or xxx Tribal Department of Education, (hereinafter “District”), with its principal place of business at Address, and Southern Oregon University (hereinafter “UNIVERSITY”), a public university with a governing board. DISTRICT is a corporation organized under the laws of the State of Oregon.

AGREEMENT

In accordance with all policies and procedures of DISTRICT and the UNIVERSITY, all parties agree as follows:

1. MUTUAL PROVISIONS

- A. **Term of Agreement:** This Agreement shall be effective on the date of last signature and continue, unless otherwise terminated, for a period of three (3) years.
- B. **Communication & Marketing:** Benefits of this Agreement and the educational opportunities and offerings available at the UNIVERSITY will be communicated to DISTRICT classified employees. The parties will mutually agree upon the process and information to be provided.

DISTRICT and UNIVERSITY grant mutual rights to use names and logos for purposes of this Agreement only. The parties grant to each other a revocable, non-exclusive, non-transferable license to use each other’s trademarks in a manner solely for the purposes of identifying and communicating the UNIVERSITY programs to DISTRICT employees.

DISTRICT and UNIVERSITY have no ownership interest in computer programs, internet web pages, course materials, data, analyses, screens, manuals or other promotional materials.

- C. **Relationship of Parties:** Each party acknowledges that the relationship with the other is that of an independent contractor. Each will have complete control over its own performance and the details for accomplishing its own obligations under this Agreement. This Agreement does not create any rights, title, or interest for any entity other than DISTRICT and the UNIVERSITY.
- D. **Indemnify & Hold Harmless:** DISTRICT and UNIVERSITY hereby agree to indemnify and hold harmless its officers, agents and employees, from all liability, claims, suits, actions, and other proceedings arising out of or in any manner related to performance hereunder. UNIVERSITY’s duty to indemnify shall be limited to the extent permitted by Article XI, Section 7 of the Oregon Constitution and the Oregon Tort Claims (ORS 30.260 to ORS 30.300).

2. UNIVERSITY PROVISIONS

- A. The UNIVERSITY will provide a matching scholarship for DISTRICT classified employees who receive a scholarship from the DISTRICT to enroll in the UNIVERSITY'S teacher preparation program and meet UNIVERSITY admission standards and requirements for that program. The scholarship will be applied only for tuition after the effective date of this Agreement, and will be credited for tuition in the STUDENT'S final term before program completion. STUDENT must be identified by DISTRICT as a DISTRICT employee for all academic terms of the program.

3. DISTRICT PROVISIONS

- A. DISTRICT will provide a link from their internal website to the UNIVERSITY website to assist employees with enrollment.
- B. DISTRICT commits to promoting the Program to DISTRICT classified employees throughout the term of this Agreement and will provide UNIVERSITY mutually agreeable opportunities to promote and inform DISTRICT employees of the existence of the program.
- C. DISTRICT will reasonably assist SOU in determining employee eligibility for the tuition scholarship by confirming that:
 - i. the student applicant is employed by DISTRICT, and
 - ii. the dollar amount of the scholarship being provided by the DISTRICT.

4. GENERAL PROVISIONS

- A. **Termination of Agreement:** This Agreement may be terminated by either party upon thirty (30) days written notice to the other party. Either party may immediately terminate this Agreement for a substantial breach of the Agreement upon written notice to the other party.
- D. Both Parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act ("**FERPA**") in the handling of educational records, including records regarding application, scholarships information, and admission to UNIVERSITY. The Parties recognize that they are not permitted to authorize any further disclosure of educational records of students to persons or entities not party to this Agreement without first having received permission of the student and having obtained assurances that the other Party has fully complied with the provisions of FERPA. Any permitted disclosure to persons or entities not a party to this Agreement shall be under the conditions that no further disclosure by such persons or entities shall be permitted. Neither Party shall be bound to provide services under this Agreement which would cause violations of any applicable privacy laws including, but not limited to, FERPA.

C. **Compliance:** Both parties agree to comply with Title VI of the Civil Rights Act of 1964, with Section V of the Rehabilitation Act of 1973, and with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules and regulations. Additionally, each party shall comply with the Americans with Disabilities Act of 1990 (Pub L No.101-366., ORS 659.425) and all regulations and administrative rules established pursuant to those laws.

- 1) UNIVERSITY and DISTRICT agree to comply with all federal, state, county and local laws, ordinances and regulations applicable to the work to be done under this Agreement. This Agreement shall be governed and construed in accordance with the laws of the State of Oregon. Both parties must have achieved and maintain current accreditation or approval status through the appropriate overseeing agency.
- 2) UNIVERSITY employees and authorized representatives subject to the Agreement, agree to comply at all times with HIPAA health care information privacy and confidentiality requirements.

D. THIS AGREEMENT CONSITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THERE ARE NO UNDERSTANDINGS, AGREEMENTS OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS AGREEMENT. NO AMENDMENT, CONSENT OR WAIVER OF TERMS OF THIS AGREEMENT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY ALL PARTIES. ANY SUCH AMENDMENT, CONSENT OR WAIVER SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCES AND FOR THE SPCIFIC PURPOSE GIVEN. THE PARTIES BY THE SIGNATURES BELOW OR THEIR AUTHORIZED REPRESENTATIVES, ACKNOWLEDGE HAVING READ AND UNDERSTOOD THE AGREEMENT AND AGREE TO BE BOUND BY ITS TERMS AND CONDITIONS.

E. **Notifications:** Any notice required or permitted to be given pursuant to this Agreement shall be given in writing and addressed as follows:

DISTRICT: Name, Title
 Address

UNIVERSITY: Susan Walsh
 Provost
 1250 Siskiyou Boulevard
 Ashland, OR 97520

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective duly authorized representatives as of the date last below written.

DISTRICT Signature: _____

Name:
Title:
Address:
City/State/Zip:
Phone:

Date

UNIVERSITY:

Signature:

Name: Linda Schott
Title: President
Address: 1250 Siskiyou Boulevard
City/State/Zip:
Phone: (541)552-6111

Date

Ashland, OR 97520

Appendix B

Draft Position Descriptions for Multicultural Retention Specialist and Navigation Coaches

Multicultural Retention Specialist

Position Summary: the Multicultural Retention Specialist provides support for students from underrepresented populations in making a successful transition into the university setting, learning to navigate university systems and access available resources, and fostering a sense of belonging and social connection. The position develops and provides support services in both one-on-one and group settings to promote student persistence, success and wellbeing.

Minimum Qualifications:

- A Bachelor's degree from an accredited institution.
- Two years of experience in student advising, counseling, mentoring or related work, preferably in a higher education setting and working with diverse populations.
- Proficiency in a second language other than English (Spanish preferred).
- Demonstrated commitment to diversity, equity and inclusion.

Preferred Qualifications:

- Master's degree in Education, Student Services, Counseling, Psychology, or related field.

Duties:

- Student support and advocacy: connect students with resources that can help them stay on track for success; collaborate with campus partners to provide activities, workshops, and programs designed to support student retention and degree completion; plan and facilitate Culture Circles in collaboration with navigation coaches.
- Outreach: collaborate with campus partners to identify and remove barriers to persistence and completion; develop relationships with Pathway Program partners.
- Supervision: train and supervise navigation coaches to provide one-on-one support for students.

Compensation:

- \$25/hour for 40 hours per month, 9 months per year.

Navigation Coaches

Position Summary: Navigation Coaches provide personalized mentoring and support for students from underrepresented populations making the transition into higher education and learning to navigate university systems and culture. The position works with students in both one-on-one and group settings to help develop social connections, a sense of belonging, and self-efficacy.

Minimum Qualifications

- Sophomore, Junior, or Senior standing at Southern Oregon University.
- Demonstrated understanding of issues facing students from diverse backgrounds.
- Strong organizational and communication skills.
- Ability to maintain professionalism and confidentiality.

Preferred Qualifications

- Experience participating in SOU Pathway Programs.
- Experience as a student advocate on behalf of diversity, equity and inclusion.

Duties

- Assist students in navigating the college website and accessing the college online system for course registration, placement testing, checking financial aid status, accessing transcripts and degree audit, etc.
- Assist students in understanding academic deadlines, course enrollments, scholarships and financial aid opportunities, and other related information that allows students to make informed choices on majors, minors and time to degree.
- Provide periodic check-ins with students to help foster their sense of connection and belonging and reconnect them with resources, individuals and tools that can help them stay on track for success.
- Assist the Multicultural Retention Specialist in designing and facilitating Culture Circles.

Compensation

- \$15/hour for 40 hours per month, 9 months per year

Enrolled House Bill 3375

Sponsored by Representative FREDERICK

CHAPTER

AN ACT

Relating to educator diversity; creating new provisions; amending ORS 342.433, 342.437, 342.443, 342.447, 342.449, 342.950 and 351.077 and section 10, chapter 519, Oregon Laws 2011; and repealing section 3, chapter 778, Oregon Laws 2013.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 342.433 is amended to read:

342.433. As used in ORS 342.433 to 342.449 and 351.077:

[(1) "Minority" means a person who is:]

[(a) A person having origins in any of the black racial groups of Africa but who is not Hispanic;]

[(b) A person of Hispanic culture or origin;]

[(c) A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;]

[(d) An American Indian or Alaskan Native having origins in any of the original peoples of North America; or]

[(e) A person whose first language is not English.]

[(2) "Teacher" includes a teacher or an administrator.]

(1) "Diverse" means culturally or linguistically diverse characteristics of a person, including:

(a) Origins in any of the black racial groups of Africa but is not Hispanic;

(b) Hispanic culture or origin, regardless of race;

(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;

(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or

(e) A first language that is not English.

(2) "Educator" means a teacher or an administrator.

SECTION 2. Section 3, chapter 778, Oregon Laws 2013, is repealed.

SECTION 3. ORS 342.437 is amended to read:

342.437. [As a result of this state's commitment to ethnic-racial equality, the goal of this state is that, by July 1, 2015, the following shall be increased by 10 percent as compared to July 1, 2012:]

[(1) The number of minority teachers and administrators employed by school districts and education service districts; and]

[(2) The number of minority students enrolled in public teacher education programs.]

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators.

SECTION 4. ORS 342.443 is amended to read:

342.443. (1) The Oregon Education Investment Board shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [Minority] **Diverse** students enrolled in community colleges;

[(b) *Minority students applying for admission to public universities listed in ORS 352.002;*]

[(c)] (b) [Minority] **Diverse** students [accepted] **enrolled** in public universities;

[(d)] (c) [Minority] **Diverse** students graduated from public universities;

[(e) *Minority candidates seeking to enter public teacher education programs in this state;*]

[(f)] (d) [Minority] **Diverse** candidates [admitted to] **enrolled in** public teacher education programs;

[(g)] (e) [Minority] **Diverse** candidates who have completed approved public teacher education programs;

[(h)] (f) [Minority] **Diverse** candidates receiving Oregon teaching **or administrator** licenses **or registrations** based on preparation in this state and preparation in other states;

[(i)] (g) [Minority teachers] **Diverse educators** who are newly employed in the public schools in this state; and

[(j)] (h) [Minority teachers] **Diverse educators** already employed in the public schools.

(2) The board also shall report comparisons of [*minorities' and nonminorities'*] scores **achieved by diverse persons and nondiverse persons** on basic skills, pedagogy and subject matter tests.

(3) The [*Oregon University System*] **Higher Education Coordinating Commission**, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the board in collecting data and preparing the report.

SECTION 5. ORS 342.443, as amended by section 5, chapter 778, Oregon Laws 2013, is amended to read:

342.443. (1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) [Minority] **Diverse** students enrolled in community colleges;

[(b) *Minority students applying for admission to public universities listed in ORS 352.002;*]

[(c)] (b) [Minority] **Diverse** students [accepted] **enrolled** in public universities;

[(d)] (c) [Minority] **Diverse** students graduated from public universities;

[(e) *Minority candidates seeking to enter public teacher education programs in this state;*]

[(f)] (d) [Minority] **Diverse** candidates [admitted to] **enrolled in** public teacher education programs;

[(g)] (e) [Minority] **Diverse** candidates who have completed approved public teacher education programs;

[(h)] (f) [Minority] **Diverse** candidates receiving Oregon teaching **or administrator** licenses **or registrations** based on preparation in this state and preparation in other states;

[(i)] (g) [Minority teachers] **Diverse educators** who are newly employed in the public schools in this state; and

[(j)] (h) [Minority teachers] **Diverse educators** already employed in the public schools.

(2) The advisor also shall report comparisons of [*minorities' and nonminorities'*] scores **achieved by diverse persons and nondiverse persons** on basic skills, pedagogy and subject matter tests.

(3) The [*Oregon University System*] **Higher Education Coordinating Commission**, the public universities with governing boards listed in ORS 352.054, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the advisor in collecting data and preparing the report.

SECTION 6. ORS 342.447 is amended to read:

342.447. (1) The [*State Board of Higher Education*] **Higher Education Coordinating Commission** shall require each public teacher education program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of [*minority teachers.*] **diverse educators to accomplish the goal described in ORS 342.437.**

(2) The [*state board*] **commission** shall review the plans for [*the*] adequacy and feasibility [*of the plans*] **with the governing board of each public university with a teacher education program** and, after [*making*] necessary revisions **are made**, shall adopt the plans.

(3) The [*state board shall adopt rules governing*] **commission shall provide guidance on:**

(a) The contents of the plans;

(b) The [*state board's*] initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 351.077.

SECTION 7. ORS 351.077 is amended to read:

351.077. (1) The Higher Education Coordinating Commission **and the Oregon Education Investment Board** shall ensure the implementation of the plans developed [*by the State Board of Higher Education*] under ORS 342.447 for recruitment of [*minority teachers*] **diverse educators.**

(2) The commission **and the board** shall report biennially to the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of [*minority teachers*] **diverse educators.**

SECTION 8. ORS 351.077, as amended by section 7 of this 2015 Act, is amended to read:

351.077. (1) The Higher Education Coordinating Commission [*and the Oregon Education Investment Board*] shall ensure the implementation of the plans developed under ORS 342.447 for recruitment of diverse educators.

(2) The commission [*and the board*] shall report biennially to the Legislative Assembly on the implementation and results of the plans. The report may include recommendations on ways in which the Legislative Assembly can assist in increasing the number of diverse educators.

SECTION 9. ORS 342.449 is amended to read:

342.449. ORS 342.433 to 342.449 and 351.077 shall be known and may be cited as the [*Minority Teacher Act of 1991*] **Educators Equity Act.**

SECTION 10. Section 11 of this 2015 Act is added to and made a part of ORS 342.433 to 342.449.

SECTION 11. (1) **Representatives of the Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:**

(a) **A summary of the most recent data collected as provided by ORS 342.443.**

(b) **A summary of the plans currently implemented as provided by ORS 342.447.**

(c) **Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.**

(d) **A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.**

(2)(a) **The report created as provided by subsection (1) of this section shall be submitted:**

(A) **To the interim legislative committees on education in each even-numbered year; and**

(B) **To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.**

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

(3) The Oregon Education Investment Board, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

SECTION 12. Section 11 of this 2015 Act is amended to read:

Sec. 11. (1) Representatives of the [*Oregon Education Investment Board*] **Education and Workforce Policy Advisor**, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall include:

(a) A summary of the most recent data collected as provided by ORS 342.443.

(b) A summary of the plans currently implemented as provided by ORS 342.447.

(c) Recommendations for meeting the goal described in ORS 342.437, including progress toward meeting the goal described in ORS 342.437.

(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(2)(a) The report created as provided by subsection (1) of this section shall be submitted:

(A) To the interim legislative committees on education in each even-numbered year; and

(B) To the Legislative Assembly in the manner provided by ORS 192.245 in each odd-numbered year.

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443.

(3) The [*Oregon Education Investment Board*] **Education and Workforce Policy Advisor**, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

SECTION 13. ORS 342.950 is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Oregon Education Investment Board, the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Chief Education Officer, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of ca-

reer pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Oregon Education Investment Board shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the *[Minority Teacher Act of 1991] Educators Equity Act* as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(5) The Department of Education shall support the network by:

(a) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(b) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(c) Administering the distribution of funding as described in subsection (3) of this section.

(6) The Oregon Education Investment Board shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the Oregon Education Investment Board, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(7) No more than two percent of all moneys received for the purposes of this section may be expended by the Oregon Education Investment Board or the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(8) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the

State Board of Education must be consistent with this section and with actions taken by the Oregon Education Investment Board to implement this section.

SECTION 14. ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is amended to read:

342.950. (1) The Network of Quality Teaching and Learning is established. The network consists of the Department of Education and public and private entities that receive funding as provided by this section to accomplish the purposes of the network described in subsection (2) of this section.

(2) The purposes of the network are the following:

(a) To enhance a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions.

(b) To strengthen and enhance existing evidence-based practices that improve student achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

(c) To improve recruitment, preparation, induction, career advancement opportunities and support of educators.

(3) To accomplish the purposes of the network described in subsection (2) of this section, the Department of Education, subject to the direction and control of the Superintendent of Public Instruction, shall distribute funding as follows:

(a) To school districts, schools, nonprofit organizations, post-secondary institutions and consortiums that are any combination of those entities for the purpose of supporting the implementation of common core state standards.

(b) To school districts and nonprofit organizations for the purposes of complying with the core teaching standards adopted as provided by ORS 342.856 and complying with related standards prescribed by federal law.

(c) To school districts and nonprofit organizations for the purpose of providing teachers with opportunities for professional collaboration and professional development and for the pursuit of career pathways in a manner that is consistent with the School District Collaboration Grant Program described in ORS 329.838.

(d) To school districts and nonprofit organizations for the purpose of providing beginning teachers and administrators with mentors in a manner that is consistent with the beginning teacher and administrator mentorship program described in ORS 329.788 to 329.820.

(e) To school districts for the purposes of obtaining assessments and developing professional development plans to meet school improvement objectives and educator needs.

(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose of closing achievement gaps by providing and improving the effectiveness of professional development, implementing data-driven decision making, supporting practice communities and implementing culturally competent practices.

(g) To school districts and nonprofit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.

(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes of strengthening educator preparation programs and supporting the development and sustainability of partnerships between providers of early learning services, public schools with any grades from kindergarten through grade 12 and post-secondary institutions.

(i) To providers of early learning services, nonprofit organizations and post-secondary institutions for the purposes of providing professional development and supporting providers of early learning services with opportunities for professional collaboration and advancement.

(4) The Department of Education shall support the network by:

(a) Conducting and coordinating research to determine best practices and evidence-based models.

(b) Working with educator preparation programs to ensure ongoing collaboration with education providers.

(c) Supporting programs that help to achieve the goal of the [*Minority Teacher Act of 1991*] **Educators Equity Act** as described in ORS 342.437.

(d) Creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

(e) Developing a system that ensures statewide dissemination of best practices and evidence-based models.

(f) Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities.

(g) Administering the distribution of funding as described in subsection (3) of this section.

(5) The State Board of Education shall develop processes to establish the network and ensure the accountability of the network. The processes must ensure that the network:

(a) Gives preference to entities that have demonstrated success in improving student outcomes.

(b) Delivers services for the benefit of all regions of this state.

(c) Is accountable for improving education outcomes identified by the State Board of Education, contained in achievement compacts or set forth in ORS 351.009.

(d) Includes and connects education providers and leaders from pre-kindergarten through post-secondary education.

(6) No more than two percent of all moneys received for the purposes of this section may be expended by the Department of Education for administrative costs incurred under this section. For the purpose of this subsection, technical assistance and direct program services provided to school districts and nonprofit organizations are not considered administrative costs.

(7) The State Board of Education may adopt any rules necessary for the Department of Education to support the network and perform any duties assigned to the department under this section. Any rules adopted by the State Board of Education must be consistent with this section.

SECTION 15. Section 10, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 37, Oregon Laws 2012, section 5, chapter 286, Oregon Laws 2013, section 89, chapter 624, Oregon Laws 2013, section 9, chapter 660, Oregon Laws 2013, section 3, chapter 661, Oregon Laws 2013, section 5, chapter 739, Oregon Laws 2013, section 194, chapter 747, Oregon Laws 2013, and section 6, chapter 778, Oregon Laws 2013, is amended to read:

Sec. 10. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, and sections 20 and 21, chapter 36, Oregon Laws 2012, is repealed March 15, 2016.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, and section 29, chapter 747, Oregon Laws 2013, is repealed March 15, 2016.

[(1)] (c) Sections *[1, 2,]* 3, 5 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

(2) The amendments to *[section 2 of this 2013 Act]* **ORS 342.208** by section 4, **chapter 286, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(3) The amendments to ORS 326.021 by section 88, **chapter 624, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(4) The amendments to *[sections 1, 2, 3 and 4 of this 2013 Act]* **ORS 327.800, 327.810, 327.815 and 327.820** by sections 5, 6, 7 and 8, **chapter 660, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(5) The amendments to *[section 1 of this 2013 Act]* **ORS 342.950** by section 2, **chapter 661, Oregon Laws 2013, and section 14 of this 2015 Act** *[of this 2013 Act]* become operative on March 15, 2016.

(6) The amendments to *[section 1 of this 2013 Act]* **ORS 326.500** by section 4, **chapter 739, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(7) The amendments to *[section 7 of this 2013 Act]* **ORS 327.380** by section 8, **chapter 739, Oregon Laws 2013**, *[of this 2013 Act]* become operative on March 15, 2016.

(8) The amendments to ORS 342.443 by section 5, **chapter 778, Oregon Laws 2013, and section 5 of this 2015 Act** [of this 2013 Act] become operative on March 15, 2016.

(9) **The amendments to ORS 351.077 by section 8 of this 2015 Act and section 11 of this 2015 Act by section 12 of this 2015 Act become operative on March 15, 2016.**

[(9)] (10) The amendments to [section 1 of this 2013 Act] **ORS 326.500** by section 6, **chapter 739, Oregon Laws 2013,** [of this 2013 Act] become operative on July 1, 2025.

Passed by House April 17, 2015

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate May 18, 2015

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2015

Approved:

.....M.,....., 2015

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2015

.....
Jeanne P. Atkins, Secretary of State

Overview of Programming for The Farm at SOU

Higher Education Coordinating Commission Update

HECC Update

- SSCM – work group delayed, transitioned to a two-phased approach
- ([see 4/8/20, docket item 3.0](#))
- Budget Note Report – Potential Metrics and Framework -
- ([see 4/8/20, docket item 4.0](#))
- COVID-19 Institutional Financial Impact

COVID-19 Institutional Financial Impact

<https://www.oregon.gov/highered/about/Pages/current-materials.aspx>



Survey - The Potential Financial Impact due to COVID-19			
Institution Name: Southern Oregon University			
General State of Operations			
Our institution is offering all courses online or via remote instruction through Spring Term All campus housing and dining services are limited to essential services only. All athletic and other events are postponed all Spring Term. Additional Questions:			
Tuition/Fee reductions? (Have you reduced charges?)	Yes	Portions of Mandatory fees reduced	
Employment actions? (Union contract changes, layoffs?)	No	Work-at-Home for employees. Reducing	
How many students have withdrawn or not returned?	119 Spring student have withdrawn; 167 Winter students did		
Impact Categories	Short Term Impact	Longer Term Impact	Context
1 - Tuition/Fee Revenue - Reduced Enrollments, Refunds, etc. (Variable)	\$ (956,563)	\$ (9,247,807)	Each 1% drop in
<i>Resident Students</i>	(39,364)	(3,893,737)	
<i>Non-Resident Students</i>	(308,921)	(2,874,502)	
<i>Dual Credit or Non-Credit Students</i>	(124,015)	(325,124)	
<i>Other Students (Loss of Advanced Southern Revenue: High School Credits)</i>	(572)	(24,915)	
<i>Refund of Tuition or Fee Revenue</i>	(483,691)	(2,129,530)	Short Term: Red
<i>Tuition or Fee Adjustments</i>	-	-	
2 - Auxiliary Revenue - Reduced Activity	\$ (2,860,375)	\$ (8,281,124)	Each 1% drop in
<i>Dining</i>	(784,208)	(2,352,624)	Largely tied to F
<i>Housing</i>	(1,427,292)	(4,281,876)	
<i>Athletics</i>	(266,667)	\$ (500,000)	
<i>Other (Housing Conferences)</i>	(382,208)	\$ (1,146,624)	
3 - Additional Cost of Course Delivery and Student Support	\$ (500,000)	\$ (1,500,000)	Each 1% increas
4 - General Costs of Cleaning, Personnel, etc.	\$ (50,000)	\$ (150,000)	Each \$XX spent
5 - Other Costs - Detailed	\$ (70,000)	\$ -	Emergency Sick
Total Potential Financial Impact	\$ (4,436,937)	\$ (19,178,931)	
Purpose	The purpose of this survey is to collect information about the potential financial impact to institutions resulting from COVID-19.		

Discussion of Financial Metrics

Metrics Being Considered

- Strategic
 - Affordability
 - Revenue, Spending and Financial Stability
 - Efficiency and ROE
 - Outcomes
- Operational
 - See next slide for HECC framework
- Tactical (Director-level supporting daily operations)
 - FMP – maintenance cost / square foot
 - IT – customer satisfaction survey data
 - Etc.

The Framework Under Review

Potential Metrics to Consider

AFFORDABILITY

- » Tuition and fees
- » Total cost of attendance
- » Net price
- » Financial aid: percentage receiving Pell, federal loans, & institutional grant aid
- » Institutional grant aid per FTE student
- » Tuition discount rate

REVENUE, SPENDING & FINANCIAL STABILITY

- » Revenue and spending per FTE student
- » Tuition-financed share of spending
- » Compensation per FTE employee and share of total spending
- » Net income ratio
- » Return on net assets ratio

EFFICIENCY & ROI

- » Faculty throughput (SCH per FTE Faculty)
- » Student-to-faculty ratio
- » Retention
- » Average SCH load
- » Net revenue from 1% change in retention or average SCH load
- » Cost of unproductive credit hours

OUTCOMES

- » Spending per completion
- » Spending per SCH
- » Completions per \$100K of spending
- » Completions per 100 FTE
- » SCH per completion

Sample Strategic Metric



Fiscal Year 2019
Southern Oregon University

MEASURING FINANCIAL HEALTH

The composite financial index is a way to measure the financial health of an institution. Greater than 3.0 is ideal. Less than 1.0 indicates financial stress. The index is a composite of four financial ratios as calculated by a weighted average.

Return on net assets

Percentage return that measures if an institution is better off now compared to last year.

Return on net revenues

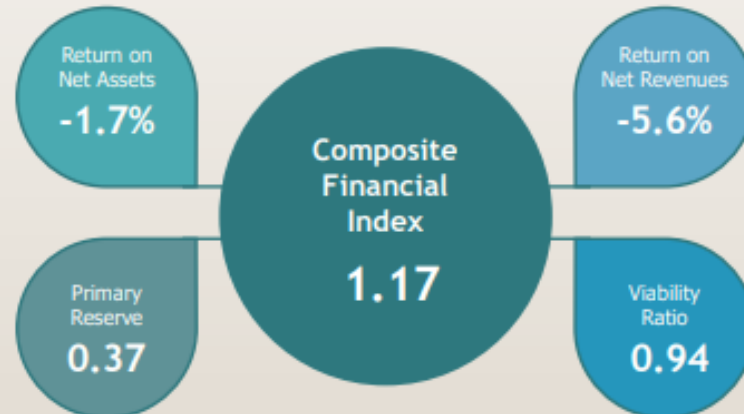
Shows if an institution balanced operating expenses with available revenue.

Primary reserve

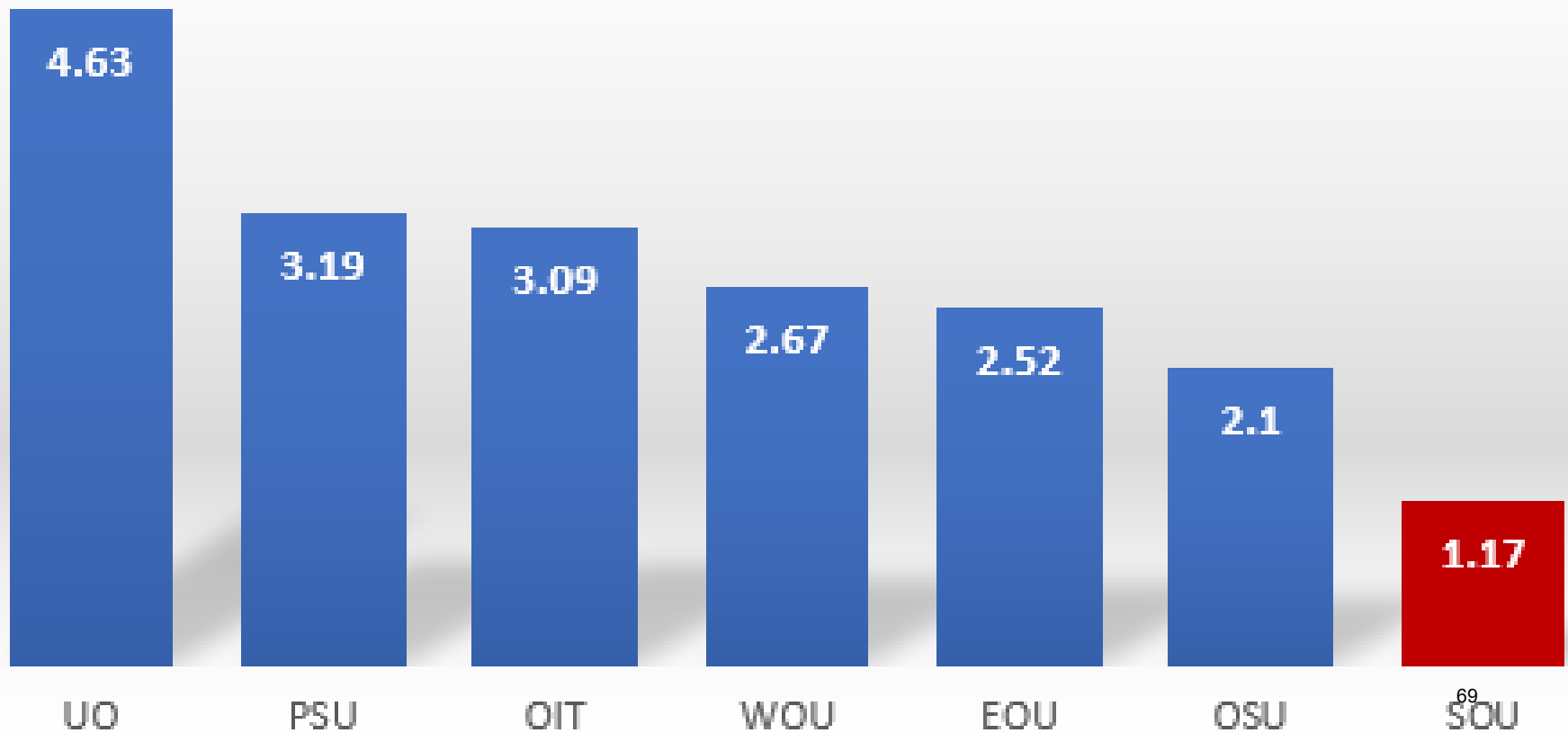
The number calculated displays the portion of a fiscal year the institution can survive without additional funding.

Viability ratio

The ratio measures the portion of long-term debt the institution can pay off with existing, liquid assets.



Composite Financial Index



Sample Strategic Metric

Who pays the bill?

Student Share: The portion of education related spending paid by students through tuition and fees.

Subsidy Share: The portion of education related spending paid by other sources including state appropriations, grants and other funding.



32.8% : 67.2%
Student Share : Subsidy Share

Total E&G spending per Full-time Enrollment

Spending specifically for education and general (E&G) purposes. (including instruction, public service, institutional and academic support).

\$18,660

Oregon Average
\$24,000

SSCM degree value

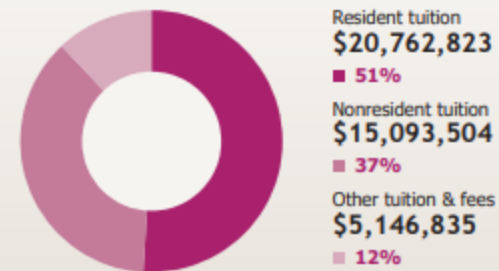
Average value of state appropriations the university earns for each resident degree completed.

\$6,578

Oregon Average
\$8,162

ANALYZING TUITION REVENUE

An analysis of tuition revenue reveals the level of dependency on resident versus nonresident enrollment and includes a look at other tuition and fee revenue including continuing education. The level of remissions is noted. Remissions are discounts to the "sticker price" tuition and the main form of institutional financial aid for students.



\$41,003,163

Total tuition & fees
100%

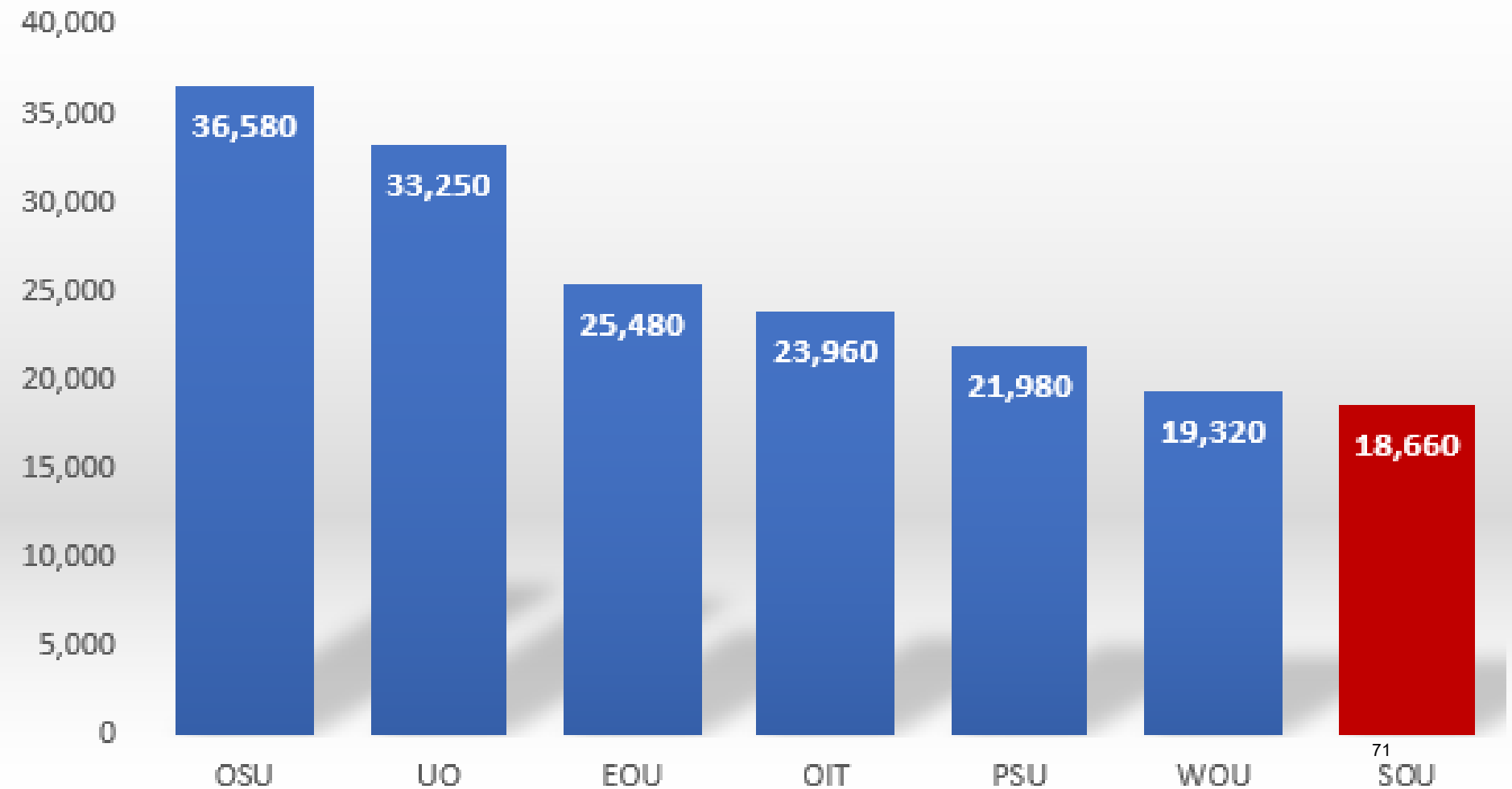
\$-3,637,765

Remissions
8.9%

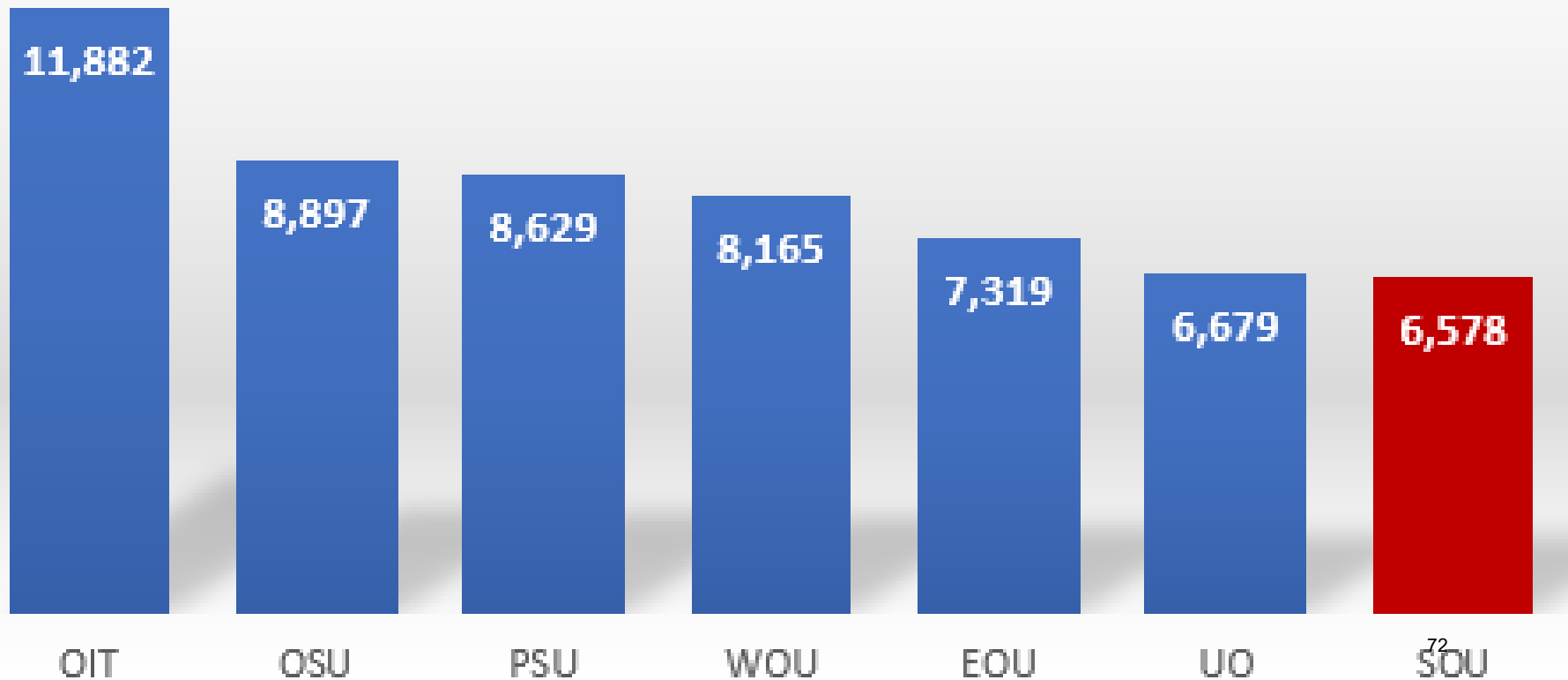
\$37,365,398

Net tuition & fees
91.1%

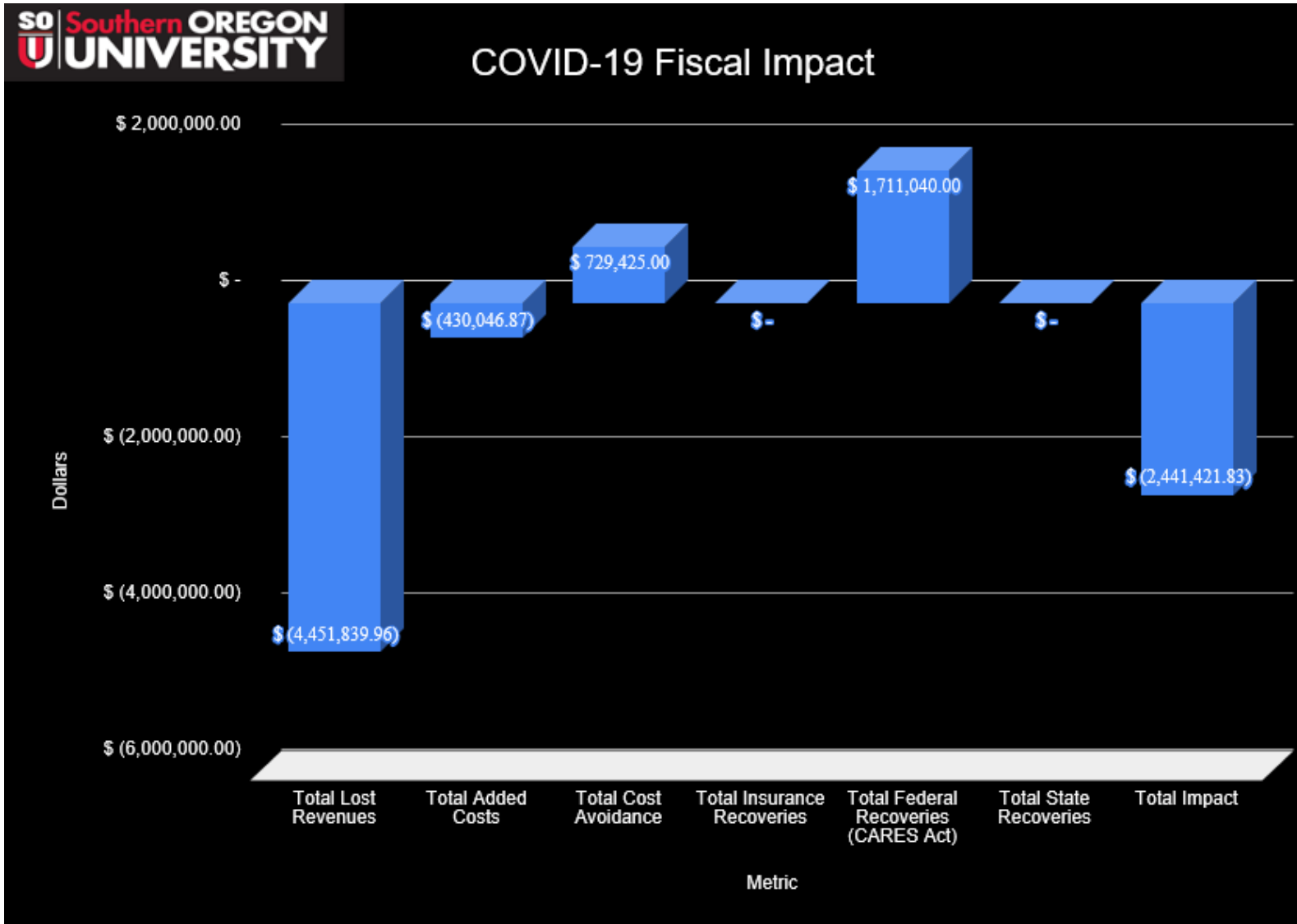
Total E&G Spending Per FTE



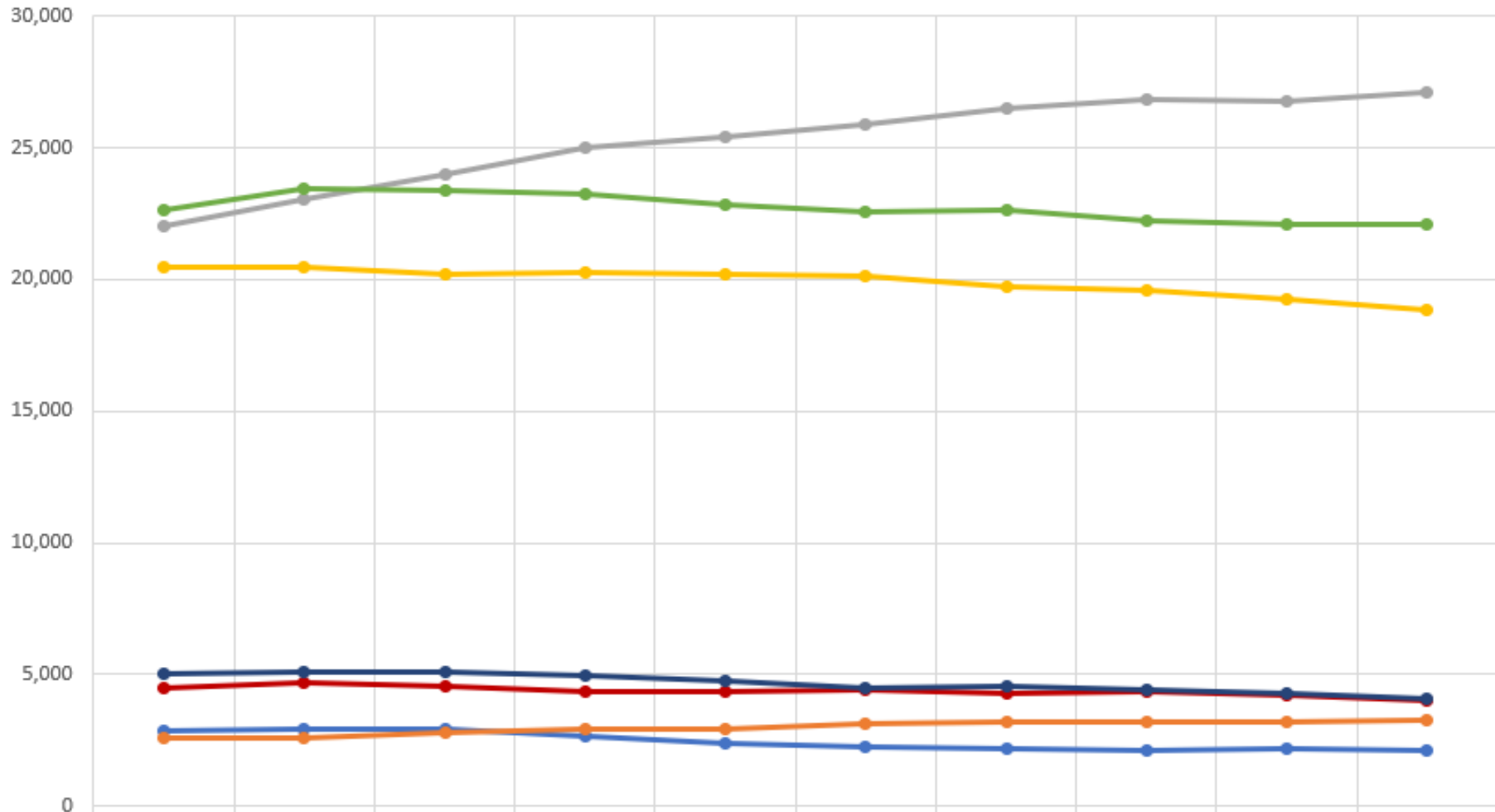
SSCM Degree Value



Sample COVID-19 Finance Metric

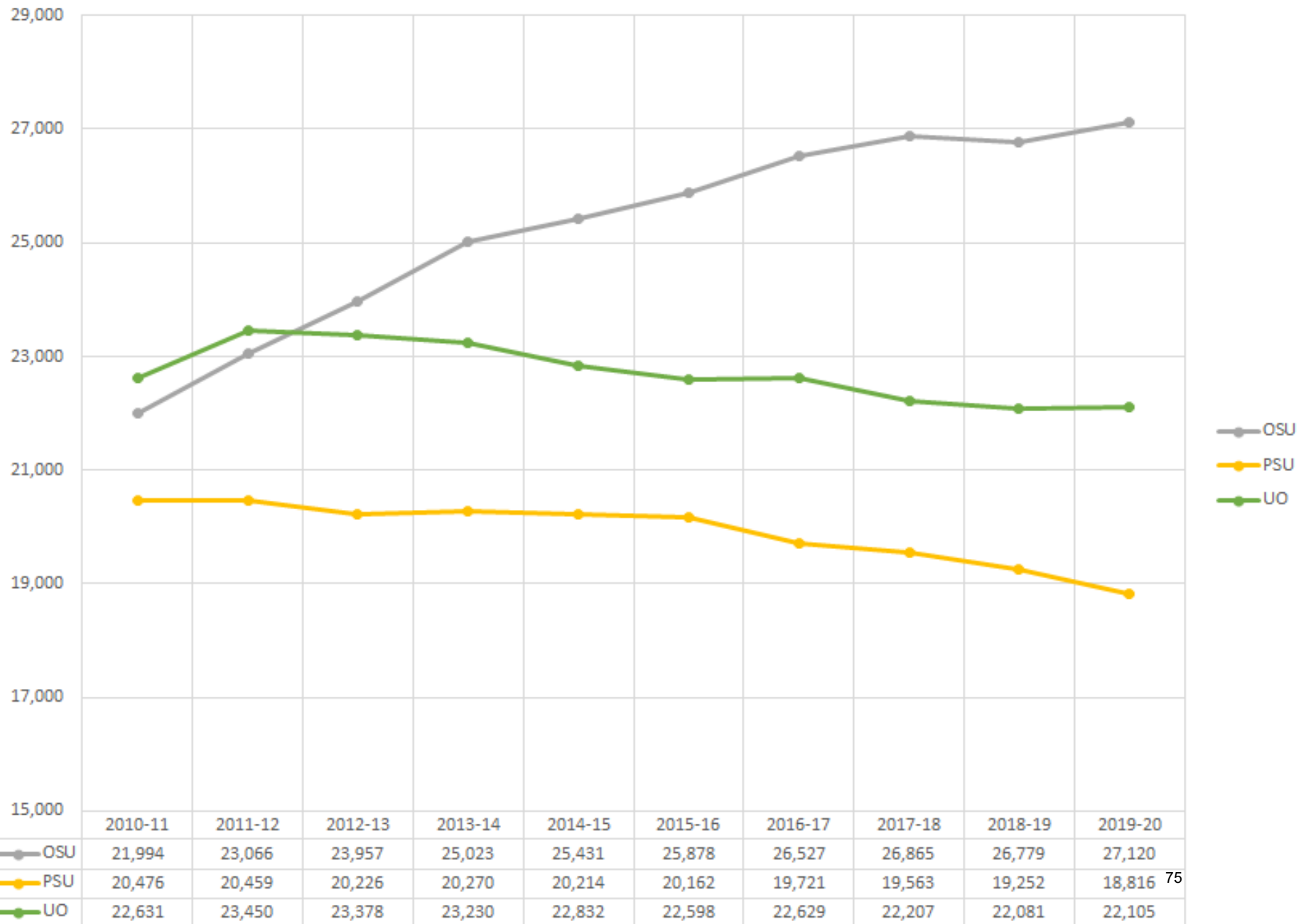


Enrollment by FTE AY 2010 - 2019

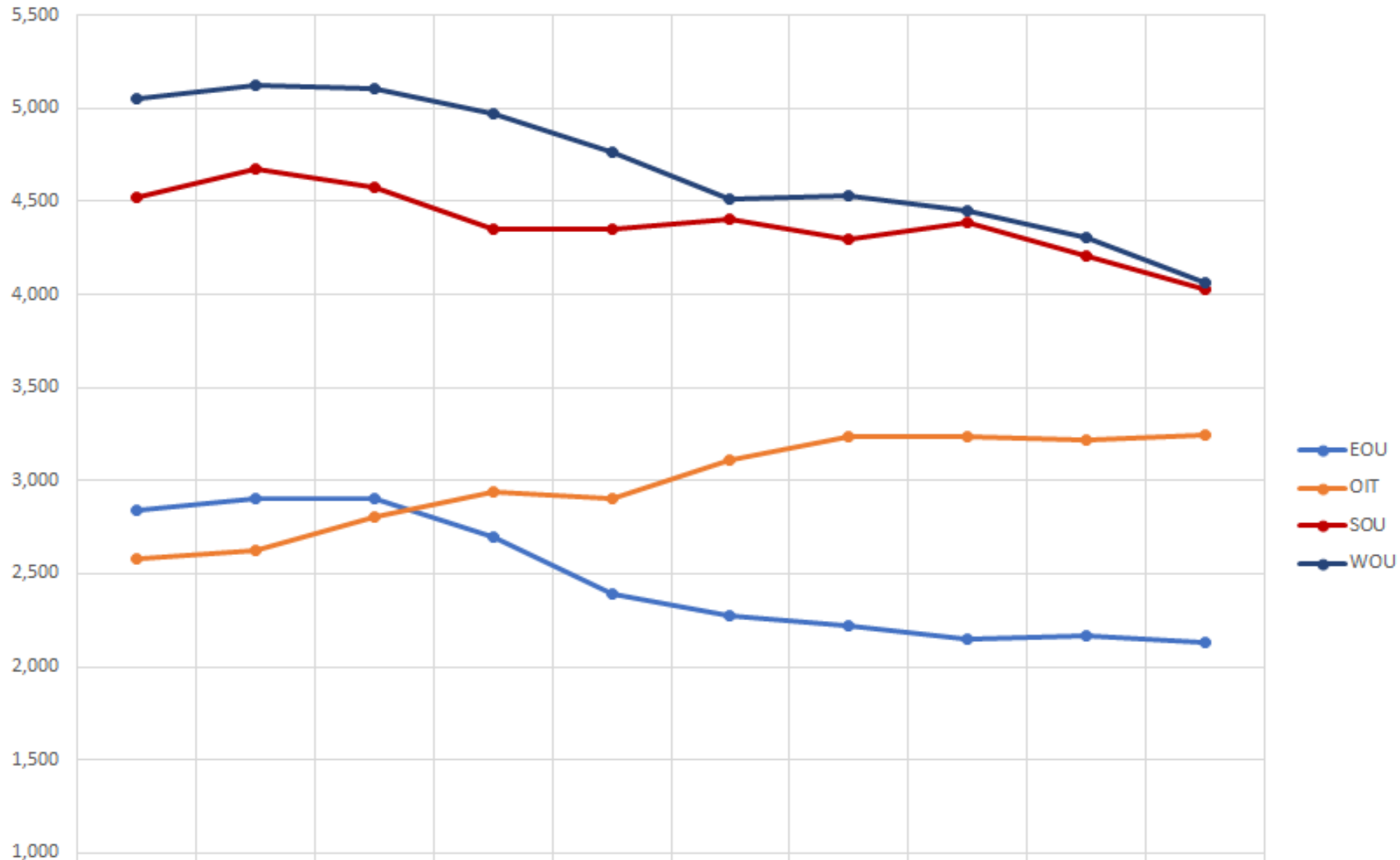


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
EOU	2,838	2,906	2,903	2,694	2,392	2,274	2,221	2,152	2,171	2,133
OIT	2,576	2,624	2,809	2,941	2,905	3,108	3,239	3,236	3,218	3,247
OSU	21,994	23,066	23,957	25,023	25,431	25,878	26,527	26,865	26,779	27,120
PSU	20,476	20,459	20,226	20,270	20,214	20,162	19,721	19,563	19,252	18,816
SOU	4,524	4,678	4,573	4,351	4,347	4,408	4,293	4,383	4,204	4,029
UO	22,631	23,450	23,378	23,230	22,832	22,598	22,629	22,207	22,081	22,105
WOU	5,049	5,127	5,106	4,974	4,761	4,513	4,529	4,452	4,310	4,068

BIGs Enrollment by FTE AY 2010 - 2019



TRUs Enrollment by FTE AY 2010 - 2019



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
EOU	2,838	2,906	2,903	2,694	2,392	2,274	2,221	2,152	2,171	2,133
OIT	2,576	2,624	2,809	2,941	2,905	3,108	3,239	3,236	3,218	3,247
SOU	4,524	4,678	4,573	4,351	4,347	4,408	4,293	4,383	4,204	4,029
WOU	5,049	5,127	5,106	4,974	4,761	4,513	4,529	4,452	4,310	4,068

Sample Strategic Metric

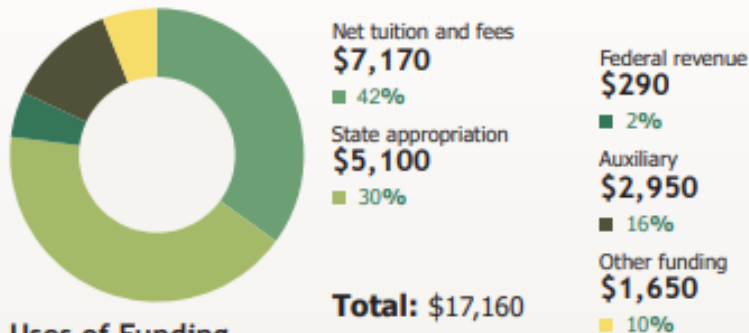
OREGON HIGHER EDUCATION FINANCIAL SNAPSHOT

FINANCIAL CHARACTERISTICS

This section includes basic financial data about the institution as derived from audited financial reports. Amounts are calculated per full time equivalent (FTE) and includes all funds.

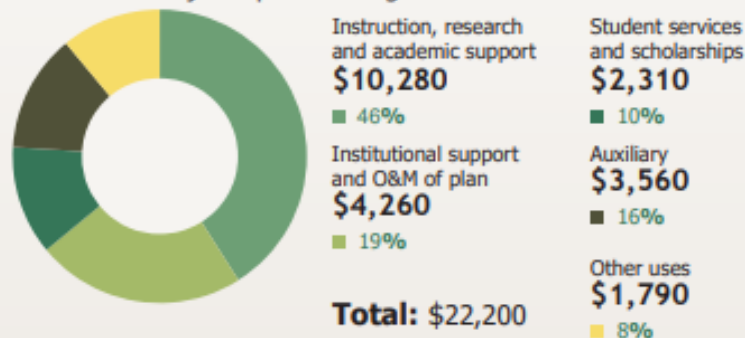
Sources of Funding

Includes all major revenue categories and government appropriations.



Uses of Funding

Includes all major expense categories.



Budget Update and Review of Pro Forma

Road Map

- Budget approved in October 2019
- Pro Forma as of 3/15/2020
(Review of dynamic pro forma in meeting)
- Summary of Cost Reductions

Pro Forma
as of
10/8/19

2017-19 Biennium

2019-21 Biennium

2021-23 Biennium



Education and General

(in thousands of dollars)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	Actual	Actual	Budget & Projections	FORECAST	FORECAST	FORECAST
	(000's)	(000's)	(000's)	(000's)	(000's)	(000's)
Revenue						
State Appropriations: SSCM	20,840	21,270	22,696	23,880	25,509	26,550
State Appropriations: ETIC/SELP	433	381	376	377	376	376
One-time Funding		0	672	672		
Total State Funding	21,273	21,651	23,744	24,929	25,885	26,926
Tuition	37,759	37,709	40,047	40,128	40,366	40,835
Fees	3,244	3,294	3,547	3,828	4,163	4,552
Raider Aid	(4,243)	(3,638)	(3,600)	(3,612)	(3,633)	(3,675)
Oth tuition adjustments						
Tuition, net of Raider Aid	36,760	37,365	39,994	40,345	40,896	41,711
Misc. Other Revenue	2,804	3,013	2,950	3,016	3,084	3,154
Other Adjustments to Revenue						
Total Revenues	60,837	62,030	66,688	68,290	69,866	71,791
Personnel Services						
Faculty	(15,044)	(15,801)	(16,560)	(17,071)	(17,415)	(18,025)
Admin	(8,854)	(9,230)	(10,053)	(10,311)	(10,591)	(10,763)
Classified	(6,436)	(6,484)	(6,824)	(6,884)	(6,965)	(7,033)
Student (& Other)	(1,430)	(1,500)	(1,615)	(1,723)	(1,832)	(1,940)
Labor	(31,763)	(33,014)	(35,052)	(35,988)	(36,803)	(37,760)
Retirement (PERS + ORP)	(6,841)	(7,007)	(9,143)	(9,387)	(9,603)	(9,853)
PEBB	(7,332)	(7,306)	(7,687)	(8,071)	(8,475)	(8,899)
Other	(2,839)	(3,018)	(3,501)	(3,595)	(3,676)	(3,771)
OPE	(17,012)	(17,331)	(20,331)	(21,053)	(21,754)	(22,523)
Net Personnel	(48,775)	(50,345)	(55,383)	(57,042)	(58,556)	(60,282)
Supplies & Services	(9,287)	(11,732)	(11,116)	(11,366)	(11,622)	(11,883)
Total Supplies and Services	(9,287)	(11,732)	(11,116)	(11,366)	(11,622)	(11,883)
Cost Reductions and Savings			2,435	3,150	3,475	3,750
Total Expenditures	(58,062)	(62,077)	(64,064)	(65,258)	(66,703)	(68,416)
Net from Operations Before Transfers	2,775	(47)	2,624	3,032	3,162	3,376
Net Transfers	(2,481)	(1,739)	(2,643)	(2,722)	(2,784)	(2,866)
Change in Fund Balance	294	(1,786)	(18)	310	379	510
Beginning Fund Balance	6,844	7,138	5,352	5,333	5,643	6,022
Ending Fund Balance	7,138	5,352	5,333	5,643	6,022	6,532
% Operating Revenues	11.7%	8.63%	8.00%	8.26%	8.6%	9.1%

Mid-year Reductions

2017-19
Biennium

2019-21 Biennium

2021-23 Biennium



Education and General

(in thousands of dollars)

	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23
	Actual	BUDGET	PROJECTION	FORECAST	FORECAST	FORECAST
	(000's)	(000's)	(000's)	(000's)	(000's)	(000's)
Revenue						
State Appropriations: SSCM	21,270	22,696	22,696	23,357	24,312	25,236
State Appropriations: ETIC/SELP	381	376	378	359	359	359
Total State Funding	21,651	23,072	23,074	23,716	24,671	25,595
Tuition	37,709	40,047	39,652	39,176	39,088	39,143
Fees	3,294	3,547	3,187	3,402	3,671	3,986
Raider Aid	(3,638)	(3,600)	(3,519)	(3,526)	(3,518)	(3,523)
Tuition, net of Raider Aid	37,365	39,994	39,320	39,052	39,242	39,606
<i>Growth Opportunities</i>						
<i>Revenue External to modeling</i>			545			
Misc. Other Revenue	3,013	2,950	2,930	3,553	3,633	3,715
TOTAL REVENUES	62,030	66,016	65,869	66,321	67,546	68,915
Personnel Services						
Faculty	(15,801)	(16,560)	(16,629)	(16,730)	(16,953)	(17,369)
Admin	(9,230)	(10,051)	(10,039)	(10,211)	(10,235)	(10,385)
Classified	(6,484)	(6,824)	(6,733)	(7,195)	(7,360)	(7,534)
Student (& Other)	(1,500)	(1,615)	(1,593)	(1,636)	(1,773)	(1,866)
Salaries Total	(33,014)	(35,050)	(34,994)	(35,773)	(36,321)	(37,154)
Retirement (PERS + ORP)	(7,007)	(9,142)	(8,935)	(9,134)	(9,496)	(9,714)
PEBB	(7,306)	(7,687)	(7,693)	(8,078)	(8,482)	(8,906)
Other	(3,018)	(3,502)	(3,469)	(3,574)	(3,629)	(3,712)
OPE	(17,331)	(20,331)	(20,097)	(20,786)	(21,607)	(22,332)
<i>Vacancy Adj.</i>			1,413			
Net Personnel	(50,345)	(55,381)	(53,679)	(56,559)	(57,928)	(59,486)
Supplies & Services	(11,732)	(11,116)	(11,870)	(12,137)	(12,410)	(12,689)
<i>S&S Adjustments</i>			852			
Total Supplies and Services	(11,732)	(11,116)	(11,017)	(12,137)	(12,410)	(12,689)
Cost Reductions and Savings		2,380	602	3,150	3,475	3,750
TOTAL EXPENDITURES	(62,077)	(64,117)	(64,094)	(65,546)	(66,863)	(68,425)
Net from Operations Before Transfers	(47)	1,899	1,775	775	683	490
NET TRANSFERS		(1,971)	(1,859)	(1,899)	(1,928)	(1,980)
<i>Change in Fund Balance</i>	(1,786)	(71)	(84)	(1,124)	(1,245)	(1,490)
Beginning Fund Balance	7,138	5,352	5,352	5,267	4,144	2,898
Ending Fund Balance	5,352	5,280	5,267	4,144	2,898	1,408
% Operating Revenues	8.63%	8.00%	8.00%	6.25%	4.3%	2.0%

Aspirational Model

2017-19
Biennium

2019-21 Biennium

2021-23 Biennium



Education and General

(in thousands of dollars)

	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23
	Actual	BUDGET	PROJECTION	FORECAST	FORECAST	FORECAST
	(000's)	(000's)	(000's)	(000's)	(000's)	(000's)
Revenue						
State Appropriations: SSCM	21,270	22,696	22,696	23,357	24,312	25,236
State Appropriations: ETIC/SELP	381	376	378	359	359	359
Total State Funding	21,651	23,072	23,074	23,716	24,671	25,595
Tuition	37,709	40,047	39,652	39,176	39,088	39,143
Fees	3,294	3,547	3,187	3,402	3,671	3,986
Raider Aid	(3,638)	(3,600)	(3,519)	(3,526)	(3,518)	(3,523)
Tuition, net of Raider Aid	37,365	39,994	39,320	39,052	39,242	39,606
<i>Growth Opportunities</i>				1,000	2,000	3,000
<i>Revenue External to modeling</i>			545			
Misc. Other Revenue	3,013	2,950	2,930	3,553	3,633	3,715
TOTAL REVENUES	62,030	66,016	65,869	67,321	69,546	71,915
Personnel Services						
Faculty	(15,801)	(16,560)	(16,629)	(16,730)	(16,953)	(17,369)
Admin	(9,230)	(10,051)	(10,039)	(10,211)	(10,235)	(10,385)
Classified	(6,484)	(6,824)	(6,733)	(7,195)	(7,360)	(7,534)
Student (& Other)	(1,500)	(1,615)	(1,593)	(1,636)	(1,773)	(1,866)
Salaries Total	(33,014)	(35,050)	(34,994)	(35,773)	(36,321)	(37,154)
Retirement (PERS + ORP)	(7,007)	(9,142)	(8,935)	(9,134)	(9,496)	(9,714)
PEBB	(7,306)	(7,687)	(7,693)	(8,078)	(8,482)	(8,906)
Other	(3,018)	(3,502)	(3,469)	(3,574)	(3,629)	(3,712)
OPE	(17,331)	(20,331)	(20,097)	(20,786)	(21,607)	(22,332)
<i>Vacancy Adj.</i>			1,413			
Net Personnel	(50,345)	(55,381)	(53,679)	(56,559)	(57,928)	(59,486)
Supplies & Services	(11,732)	(11,116)	(11,870)	(12,137)	(12,410)	(12,689)
<i>S&S Adjustments</i>			852			
Total Supplies and Services	(11,732)	(11,116)	(11,017)	(12,137)	(12,410)	(12,689)
Cost Reductions and Savings		2,380	602	3,150	3,475	3,750
TOTAL EXPENDITURES	(62,077)	(64,117)	(64,094)	(65,546)	(66,863)	(68,425)
Net from Operations Before Transfers	(47)	1,899	1,775	1,775	2,683	3,490
NET TRANSFERS		(1,971)	(1,859)	(1,899)	(1,928)	(1,980)
<i>Change in Fund Balance</i>	(1,786)	(71)	(84)	(124)	755	1,510
Beginning Fund Balance	7,138	5,352	5,352	5,267	5,144	5,898
Ending Fund Balance	5,352	5,280	5,267	5,144	5,898	7,408
% Operating Revenues	8.63%	8.00%	8.00%	7.64%	8.5%	10.3%

Updated Cost Reduction Strategy



	Target or Impact	Reduction or Savings	Result	Status
Original Cost Reductions	(\$3M)			Amended based on less Student Credit Hours (SCH)
• Phase one of plan		\$1M		Realized as of 2/20
• Phase two of plan		\$1.2M		Actionable plan – being implemented
• Contingency (new)		\$.8M		Hiring Freeze and Short term reorganization
<u>Total</u>			Balanced...	

Summary of Covid-19 Financial Impacts

Short Term Impacts, as of 4/17/20



	Impact	Offsets	Result	Status
E&G Tuition and Fees	(\$1M)			Based on 4/17 Student Credit Hour (SCH) data
Auxiliary Revenue (lost)	(\$2.9M)			<ul style="list-style-type: none"> Dining - \$ 780K Housing - \$1.45M Athletic \$ 267K Conferences - \$ 380K
Transition to Remote Delivery & Student Support	(\$ 500K)			Only \$100k spent so far, diverted technology fee resources
General Cost (cleaning)	(\$ 50K)			
Other costs	(\$ 70K)			Additional FMLA and emergency sick leave
Covid-19 Savings		\$ 500K		Travel restrictions - \$ 500K
CARES Funding		\$1.7M		Assumes loading 100% funding in E&G and none from Governor
Total	(\$4.5M)	\$2.2M	(\$2.3M)*	* - short term only; longer term impacts could exceed \$19M

Summary Short Term Financial Impacts

	Target or Impact	Reduction or Savings	Result	Status
E&G Original Cost Reductions	(\$3M)	\$3M	Balanced...	Amended by on less Student Credit Hours (SCH)
E&G Covid-19 Impacts	(\$2.2M)	\$ 500K	(\$1.7M)	<ul style="list-style-type: none"> Tuition and fees - \$ 960K Estimated transition - \$ 500K Reduced transfer from Housing - \$700K
CARES Funding		\$1.7M	Could balance E&G	Assumes loading 100% funding in E&G and none from Governor
Auxiliary Cost Impact	(\$2.8M)	TBD	(\$2.8M)	Short Term Risk only

Note: HECC Survey data shows \$19M Risk long-term

Board Elections Process (Action)

Board Statement on the Process for Officer Elections Board of Trustees of Southern Oregon University

By January 30 in even-numbered years, or as soon thereafter as is practicable, the Board Chair shall select an ad hoc committee known as the Officer Election Work Group for the purpose of receiving and presenting recommendations for re-election or new officers for election to two-year terms to begin July 1.

The Officer Election Work Group shall be comprised of 3-5 trustees. At least one past Chair or Vice-Chair should be selected for the committee, if feasible. If necessary, a former trustee who served as an officer of the Board may serve in this role. At least one of the Board's current, "on-campus" trustees (i.e., student, faculty, or non-faculty staff trustees) should be selected for the committee, if feasible. The Board Secretary will serve as a non-voting, ex officio member of the Officer Election Work Group. No member of the Officer Election Work Group will be permitted to recommend themselves during the process or otherwise accept a recommendation for Chair or Vice-Chair positions without immediately recusing themselves from further service in the group; members of the group should have these considerations in mind before accepting membership in the work group.

The Board Chair shall select one member to serve as Chair of the Officer Election Work Group. Thereafter, Chair of the Officer Election Work Group will invite all trustees to submit recommendations for Chair and Vice-Chair to the Board Secretary.

The Officer Election Work Group will review all recommendations and contact each nominee to discuss their willingness to serve in either role. Trustees willing to serve will be asked to submit a brief statement of interest, explaining why they wish to serve as an officer, discussing relevant experience, specifying goals for their service as a Board officer, and any other additional information they would like considered with respect to their nomination. Trustees may request consideration for only the Chair position, only Vice-Chair position, or for both.

The Officer Election Work Group will review the statements of interest, consider the past and current engagement of each trustee, and may request additional information from the candidates, if necessary. If review of the recommended trustee's information presents any issues or concerns important to the trustee's potential candidacy, the Chair of the Officer Election Work Group will discuss those matters with the candidate and, at their discretion, other members of the work group. A designated member of the Officer Election Work Group will seek the input of the President.

Thereafter, the Officer Election Work Group will finalize the list of recommended trustees for presentation at a meeting of the full Board. All recommended candidates who completed the work group's process will be included for discussion at the meeting unless they withdraw from consideration. Members of the Officer Election Work Group will present a summary of each candidate's experience, a summary of their statement of interest, and will nominate each recommended trustee for consideration as Chair.

Once all candidates have been presented for consideration and nominated, the Board will select a Chair with a majority of trustees present required to complete the selection. If no nominee receives a majority of votes, then the two initial nominees receiving the most votes will be

nominated for a second vote by the full Board with the Chair selected by majority vote. All candidates who wish to be considered for Vice-Chair, will be nominated for the position using the same voting procedure.

Trustees may opt out from consideration for either position at any point during this process.

No officer will be eligible to serve more than two (2) consecutive two-year terms in the same office.

Board officer elections may take place at any meeting of the Board.

Vacancies occurring for reasons other than term expirations may be filled consistent with section 5.a. of the Bylaws of Southern Oregon University. A vacant office shall be filled for the remainder of the unexpired term.

This policy shall be reviewed by the Board in odd-numbered calendar years.

Approved on _____.

Chair, Board of Trustees

University Board Secretary

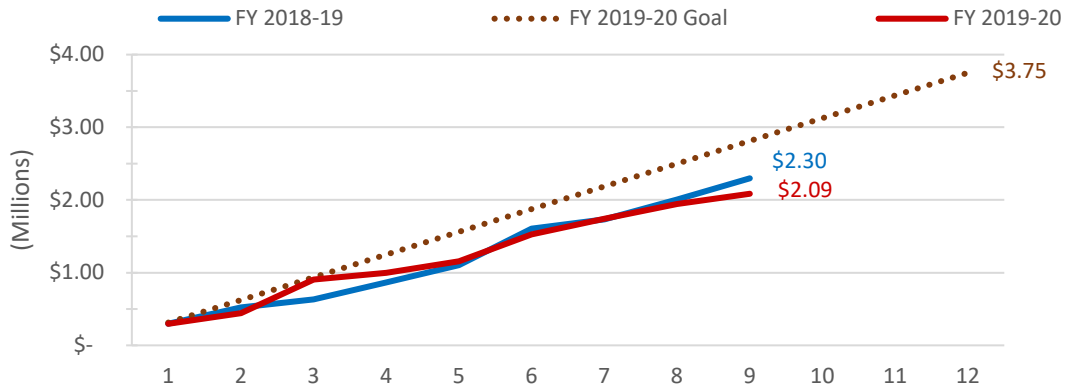
University Advancement Update

Southern Oregon University

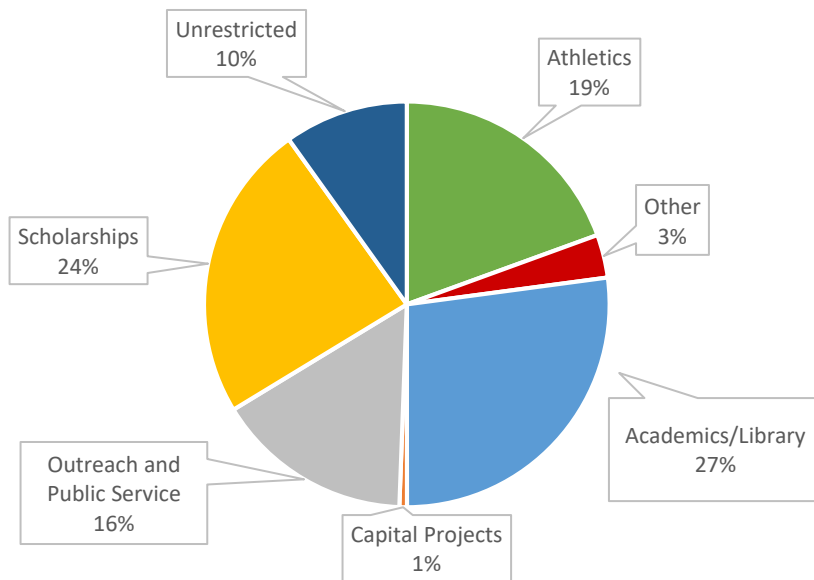
Office of Advancement

FY 2019-20 Fundraising Dashboard - March 2020

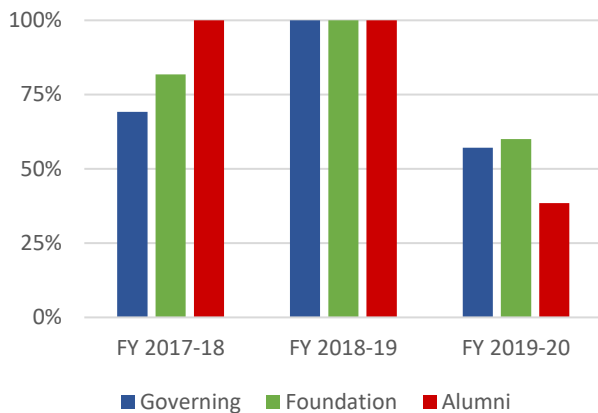
FY 2019-20 YTD Gift Revenue



FY 2019-20 YTD Gifts by Designation



Board Participation (%)



FY 2019-20 YTD Donors by Type

Alumni	320 @	\$126 K
Individuals	1,407 @	\$1.30 M
Businesses	92 @	\$327 K
Foundations	19 @	\$260 K
Other	27 @	\$75 K

All data reflects contributions received through March 31, 2020.

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

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

Future Meetings

Adjournment