



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

October 9, 2020

TO: Southern Oregon University Board of Trustees

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Board of Trustees via 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, faculty senate and university advancement. The Association of Governing Boards will present the board the John W. Nason Award for Board Leadership. The board will receive updates on progress and challenges of the strategic plan; HB 2864 cultural competency; government relations and legislative issues; and the Higher Education Coordinating Commission (HECC). Topics also will include a discussion on the board's recent retreat and action on the exploration of a new work group and on the board's proposed 2021-2022 meeting schedule. The board will receive a presentation on university and HECC metrics, a budget update, and a summary of the board evaluation. The meeting will include a review of the university president's evaluation, to be held in executive session pursuant to ORS 192.660(2)(f) and (i). In a public session, the board will discuss and take action on the president's proposed goals for 2020-2021.

The meeting will occur as follows:

Friday, October 16, 2020

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

Visit governance.sou.edu for meeting materials.

To join or view the proceedings, visit <https://sou.zoom.us/j/88454858751> at the time of the meeting.

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
October 16, 2020

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, October 16, 2020

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

Videoconference

<https://sou.zoom.us/j/88454858751>

AGENDA

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 Paul Nicholson
 - 1.2 Roll and Declaration of a Quorum Sabrina Prud'homme, SOU, Board Secretary
 - 1.3 Agenda Review Chair Nicholson
- 2 Public Comment**
- 5 min. **3 Consent Agenda**
 - 3.1 Approval of June 19, 2020 Regular and Special Meeting Minutes and September 18, 2020 Special Meeting Minutes Chair Nicholson
- 30 min. **4 Reports**
 - 4.1 President's Report President Linda Schott
 - 15 min. 4.2 Committee Reports Chair Nicholson; Trustee Sheila Clough; Trustee Jonathon Bullock
 - 5 min. 4.3 Student Leadership Report Sarah Grulikowski, ASSOU, President
 - 5 min. 4.4 Faculty Senate Report Kemble Yates, SOU, Faculty Senate Chair
 - 15 min 4.5 University Advancement Report Janet Fratella, SOU, Vice President for Advancement

Board of Trustees Meeting

Friday, October 16, 2020

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

AGENDA (Continued)

	5	Action, Information and Discussion Items	
15 min.	5.1	Presentation of Award: AGB John W. Nason Award for Board Leadership	Henry Stoever, AGB, President and Chief Executive Officer
25 min.	5.2	Strategic Plan Progress and Challenges	President Schott
10 min.	5.3	HB 2864 Cultural Competency Progress Update	Sabrina Prud'homme
15 min.	5.4	Board Retreat Information	Chair Nicholson
		5.4.1 Work Group Exploration (Action)	
10 min.	5.5	Government Relations and Legislative Update	Jeanne Stallman, SOU, Associate Vice President, Government & Corporate Relations
10 min.	5.6	Higher Education Coordinating Commission (HECC) Update	Greg Perkinson, SOU, Vice President for Finance and Administration
35 min.	5.7	University and HECC Metrics	Greg Perkinson
20 min.	5.8	Budget Update	Greg Perkinson
10 min.	5.9	Board Evaluation Summary	Chair Nicholson
10 min.	5.10	Proposed 2021-2022 Meeting Schedule (Action)	Chair Nicholson
45 min.	5.11	University President's Annual Evaluation [Executive Session Pursuant to ORS 192.660(2)(f) and (i)]	Chair Nicholson; Vice Chair Daniel Santos
15 min.	5.12	University President's 2020-2021 Goals (Action)	President Schott
5 min.	5.13	Future Meetings	Chair Nicholson
	6	Adjournment	Chair Nicholson

Public Comment

Public Forum Statement

Please read at these Committee Meetings: Academic & Student Affairs Committee and Finance & Administration Committee

TO: SOU Board of Trustees

FROM: Dr. Carol Voisin (Recently retired after 15 years teaching at SOU.)

SUBJECT: Amend the October 16 board meeting agenda to add this item: SOU initiate a Conversation with FEMA through the State for leasing the Cascade complex of dormitory buildings to FEMA for the victims of the Almeda fire. Those buildings are livable but need renovation.

Roberto Franco, State Housing Commission, says the cluster of Cascade buildings have real potential for temporary housing that is desperately needed in the Valley as we all know. The Almeda Fire destroyed approximately 3800 structures, 2400 of which were homes leaving some 6,000 persons without their belongings and their shelter. Of the 2400 homes lost, 1500 were low-income many of whom were Latinx families. FEMA is looking to invest a great deal of money to get temporary housing quickly for those who lost everything.

FEMA is looking for buildings similar to SOU's Cascade complex of dormitory buildings. Below is what FEMA is looking to do:

- Renovate the buildings to a habitable condition (according to fed, state & local law)
- Maintain those buildings for the duration of the lease
- Screen the candidates for occupancy with no charge to the new occupants
- Finance (pay for) all the expenses incurred
- Leave the improved buildings after 18 months for future use by SOU

SOU's responsibility would be to sign an 18 month lease after which the building improvements would remain. SOU could not charge for the lease.

Benefits to SOU:

- Contributing to the affordable housing needs in Ashland and the Valley, even for SOU older and married students
- Gaining positive press both local and more broadly for SOU's forward thinking
- Eliminating for 18 months the cost of maintaining the Cascade complex, thus creating a savings
- Gaining a more useful facility after 18 months
- Giving a disadvantaged population (Latinx) the experience of living on a college campus may encourage them to feel comfortable in attending college

Mr. Roberto Franco is available for conversation with the Trustees: 503-986-6757

Thank you.

Dr. Carol Voisin
Retired Senior Instructor, SOU
civoisin@yahoo.com
541-482-3559
541-531-9400 (Cell)

Consent Agenda

(September 18, 2020 minutes forthcoming)

**Board of Trustees Meeting
Friday, June 19, 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 12:05 p.m. in the DeBoer Room of the Hannon Library. The board secretary recorded the roll and a quorum was verified.

Other attendees and Zoom panelists included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Jason Catz, General Counsel; Janet Fratella, Vice President for University Advancement; Jeanne Stallman, Associate Vice President for Government and Corporate Relations; Sabrina Prud'homme, Board Secretary; Ryan Schnobrich, Internal Auditor; Josh Lovern, Budget Office; Jonathan Chavez-Baez, Education; Dr. Kylan de Vries, Gender, Sexuality and Women's Studies; Andrew Gay and Kemble Yates, both from Faculty Senate; Sarah Grulikowski, ASSOU; and Kathy Park, Office of the Board Secretary.

Public Comment

The board accepted electronic transmission of public comments from Edwin Battistella, APSOU President, 2020. Mr Battistella's comments to the board were included in the meeting materials.

Consent Agenda

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

Reports

President's Report

President Schott said that, although the year wrapped up with unprecedented challenges, the university took time to celebrate graduates. She said there will be a commencement ceremony for this year's graduates when it is safe to do so. Many departments held their own ceremonies. Photographs of President Schott holding a sign with the name of each graduate were also taken; these photographs were turned into a slide show and will be mailed to the graduates along with their diplomas. Nicolle Aleman created a video to honor graduates, which was shown during the meeting.

President Schott discussed the work she and many others have been doing to make the case for SOU regarding a change in the Student Success and Completions Model (SSCM). In addition to the change sought for several years, the pandemic created the need for another change to cover financial losses. Without additional funding, SOU will have to make cuts that will be damaging to the institution. Advocates have been talking with HECC commissioners and staff; Representatives Pam Marsh and Jeff Golden; leadership teams at WOU and EOU; union, faculty and student leadership on campus; staff in the governor's office; and local business leaders. Based on comments from various HECC commissioners, SOU has been heard and the sense of urgency recognized.

President Schott said she continues her work with the American Association of State Colleges and Universities (AASCU) as she serves on its governing board. AASCU joined with five other organizations to lobby in Washington, D.C. for institutions of higher education.

The Oregon governor requested to meet with the university presidents. Instead of planning for an 8.5 percent reduction in the next biennium with a 17 percent reduction in the upcoming fiscal year, universities were advised to plan for a 3 percent reduction in the next biennium and a 6 percent reduction in the upcoming fiscal year. For SOU, the reduction went from \$3.1 million to \$1 million. This is to be distinguished from the relief through changes to the SSCM. The governor asked the presidents to think innovatively to find ways to save money, while still providing good service especially to underrepresented populations.

Because of these challenges, it is even more important than ever to have everyone working together to move forward. President Schott said some progress has been made to create a governing body to represent the staff at SOU; she hopes to have a formal recommendation by fall and the body established by winter.

President Schott said the first priority for the summer is SOU's financial situation, including enrollment, state, and federal support. The presidential task force on financial sustainability will continue and SOU will complete work the governor requested. SOU and RCC will identify ways to reduce expenses to better serve the region.

President Schott, Dr. Susan Walsh and Greg Perkinson mentioned the faculty and staff who received awards at the end-of-year celebration and praised their hard work. Recognizing that Chair Hennion's tenure as chair ends at the end of June, President Schott thanked Chair Hennion for her service and leadership in the position.

Board Committee Reports

Executive and Audit Committee - Chair Hennion said the committee received presentations from Ryan Schnobrich on his fiscal year 2020-21 internal audit plan and from Tom Battaglia on cybersecurity.

Finance and Administration Committee - Trustee Clough said the committee members reviewed SOU's current finances and the proposed budget for fiscal year 2020-21 and discussed the impact various drivers would have. After much deliberation, the

committee unanimously endorsed the administration's proposal, which will be presented later in the board meeting.

Academic and Student Affairs Committee - Trustee Santos said Provost Walsh reported on the Provost's Council, CARES Act funding and other items. Vice President Neil Woolf reviewed the dashboard and completions report. Enrollment numbers are in a bit of a decline (especially for African American students); however, completion numbers are up, especially in graduate degrees. The committee approved three certificate programs; received updates on spaces in the Stevenson Union, pre-college youth programs, the Student Health and Wellness Center and Navigate implementation; and received a presentation on the results of the COVID-19 remote instruction student survey and a preview of Raider registration and orientation. The committee had a conversation about race equity at SOU, a critical topic especially in light of the current instances of social injustice, racism and loss of lives; the board must be a part of the solution and will discuss later the proposed Board Statement on Black Lives Matter.

Associated Students of SOU Report

Sarah Grulikowski, the incoming ASSOU President, said the elections process is over and ASSOU is in the process of filling positions. Britney Sharp, the outgoing ASSOU President, will continue her work with the general counsel on the SSCM. Ms. Grulikowski said her personal goals are to continue building relationships, increasing accessibility and conducting outreach to students in various forms.

SOU Faculty Senate Report

Andrew Gay said he is ending his tenure as the Faculty Senate chair and introduced the incoming chair, Kemble Yates. Faculty Senate had a busy year, the highlights being the amendment of the bylaws and putting into place the new student evaluation of instruction. Mr. Yates provided information on his background and mentioned some of the challenges faculty faced in the spring term and some of the challenges ahead.

Action, Information and Discussion Items

Equity, Diversity and Inclusion Priorities at SOU (Action)

Taking agenda items out of order, Chair Hennion said the board's discussion will be a continuation of the discussion the Academic and Student Affairs Committee had. Sabrina Prud'homme said the committee expressed concern that the board's statement, which is very important for the campus, cannot be seen as hollow. Trustee Santos said a lot is already being done around campus and in the community and a board statement, coupled with action, would add to those efforts and would be part of the solution. Dr. Kylan de Vries added that the sooner the campus can start talking about action items, the better. President Schott said the university already has been doing this work.

Based on discussions in other groups, Ms. Prud'homme recommended the inclusion of immigration status in the list of protected categories of members of SOU's learning community. Vice Chair Nicholson recommended adding a phrase about the board also taking action to condemn injustice; discussion ensued on the proper phrasing, with the final version to read "taking action and rising to the challenge of being part of the solution."

Trustee Loverro moved to approve the Board Statement on Black Lives Matter, as amended. Trustee Thalden seconded the motion and it passed unanimously.

Chair Hennion stressed the importance of people voting in elections and President Schott added that SOU holds voter registration drives.

Agreeing with Trustee AuCoin's earlier comment, Trustee Thalden said that losing 22 black students since last spring is a tragedy and recommended contacting those students to see how they are doing and asking them why they dropped out. Trustee Bullock stressed the need to obtain input from people of color who are students, faculty and staff before deciding on a course of action; several trustees concurred with that recommendation.

Chair Hennion suggested having the Academic and Student Affairs Committee take the lead for the board on this issue. Trustee Santos agreed and recommended further coordination with SOU's equity, diversity and inclusion (EDI) team. President Schott requested that her staff do its work and bring recommendations to the committee and the board for consideration from a governing perspective.

Addressing the trustees' comments about listening to the voices of those of color, Ms. Prud'homme said the board could make it one of its priorities by making space on the board for people of color as vacancies arise. Regarding the enrollment drop, the EDI team has already scheduled a meeting with Dr. Woolf and will discuss that issue. Further, a campus climate survey, focused specifically on cultural, racial, bias and discrimination issues, was administered in the winter; the results will be available soon.

Ms. Prud'homme mentioned the different responsibilities of the EDI team and provided information on some of the EDI priorities for the next year, which were included in the meeting materials. Dr. de Vries said the EDI team has spent a lot of time addressing issues arising from racially-motivated incidents on campus and around the country.

There have been two milestones regarding the cultural competency bill, which SOU already met and the internal auditor affirmed: a committee and process were established in accordance with requirements in House Bill 2864 and the plan was provided to the board. Proof of compliance with requirements would be submitted in December. A progress update will be presented to the board in the fall.

Adoption of FY 2020-21 Internal Audit Plan (Action)

Ryan Schnobrich said the Executive and Audit Committee reviewed and discussed the annual report on the completion of last year's internal audit plan, as well as the proposed audit plan for next fiscal year. He mentioned the highlights of next year's plan: drafting the audit report for the student fee audit; reporting on management's action plans expected to be completed next year; encouraging recommendations from this year's assessments of management responsibilities and fraud risk control; participating on a consulting basis on the finance section of the Incident Response Team; consulting on various process improvement, risk management and compliance related topics; and working with the new Title IX coordinator and general counsel on management's action plans related to the Title IX and Clery audits.

Trustee Santos moved to approve the resolution adopting the internal audit plan for fiscal year 2020-2021, as presented. Vice Chair Nicholson seconded the motion and it passed unanimously.

Legislative and State Funding Update

Jeanne Stallman said the governor called a special session to address coronavirus issues and police reform, not the budget. The budget will not be discussed until July, possibly August. The bills related to COVID-19 mainly reflect the governor's executive orders that legislators want made into law (e.g., eviction moratoria and public meeting laws). The People of Color Caucus brought forth ideas regarding police reform; there is no indication the bills would extend to campus police.

Ms. Stallman mentioned the governor's assignment to the universities, asking them to find ways to do more with less. In the governor's office and the legislature, there is a clear concern about ensuring equity even while being underfunded.

Adoption of Fiscal Year 2020-21 Budget (Action)

Greg Perkinson reviewed the revenue forecast presented by Oregon's Office of Economic Analysis. He stressed that many of the fiscal impacts of COVID-19 are still unknown. Mr. Perkinson summarized the receipt and application of CARES Act funding. The first part of CARES Act funding was direct to students. At SOU, about 800 students received about \$1000 each. The remainder of those funds will be disbursed in the summer and fall terms.

The second part of the CARES Act funding had a lot of strings attached. A work group was formed to review the restrictions. As a result, \$250,000 was allocated to the Education & General (E&G) fund, mostly for faculty professional development and for reimbursing Information Technology for costs of transition of delivery of instruction. \$1.88 million was allocated to auxiliary and non-E&G funds, such as housing and reimbursements for lost student fees.

Mr. Perkinson reviewed the elements of two scenarios, as included in the meeting materials. The variables impacting each are state funding, tuition, Raider aid, labor, other personnel expenses, and supplies and services. The outcomes of each scenario vary, depending on the decrease in enrollment. Mr. Perkinson said the administration recommends scenario 2A, [\$3 million in relief and a 10 percent decrease in enrollment]. The Finance and Administration Committee approved this recommendation and forwarded it to the board for approval.

Responding to Trustee Bullock's inquiry regarding whether the cuts proposed in scenarios 1A and 1B are realistic, Mr. Perkinson said one goal to keep in mind is to do no harm to the core mission of the university. The balance point will be to determine if identified cuts can be made without harming the university's mission. President Schott said, after considering the proposals overnight, the safer, more realistic route would be to recommend scenario 1A. The question then becomes whether taking the \$6.4 or \$7.4 million in reductions in scenario 1 would be reasonable, especially considering that reductions were made over the past several years.

Mr. Perkinson mentioned the “wild card” that is available. A year ago, the board approved a transfer of \$1 million from the plant fund, a legacy Oregon University System fund, to provide debt service payments against Stevenson Union renovations. There is still \$6.6 million in unrestricted funds in the plant fund. An internal loan could be taken against those unrestricted assets but a repayment strategy would have to be evaluated. An unintended consequence would be the reduction of SOU’s assets that are currently on the balance sheet, negatively affecting the composite financial index.

Trustee Clough recapped the discussion held in the Finance and Administration Committee meeting, saying all the variables were considered as was the reasonability of each. The committee concluded scenario 2A seemed the most logical and recognized uncertainty in all the options. She stressed: it is important to give the senior leadership a budget; all the options involve cost reductions; delays compound the issues.

Trustee Wilson said she attended the Finance and Administration Committee meeting and reconsidered the options presented. She said scenario 2A was aspirational and she thought scenario 1A was more likely to happen. President Schott added that scenario 1A is clearer because it shows the mountain of challenge SOU is confronting. Additionally, in each scenario, SOU would take the same steps to identify cuts. Trustee Rosenberg said scenario 1A might be better since it is more accurate, rather than hopeful.

Trustees Vincent, Santos and Bullock also expressed their support for scenario 1A. Trustee AuCoin expressed misgivings with scenario 2A, even though he supported it at the Finance and Administration Committee meeting.

Responding to Trustee Loverro’s inquiry, President Schott said that, in her experience, people appreciate realistic budgets over aspirational ones. She said SOU does not want to convey the impression that it is assuming the state will bail the university out of its financial difficulties.

Vice Chair Nicholson suggested exploring the possibility of reducing the percentage of operating revenue from 8 percent to 5 percent, if scenario 1A was approved, which would decrease the needed cost reductions. Trustee Santos concurred that it would be an option worth discussing. President Schott recommended against decreasing the ending fund balance at this point. The upcoming biennium will be even more challenging than the upcoming fiscal year.

Much discussion ensued on the appropriate procedure to process the seconded motion from the Finance and Administration Committee. There being no consensus, Vice Chair Nicholson moved to accept the Finance and Administration Committee’s recommendation for the fiscal year 2020-2021 budget as reflected in scenario 2A. Trustee Rosenberg seconded the motion. Trustees Thalden and AuCoin abstained and the remaining trustees voted against it.

Trustee Rosenberg moved to approve the fiscal year 2020-2021 budget as detailed in scenario 1A: [Fiscal Year 2020-2021 expenditure budget in the sum of \$82,821,738 inclusive of Education and General [budgeted operations] in the sum of \$62,263,850; an

auxiliaries budget in the sum of \$15,184,446; and designated operations in the sum of \$5,375,443.] Trustee Santos seconded the motion and it passed unanimously.

SOU Pandemic Resumption of Activities Plan (Action)

Janet Fratella said she and Dr. Neil Woolf have led the campus reopening work group, which has collaborated with state, county and local officials. SOU is in phase 1 of the reopening process. Dr. Woolf reviewed the provisions of the Pandemic Resumption of Activities Plan included in the meeting materials. SOU will continue to be in a modified operation status until a vaccine or reliable treatment is widely available.

Regarding instructional delivery, Dr. Woolf said SOU is moving to lower density for room capacity and classes are designed to be hybrid. After Thanksgiving, instruction will shift to distance learning to reduce risk to students, staff, and faculty from returning after the holiday.

Dr. Woolf mentioned the phased approach for employees to return to work on campus and the creation of the daily self health check for employees. Face coverings are currently required on campus.

Responding to Trustee Loverro's inquiry, Dr. Woolf said no additional fees will be assessed for any courses that switched to distance learning that are not already designated as online courses. Dr. Susan Walsh added that discussions are being held regarding pedagogy and delivery methodology and the impact on faculty workload.

Responding to Trustee Loverro's further inquiry regarding faculty and staff who may not feel comfortable returning to a face-to-face environment, Dr. Walsh said the Human Resources (HR) director presented information on that issue to chairs and directors and the HR office is developing a robust web page with information on resources, including reasonable accommodations that are available.

Trustee Santos moved to approve the Pandemic Resumption of Activities Plan, as presented. Trustee Franks seconded the motion and it passed unanimously.

University Advancement Update

Janet Fratella said members of her division have been getting to know more about each other and have been developing vision and mission statements. She mentioned some of the recent work of the various offices in her division, including participation on the Incident Response Team, virtual graduation recognition, stories in the media and grant requests.

Ms. Fratella said COVID-19 definitely has impacted fundraising and gift revenue will fall short of the goal for the fiscal year. She anticipates closing the year with about \$2.7 million in gift revenue. There has been \$2.5 million in bequest contributions this year, which are not included in the gift revenue figure. She then highlighted some recent donations, including those from Karen and Sid DeBoer; the Oregon Community Foundation; and Dan Decema and Morgan Sammons. Ms. Fratella mentioned the special appeal made in the spring, which resulted in \$33,000 donated to the SOU Cares program and food pantry.

Discussing scholarship support, Ms. Fratella said, based on a 5-year average, there has been \$1.3 million in scholarships provided to students. Two trustees of the SOU Foundation Board made 5-year pledges to support a scholarship for Black and African American students, the first of its kind at SOU.

Ms. Fratella reported that 100 percent participation in leadership giving will be reached from all three volunteer leadership boards. She then provided background information on the SOU Foundation Board's new officers and new trustees.

Chair Hennion commented on the recent death of Donna Mills, an emeritus professor at SOU. Her obituary included a paragraph encouraging donations to SOU. Ms. Fratella said numerous individuals have made memorial gifts.

Board Elections (Action)

Chair Hennion praised the work Trustees Thorndike, Lightman and Rosenberg and Sabrina Prud'homme did in the board election process. Trustee Thorndike also praised his colleagues and said he thought the election process used this year was successful.

Trustee Thorndike nominated Vice Chair Nicholson for the position of Board Chair. Chair Hennion seconded the motion and it passed unanimously. Vice Chair Nicholson thanked the trustees for their support and said that, over the last six years, he has seen very good examples of how to lead the organization. He also read part a statement that was not included in the meeting materials.

Trustee Thorndike then nominated Trustee Santos for the position of Board Vice Chair. Vice Chair Nicholson seconded the motion and it passed unanimously. Trustee Santos said he was honored to be elected to the position.

President Schott thanked Vice Chair Nicholson and Trustee Santos for their willing to fill the leadership positions.

Future Meetings

Chair Hennion said the board's retreat would be on September 17 and 18 and the next meeting of the board would be on October 16.

Trustee AuCoin praised Chair Hennion and said her leadership has been spectacular.

Adjournment

Chair Hennion adjourned the meeting at 5:06 p.m.

Board of Trustees Special Meeting
Friday, June 19, 2020
Videoconference

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 special meeting to order at 5:06 p.m. The board secretary verified that all trustees attending the preceding regular meeting were present for the special meeting.

Other attendees and Zoom webinar panelists included: Christine Meadows, University Shared Services Enterprise; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Jason Catz, General Counsel; Jeanne Stallman, Associate Vice President for Government and Corporate Relations; Sabrina Prud'homme, Board Secretary; Josh Lovern, Budget Office; Ryan Schnobrich, Internal Auditor; and Kathy Park, Office of the Board Secretary.

Public Comment

There was no public comment.

Action, Information and Discussion Items

Presidential Compensation (Action)

Introducing the agenda item, Chair Hennion said the board renewed President Schott's employment contract in 2019 and she reviewed the scheduled increases on July 1st of each year through June 30, 2022, as presented in the meeting materials.

President Schott has proposed forgoing the scheduled increase to be consistent with the treatment of other administrators whose salaries have been frozen. She has also proposed decreasing her current furlough from 25 percent to 20 percent, which is also consistent with the furloughs of most staff members.

Trustee Rosenberg moved approval of the freeze on the salary increase and the decrease in the furlough to 20 percent. Trustee Vincent seconded the motion.

For the record, Trustee Lightman added that, last year, the board noted President Schott was the lowest paid president of the seven public universities; she stressed that she believes President Schott is undercompensated in the amount of approximately \$100,000. Chair Hennion said President Schott did accept a small raise as partial compensation for not having a raise in the first three years of her contract, which put her close to the other presidents. Chair Hennion said President Schott insists on being treated as other staff members regarding the salary freeze. Jason Catz added that President Schott is acting consistent with austerity measures and showing the importance that these measures apply to everyone.

President Schott said she appreciated the discussion and the salary adjustment last year. She said she cannot see taking an additional increase when half of the university's employees are furloughed and the university's financial situation is as dire as it is. She said it was important that she take a 25 percent furlough for first several months but she found it impeded operations. President Schott affirmed her acceptance of the salary freeze and reduced furlough percentage.

Mr. Catz said the intent is to have this action map up with other employees, which is why an ending date was not included in the proposed resolution. Once the workshare program ends, the board can review the president's salary and set it where it should be.

Following these discussions, the board voted to approve the proposed resolution, "Amendment of the Compensation of the University President." The action passed unanimously.

Collective Bargaining Update - Executive Session [Pursuant to ORS 192.660 (2)(d)]

Chair Hennion said the board would enter into an executive session to receive a labor negotiations update. She said, pursuant to ORS 192.660 (2)(d), the board would meet in executive session to conduct deliberations with persons designated by the governing board to carry on labor negotiations. Pursuant to ORS 192.660 (4), representatives of the news media were not allowed to attend this executive session; there were no members of the media present. Pursuant to ORS 192.660 (6), no final action would be taken or final decision made in the executive session.

Continuing, Chair Hennion said, pursuant to ORS 352.076 (5), Trustees Rosenberg and Wilson were respectfully excused from the session as the faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the board or attend any executive session of the board involving collective bargaining at the university. In addition to the remaining non-faculty and non-staff board members, the following persons were permitted to remain for the executive session: Christine Meadows, President Schott, Greg Perkinson, Dr. Susan Walsh, Jason Catz, Sabrina Prud'homme, Kathryn Park and Josh Lovern.

Adjournment

Following the executive session, Chair Hennion returned the meeting to public session and adjourned the meeting at 6:00 p.m.

**Board of Trustees Meeting
Friday, September 18, 2020**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Board Members:

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

Chair Paul Nicholson called the meeting to order at 8:45 a.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; Jeanne Stallman, Associate Vice President for Government and Corporate Relations; Sabrina Prud'homme, Board Secretary; Josh Lovern, Budget Office; Lynnette Heard, Association of Governing Boards of Universities and Colleges; and Kathy Park, Office of the Board Secretary.

Due to the non-linear nature of a retreat, the following account serves as a record of the proceedings rather than a linear recounting of the discussion.

President Linda Schott expressed her appreciation to the trustees for making time to attend the meeting. She mentioned the recent fires that raged in the Rogue Valley, impacting about 136 faculty and staff and 80 students; many of whose homes were completely destroyed. SOU's two campuses were spared. President Schott said the administration considered delaying the start of the fall term; after coordinating with various groups across campus including the student body president, it was determined that it would be best to start as scheduled to resume some sense normalcy.

Greg Perkinson addressed inquiries SOU received about opening dormitories to [members of the public] impacted by the fires. He said SOU's Housing Office was balancing efforts to receive students for the beginning of the term as well as to operate a designated quarantine space. Although not likely, FEMA trailers could be placed on SOU property, after coordination with the City of Ashland; trustees agreed with the concept in general. Other options to house affected individuals are being explored.

Lynnette Heard, Senior Consultant at AGB Consulting, led the trustees in dialogues and learning sessions on critical, timely issues involving equity, diversity and inclusion (EDI).

Some of the thoughts and reflections from trustees included: Expectations should be high for everyone. When it comes to creating an inclusive environment, every board member has the responsibility to reach out and bring people in. The board must also evaluate what unintentionally gets in the way of having full inclusion.

Ms. Heard highlighted components of Oregon's equity lens: Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently-abled, first language or other distinguishing characteristic.

Several trustees expressed their gratitude that these issues were being prioritized and explored and that, while SOU is not perfect and has areas that need improvement, some progress has been made and SOU has many caring employees and students.

To start discussion on board culture, Chair Nicholson repeated his earlier comment that board culture is about the work of the board and how the board works together. Lynnette Heard said her role was to encourage trustees to discuss issues they consider important. She reviewed the board's areas of strength, including acting to ensure the integrity of SOU; speaking with one voice and standing united behind controversial decisions; respecting the confidentiality of materials and discussions; promoting trust among board members through a culture based on openness and respect; and conducting itself in ways that inspire confidence and instill trust for all constituents.

Ms. Heard then mentioned areas of opportunity for the board, including providing opportunities for board members to better get to know one another personally; exploring ideas in robust discussions; utilizing trustees' individual talents, skills and expertise; and incorporating practices that build diversity and foster inclusion at the board level.

Chair Nicholson introduced the concept of a "culture of inquiry," which he deemed important to the effectiveness of the board. Discussion ensued on sharing dissenting opinions and how difficult it can be given the public nature of meetings. Ms. Heard stressed that a culture of inquiry is one where people are not afraid to question complex, controversial or ambiguous matters or to look at issues from all sides. A healthy culture of inquiry promotes thoughtful decision-making, even when the decisions are tough. When dialogue, candor and dissent are all part of group dynamics, board members master the skills of listening, dissecting the issues and responding. Learning and information gathering are important and they are part of that culture of inquiry since decision making and accountability depend upon trustees' confidence. Ms. Heard encouraged the board to assign someone at times to play the "devil's inquisitor" to argue an alternative point of view, enabling the board to look at issues from another side, intentionally.

Trustees were divided into groups to identify actions to address the call to become even more consequential, more high-performing and truly driven by a culture of inquiry. Trustees Bullock and Lightman each lead a group to address areas of opportunity for the board.

At the end of the small group session, each group reported on its discussions. Trustee Bullock's group said opportunities for trustees to get to know each other better included breakout sessions where they have real discussions and attending events that allow for relationship building. Regarding the diversity of members on the board, Trustee Clough noted the lack of Asian or Pacific Islander representatives, who are an important part of the university, and Trustee Loverro encouraged the board to be proactive to identify potential trustees of diverse backgrounds.

To engage more members, Trustee Lightman's group suggested identifying individual trustees' talents, skills and expertise. The action item to accomplish this was to establish some type of governance committee that would take on some of these conversations. Another opportunity the group discussed was fostering diversity and equity on the board; having equity, diversity and inclusion implemented at every meeting in some way; and tapping into currently-existing campus resources for training, which might be accomplished by a new committee or ad hoc group. Lastly, the group talked about opportunities for the board to connect personally through activities such as icebreakers and other social activities and having breakout sessions such as the ones during this meeting.

Ms. Heard suggested creating a small working group to implement the action plans to make sure they come to life, which Chair Nicholson thought was a good idea. He said he would follow up with trustees to see who would be interested in serving on the working group.

Ms. Heard said the board is on the precipice of a very important choice: (1) step off with courage and know that the board develops a stronger culture of inquiry by asking those hard questions and by making sure all voices are included or (2) step back away from doubt, knowing there is a large intersectionality of issues, concerns, challenges and opportunities. Several trustees expressed their belief that the board was ready to move forward and the dialogues during the meeting will help tremendously. President Schott added that she and her team welcome the board asking hard questions; it is not a sign of distrust but rather the board fulfilling its responsibility. Suggestions were made on improving the information included in the meeting materials and on the importance of trustees preparing for meetings.

SOU Business Model Discussion

Taking agenda items out of order, President Schott turned to SOU's finances and the future. She expressed extreme concerns over SOU's current, dire financial situation in addition to the pandemic and the recent fires in the Rogue Valley. Greg Perkinson reviewed the pro forma and the fiscal impacts of COVID-19.

Jeanne Stallman provided a legislative update, the highlights being: 1) In times of major recessions, universities have taken disproportionate cuts in state funding; and 2) There will never be consensus among Oregon's public universities on the funding model and HECC Commissioners have not been deeply involved in the review; SOU's best hope is HECC staff wanting to ensure the university's stability.

Ms. Stallman said the legislature unexpectedly kept funding for higher education intact this year. There seems to be support from the legislature for the technical and regional universities but they must compete with the lobbying power of the three big institutions. There does seem to be some understanding in the legislature that SOU has been challenged and has needs. Considering everything, SOU does not have a lot of steam in the legislature and across the state, the competition for dollars will be fierce.

Turning to funding, Ms. Stallman said the state has many areas in critical need of assistance. SOU is unlikely to receive financial assistance until it is at “death’s doorstep.” As a result, the administration has focused on documenting the need for and the value in receiving assistance.

Much discussion ensued on financial exigency, what it is, the implications, actions SOU could consider, and options available to SOU. The significance and consequences of options were discussed and the importance of ensuring that the campus and community stay fully informed were repeatedly stressed. President Schott said her goal was to keep SOU fulfilling its mission in this part of the state.

Mr. Perkinson reviewed financial exigency triggers as detailed in the meeting materials. He then mentioned mitigation steps SOU has taken, including furloughs, a hiring freeze, academic program savings and freezing travel. Other cost management strategies have been discussed during meetings of the president’s cabinet. President Schott stressed the importance of fulfilling the mission of the university and the impact in the region of doing so. Discussion ensued on various scenarios.

Taylor Hall Expenditure Authorization (Action)

Greg Perkinson requested approval of \$500,000 to cover additional necessary renovations in Taylor Hall. The source of funds was explained as bond funding designated for deferred maintenance. With those funds set to expire, the Department of Administrative Services granted an extension of time in which the funds could be spent.

At Chair Nicholson’s request, Mr. Perkinson explained that if the additional \$500,000 were not authorized, some of the funds would be used to finish deferred maintenance in the stadium and some would be used for Britt Hall. If all the funds could not be spent, they would have to be returned to the state.

Trustee Loverro moved that the board authorize the capital expenditure of \$500,000 to renovate Taylor Hall. Trustee Santos seconded the motion and it passed unanimously.

Adjournment

Chair Nicholson adjourned the meeting at 5:38 p.m.

President's Report

Committee Reports

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

Student Leadership Report

Faculty Senate Report

University Advancement Report

Presentation of Award: AGB John W. Nason Award for Board Leadership

Strategic Plan Progress and Challenges

Strategic Direction One Update – October, 2020

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

Goal 1: The **Transforming General Education Task Force** completed work on a draft for a new curriculum which consists of six core capacities for purposeful living: 1) purpose integration, 2) communication, 3) quantitative reasoning, 4) inquiry and analysis, 5) equity, diversity and inclusion, and 6) creativity and innovation. Additionally, the proposed new model includes “Purpose Pathways” that address “wicked problems” that engage students in seeking real-world solutions. The Task Force recommends launching the following Pathways in Fall, 2021: Building a Sustainable Future, Creating Health and Well-Being, Navigating Democracy and Social Change, and Navigating a Digital Life. A major concern of members of the Task Force is the ability of students to transfer credits to SOU. To that end, a transfer map was developed to facilitate that outcome. The Task Force membership is comprised of faculty, staff and students, who have been gathering feedback from groups and individuals across campus. Upon approval by the Faculty Senate, the Task Force will continue developing the new model, including identifying learning outcomes associated with each of the six capacities; implementation will begin in fall, 2021.

Our ongoing focus on **identifying and implementing best practices in teaching** was impacted in a significant way by the quick transition to remote learning in Spring 20 in response to the COVID-19 pandemic. Coordinated efforts between the Provost's office and the Center for the Advancement of Teaching and Learning (CATL) enabled the rapid compilation of a wide range of resources and tools for faculty to effectively make the transition to remote teaching in Spring, as well as to gather feedback, assessment of instructional experiences, and student perceptions. Analysis and observations of needs, successes and additional resources were used to identify a slate of professional development activities over the summer, which were curated and coordinated by CATL. Stipends to participating faculty were also provided, using federal CARES Act funding. These activities were undertaken simultaneously with other ongoing programming that CATL had developed for the academic year, such as the faculty peer-lead Innovation Communities program, which brings faculty together into learning communities focused on specific issues, approaches and innovations in teaching and learning.

The intensive focus on best practices in teaching and learning over AY 19-20 (some intended and some unanticipated), culminate in a significant gain in our understanding and implementation of pedagogical practice. Our ability to be responsive to COVID has not only been helpful in mitigating perceived disruptions to “regular” teaching practices for both faculty and students, but it informs the commitment made in SD1 to enabling learning strategies for a wider variety of learners, including working professionals, and adult learners. As an example, the best practices associated with synchronous versus asynchronous online learning are better understood by both the experiences faculty reported in the Spring 20 remote environment and by the intentional design of professional development opportunities and tools in preparation for Fall 20. We were particularly impressed by the large turnout and committed participation of the faculty who attended the “Summer Symposium” offered by CATL at the start of Fall term. Titled, “Apart Together: Closing the Gap”, the event focused on both strategies for efficacious remote and alternative format teaching, and broader concerns that relate to all instructional settings: enhancing community in classrooms and cohorts, intentional design of meaningful assignments and

learning opportunities, assessment of student learning, and promoting and enhancing equity and inclusivity in classroom settings.

While much of the work undertaken in faculty professional development over the past several months allows us to respond to the unique demands of teaching during the pandemic, it integrates into the focus on excellent pedagogy expressed in SD1 and the overarching goals of CATL's strategic plan and mission. Accordingly, institutional capacity to meet the needs of many types of learners has been enhanced, which we expect will assist in recruiting and retention, and will allow us to advance our commitment to student learning in a comprehensive way once more conventional, in-person instruction resumes.

Lastly, using the framework developed by Chris McChesney et al. in *The 4 Disciplines of Execution* (2012), Academic Affairs has identified two important strategic priorities, or Wildly Important Goals (WIGs), for AY 20-21. They are: 1) addressing racial inequality, and 2) focusing more intentionally on recruitment and retention. We will be sharing more about this initiative with the campus as we continue to develop our overall plan.

Goal 2: Two Task Forces working on **Post-Tenure Review and the Faculty Professional Activity Report** are close to completing their work and will be making recommendations to the Faculty Senate within the next several weeks. In light of the pandemic and wildfires, the Provost, in consultation with the Chairs of the Faculty Senate and the Faculty Personnel Committee, and the faculty union president, have examined ways some degree of flexibility can be applied to our current policies and processes with regard to promotion and tenure.

Goal 3: In Fall 2020, **SOU began offering digital “micro-credentials”** (sometimes referred to as badges). Academic program faculty and Division Directors examined curriculum and current course offerings to identify an initial group of roughly 12 potential micro-credentials, consisting of 2-4 current SOU courses that allow a learner to demonstrate competency in a specific knowledge area and/or professional capacity. These proposals were also evaluated to determine the extent to which and how they might provide or enhance career opportunities for learners and/or respond to local economic development priorities and industry needs by allowing employees to “skill up” within the context of their existing positions. Eight micro-credentials have been reviewed and approved: Values-based Leadership, GIS, Environmental Research and Data Analysis, Sustainable Tourism, Story Development for Screenwriting, Set Skills for Cinema Production, Cinema Production Technology and Professional Writing.

It is expected that SOU will also continue to work with community partners and local industries to identify additional micro-credential opportunities that respond directly to workforce initiatives and priorities. For example, the Values-Based Leadership micro-credential wildfire involves student internships to support community wildfire relief efforts. Interns will be supporting housing and shelter relief efforts as well as developing community asset maps that will inform city planners and local agencies on the strengths of the fire-impacted communities as they rebuild on a sustainable path.

Each micro-credential comprises a group of SOU courses (either required or elective), grade requirements and, in some cases, an additional community-based or practical component. We expect to approve and offer between 15 and 20 micro-credentials by end of fall term. Upon completion of the requirements for the micro-credential, the student is awarded a digital icon or badge, which they can

then link to a professional resume or CV, social media accounts (such as LinkedIn), and attach to application for employment on many digital recruiting platforms.

This initiative addresses a common and national concern related to the broader context of higher education, in which the length of time required, high (sometimes prohibitive) cost and perceived low return on investment in traditional degrees, even those offered online, are of significant concern. Micro-credentials, as “smaller chunks of learning”, provide greater flexibility, and meet needs of learners and the university to respond to needs of diverse learner groups.

Goal 4: The Academic Program Review (APR) process has been refined since it was piloted last year with the first third of all academic programs. The Directors of University Assessment and Institutional Research hold training sessions with chairs from each of the programs that are under review to discuss how to interpret the relevant data. Improvements were also made to the APR template over this past summer based on feedback from the chairs and division directors. The revised template will be used by the second third of academic programs under review this year. The purpose of the Academic Program Review is to provide a formal process and medium for program stakeholders to provide information about accomplishments, strengths, challenges, and to align academic programs with the goals as outlined in the SOU Strategic Plan. The APR also helps programs track the impact of changes to curriculum, program requirements, and faculty staffing over time. The APR can be used for both descriptive and evaluative purposes.

Since our last update, the **Undergraduate University Assessment Committee** held three workshops for faculty on the following topics: 1) Annual Senior Writing and Oral Communication assessment data, and how they assess creativity in their disciplines 2) Senior Capstones 3) The revised assessment report template and how programs have approached assessment in light of the pandemic. The Director of Assessment continues to offer Zoom help sessions for program chairs and assessment staff to facilitate communication about their assessment reports and inputting information into the software program (Improve). During spring of 2020, the Director also created an online video on how to use the software, Improve. This video as well as all assessment report templates and rubrics are available on the Program Assessment page of the Institutional Research area on the SOU website.

Assessment Plan: Five Column

Strategic Direction 1 - Transform Pedagogy & Curriculum

Assessment Coordinator: Sue Walsh - Strategic Direction 1 Sponsor

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

Goal 1 - SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

<i>Objectives</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
Study pedagogy and curriculum (SD 1.1) - Study best practices in pedagogy and curriculum Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019, 2019 2020	Process Analysis - PLC focusing on general education Target: Convene PLC, conduct research, analyze, and disseminate findings Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met PLC convened and completed work with results disseminated to campus during the Spring 2019 Expo. (12/10/2018) Related Documents: Gen-Ed-PLC-2019.pdf	Action Taken: Research and analysis from the PLC presentation will inform the GE task force plans and processes. (01/01/2019)
	Process Analysis - PLC focusing on upper division education Target: Convene PLC, research, analyze, and disseminate findings Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met PLC convened and completed work with results disseminated to campus during the Spring 2019 Expo. (06/04/2019) Related Documents: Upper-Division-Education-PLC-Report-April-2019.pdf	Action Taken: Research and analysis from the PLC presentation will inform overall curricular revisions. (09/16/2019)
	Task - Create a project plan and process for the General Education Task-force. Target: Plan created Notes: This work-group will convene during Summer 19 and inform the work that will be done by the GE Task-force. Assessment Status: Assessment	Reporting Period: 2019 2020 Result Type: Target Met First phase result: Task-force met throughout Summer and Fall 19 and produced an outline of "General Education Capacities" that will serve as the starting point for a new general education curriculum. (12/17/2019) Related Documents: Learning Capacities for General Education.docx	Action Taken: Results from this work group will inform general education revisions of curriculum and content. (01/01/2019)

Objectives	Means of Assessment	Results	Actions Taken
	<p>Completed</p> <p>Task - Convene a General Education Task-force.</p> <p>Target: Fulfill the charge as identified and approved by the Faculty Senate.</p> <p>Notes: This GE Task-force will include appr. 15 faculty and other administrators as needed and may take up to two years to complete its work as general education reform can be a long and difficult process.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2018 2019</p> <p>Result Type: Target Met</p> <p>Faculty Senate approved the official charge of a work-group that will be tasked to transform general education. (06/04/2019)</p>	<p>Action Taken: Task force will continue to meet in its effort to revise general education curriculum and content. (09/16/2019)</p>
	<p>Task - Present draft framework of new General Education curriculum to campus constituencies.</p> <p>Target: All presentations completed and feedback solicited.</p> <p>Notes: Presentations to be made with: Academic Affairs, Academic Division Directors, University Assessment Committee, Raider Student Services (aka ESC), Student Success Coordinators.</p> <p>Assessment Status: Assessment Not Started Yet</p>		
	<p>Task - Approve draft framework of new General Education curriculum.</p> <p>Target: Approval of framework for General Education curriculum received.</p> <p>Notes: Approval ascertained within Faculty Senate, University Assessment Committee, and General Education Assessment Committee.</p> <p>Assessment Status: Assessment Not Started Yet</p>		
	<p>Task - Conduct curricular audit</p> <p>Target: Curriculum audited</p> <p>Notes: New curriculum informed by</p>		

Objectives	Means of Assessment	Results	Actions Taken
	PLC findings Assessment Status: Assessment Not Started Yet <hr/> Task - Revise structure and content of curriculum Target: New curriculum implemented Notes: Revised curriculum informed by both PLC findings and research of best practices Assessment Status: Assessment Not Started Yet		
Inventory learning experiences (SD 1.1) - Identify and create curricular and co-curricular opportunities Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020	Task - Catalog opportunities to "connect to community, region, world" Target: Catalog established Assessment Status: Assessment Completed	Reporting Period: 2017 2018 Result Type: Target Met Identified capstones, internships, and practica coordinators by program (06/06/2019) Related Documents: Coordinators of Learning Experiences.docx	Action Taken: Coordinator lists will be used as reference to help identify and catalog inventories of curricula and opportunities defined within goal 1. Specifically, 1) connect to community, region, and the world, 2) think critically, 3) innovate boldly, and 4) to create lives of purpose. (09/16/2019)
		Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory complete. (see attached docs) (12/28/2018) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "think critically" Target: Catalog established Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "innovate boldly" Target: Catalog established Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) Related Documents:	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)

Objectives	Means of Assessment	Results	Actions Taken
	<p>Task - Catalog opportunities to "create lives of purpose" Target: Catalog established Assessment Status: Assessment Completed</p>	<p>SD1Goal One Inventory of Learning Experiences 06_19.docx</p> <p>Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx Audacity A Queer Leadership Experience.pdf Catalyst Leadership Program Brochure.pdf Winter Syllabus UGS 199 Leadership Development.pdf PLC Creating Lives of Purpose.pdf</p>	<p>Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)</p>
<p>Implement pedagogy and curriculum (SD 1.1) - Implement and/or revise pedagogy and curriculum Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019, 2019 2020</p>	<p>Task - Develop and revise annual curricular changes Target: Curriculum implemented Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met New Finance concentration added to MBA. Summer 2019. (01/06/2020)</p> <hr/> <p>Reporting Period: 2019 2020 Result Type: Target Met Gender Sexuality Women's Studies major degree program including Transgender certificate developed and to be approved in Jan 2020. (12/21/2019)</p> <hr/> <p>Reporting Period: 2018 2019 Result Type: Target Met Online psychology major available. (06/10/2019)</p> <hr/> <p>Reporting Period: 2018 2019 Result Type: Target Met Online version of INL program developed and approved (06/07/2019)</p> <hr/> <p>Reporting Period: 2018 2019 Result Type: Target Met Digital Cinema major developed and approved specifically targeting strategic plan goals (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (01/06/2020)</p> <hr/> <p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (12/21/2019)</p> <hr/> <p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p> <hr/> <p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p> <hr/> <p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>

Objectives	Means of Assessment	Results	Actions Taken
		<p>Reporting Period: 2018 2019 Result Type: Target Met Online version of Master of Sciences in Education program developed and curriculum approved. (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
		<p>Reporting Period: 2018 2019 Result Type: Target Met New Health Care Administration concentration added to MBA. (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
	<p>Task - Implement framework for new General Education curriculum Target: Framework of new Gen Ed curriculum implemented in Fall 2021 Assessment Status: Assessment Started but not Completed</p>		
	<p>Task - Implement other non General Education curriculum changes Target: Other non General Education curriculum implemented Assessment Status: Assessment Started but not Completed</p>		
	<p>Task - Align changes of teaching modality due to COVID-19 remote course delivery with long term SOU mission and strategic plan. Target: Changes to teaching modality implemented. Assessment Status: Assessment Started but not Completed</p>		

Goal 2 - SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university's mission, vision and strategic plan.

Objectives	Means of Assessment	Results	Actions Taken
<p>Revise faculty expectations (SD 1.2) - Faculty expectations and reward systems to be revised for alignment with strategic plan Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020</p>	<p>Task - Implement programs within the Center for the Advancement of Teaching and Learning (CATL) focusing on best practices in teaching excellence. Target: Programs offered Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met January launch of a community-building initiatives called Faculty Insights a new series of podcasts featuring SOU faculty. (01/06/2020) Related Documents: Faculty Insights Website</p>	
	<p>Task - Perform ongoing implementation of relevant best practices in teaching as prescribed by the Center for the Advancement of Teaching and Learning (CATL). Target: Annual changes made to teaching practices. Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met Diverse selection of programs offered by CATL (see attached) (01/06/2020) Related Documents: CATL Inventory of program and services.docx</p>	
	<p>Task - Examine faculty expectations for FPAR Target: Summer chairs working group makes recommendations to FPAR task force Notes: Convene a subset of program chairs to evaluate teaching, service, and scholarship as components of faculty evaluation and performance Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met Phase one results: FPAR task force convened Fall 19 and analyzed the FPAR expectations. Draft report issued to Faculty Senate with preliminary recommendations. (12/17/2019) Related Documents: FPAR Task Force Report.docx</p>	<p>Action Taken: Revise draft report and its recommendations to inform revision of FPAR process and associated changes to bylaws. (12/18/2019)</p>
	<p>Task - Revise FPAR process Target: Revise bylaws as recommended by FPAR task force Assessment Status: Assessment</p>		

Objectives	Means of Assessment	Results	Actions Taken
	Started but not Completed		
	<p>Task - Revise post-tenure review process</p> <p>Target: Revise bylaws as recommended by post-tenure review task force</p> <p>Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Not Met</p> <p>The Task Force is in the final stages of gathering information related to post-tenure/promotion review, and beginning to craft a report with recommendations for the Faculty Senate. (12/20/2019)</p>	
	<p>Task - Convene task-force to examine and report upon the faculty reward system.</p> <p>Target: Task force convened and report developed.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Task force convened Summer 2019 and report produced. Task force included Bret Anderson, Jackie Apodaca, David Bithell, Paul Condon, Kylan de Vries, Andrew Gay, Larry Gibbs, Joan McBee, John Roden, and Alena Ruggerio. (12/17/2019)</p> <p>Related Documents:</p> <p>Report on Faculty Rewards Systems at SOU.pdf</p>	<p>Action Taken: Consider recommendations from task force which that focus promoting and supporting scholarship, creative work, and teaching accomplishments. (12/18/2019)</p>
	<p>Task - Develop proposal for course evaluation revisions</p> <p>Target: Convene task force and identify recommendations</p> <p>Notes: The specific charge of the task force was threefold: to research best practices in teaching evaluations that focus on student learning; to review the use of evaluations for promotion and tenure; and to develop a proposal for student evaluation procedures that are equitable and provide meaningful feedback to faculty.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Task force convened in Fall 19 and recommendations submitted (12/19/2019)</p> <p>Related Documents:</p> <p>Student Evaluation Task Force Report.pdf</p>	<p>Action Taken: Recommendations outlined in task force report to inform revisions to course evaluation process. (12/19/2019)</p>
	<p>Task - Implement revisions to course evaluations</p> <p>Target: New course evaluation implemented</p> <p>Notes: Use recommendations from course evaluation task force</p> <p>Assessment Status: Assessment</p>		

<i>Objectives</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	Completed		

Goal 3 - SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.

Objectives	Means of Assessment	Results	Actions Taken
<p>Implement alternative credentialing (SD 1.3) - Policies and institutional practices shall be put in place to offer new certifications and other alternative credentials.</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019, 2019 2020</p>	<p>Task - Develop and implement policies and practices for alternative credentials.</p> <p>Target: Badges and/or other micro credentials will be available through academic and co-curricular programs.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Convened stake holders to determine processes, priorities, and partners for industry specific as well as other credentialing opportunities. (12/18/2019)</p> <hr/> <p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Researched and selected a credential management platform from Parchment Digital Credential Services to award and transcript alternative credentials. (12/18/2019)</p> <hr/> <p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Developed a process map for awarding alternative credentials. (12/18/2019)</p> <p>Related Documents:</p> <p>Digital Credentials Fall 2020 .docx</p> <p>Digital Badge proposal revised.docx</p> <p>SOU Completion Badges 2020(1).pdf</p> <p>Microcredential application</p>	
	<p>Process Analysis - Participate in Prior Learning Assessment (PLA) research project</p> <p>Target: Inventory all SOU PLA opportunities and report to principal investigator (PI) of study</p> <p>Notes: Study conducted by the Council for Adult and Experiential Learning (CAEL).</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Data set of SOU PLA opportunities sent to PI. Feedback report and study's white paper to be received in Jan-Feb of 2020. (12/31/2019)</p>	
	<p>Task - Revise and implement institution-wide Credit for Prior Learning policy</p> <p>Target: CPL available to students in AY 19-20.</p> <p>Notes: Revised CPL policy approved by Faculty Senate Winter 2020.</p> <p>Assessment Status: Assessment</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Senate Approval (03/23/2020)</p> <p>Related Documents:</p> <p>CPL AY 20-21.docx</p>	

Objectives	Means of Assessment	Results	Actions Taken
	<p>Completed</p> <p>Task - Expand institutional capacity for Competency Based Education (CBE).</p> <p>Target: Establish pathways for CBE opportunities for adult and other learners.</p> <p>Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Participation in the National Institute for Learning Outcomes Assessment (NILOA) Learning Recognition Collaborative in Fall 19. Toolkit to be made available by NILOA in early 2020. (11/15/2019)</p> <p>Related Documents:</p> <p>NILOA Learning Recognition Collaborative Participation Letter.pdf</p> <p>CBE Framework from Council of Regional Accrediting Commissions.pdf</p>	
	<p>Task - Renew commitment to CAEL</p> <p>Target: Re-establish membership in CAEL; participate in annual conference and other activities</p> <p>Assessment Status: Assessment Started but not Completed</p>		
	<p>Task - Actively market and promote alternative credentialing.</p> <p>Target: Market plan implemented.</p> <p>Assessment Status: Assessment Not Started Yet</p>		

Goal 4 - SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

<i>Objectives</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
Academic Program Review (SD 1.4) - Establish process and schedule for APR Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020	Task - Delegate Work Group to develop formal work process Target: Work group convened Notes: A schedule of academic programs with expected years for their review will be identified Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Work group met during Winter/Spring 2019 and developed a draft template for APR (see attached doc) (06/06/2019) Related Documents: Academic Program Review Template FIRST DRAFT.pdf	Action Taken: Work group results inform template requirements for APR process. (10/21/2019)
		Reporting Period: 2018 2019 Result Type: Target Met Pilot programs to use the APR template to complete review, results submitted in Fall 19. (06/06/2019)	Action Taken: Results from programs that pilot tested the process were used to modify template. (11/11/2019)
	Task - Revise APR template based on feedback and finding from pilot implementation. Target: APR revised Assessment Status: Assessment Completed	Reporting Period: 2019 2020 Result Type: Target Met APR template, final revision, completed after pilot process with Biology and Business completed. Psychology report to be resubmitted due to underdeveloped "program planning portion" within the report. (12/17/2019) Related Documents: Academic Program Review FINAL DRAFT.docx Academic Program Review_Biology 2019.pdf Academic Program Review - Business 2019.pdf	Action Taken: Final version of APR template and defined process used in preparation for "hand-off" to SOU Institutional Research. (10/28/2019)
	Task - Implement APR schedule and process Target: Review from the identified programs completed on schedule Notes: Schedule will identify approximately 1/3 of all academic programs to be reviewed each year. After a three year cycle all programs will have been reviewed. Reviews will begin in Winter quarter and submitted in Spring. Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Three year APR schedule established. (12/17/2019) Related Documents: Academic Program Review Schedule.docx	Action Taken: Established schedule to be used to routinize the APR process. (12/18/2019)
	Reporting Period: 2019 2020 Result Type: Target Met Process for conducting APR outlined in the APR template. Additionally the Institutional Research Office has been tasked to pull all reports defined in the APR template and distribute to each program chair in the month of January of each academic year for the 10 programs up for review as defined in the schedule of programs document. (12/17/2019)	Action Taken: No action necessary. Integration of APR process is complete and conducted through coordination with the Provost's office, University Assessment office, and the Office of Institutional Research. (12/18/2019)	
Task - Establish ongoing cycle for and make improvements to the APR	Reporting Period: 2020 2021		

Objectives	Means of Assessment	Results	Actions Taken
	<p>process Target: Annually conduct and document changes needed for the academic program review submissions. Assessment Status: Assessment Started but not Completed</p>	<p>Result Type: Target Met Changes documented and attached to the APR process after the 2019-20 cycle. (09/21/2020) Related Documents: APR Template and Process Update Sp 2020.docx</p>	
<p>Programmatic Improvement (SD 1.4) - Continually improve academic and support programs by applying annual assessment results and other analysis to program operations and structure. Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020</p>	<p>Task - Support and participate in the financial sustainability task force in areas of Academic Affairs oversight Target: Support the Success Criteria within the defined Task Force charge. Notes: This task force will focus on managing academic program operations as well as relevant Academic Affairs support programs using new software informed by disparate institutional data systems. EAB's Academic Performance Solution (APS) software is being considered. Success criteria relevant to Academic Affairs include creating a faculty-guided process for continual review of SOU's academic program portfolio and developing specific initiatives that will generate additional revenue and/or reduce costs. Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met Task force convened with VPFA Perkinson chairing and official charge defined. "Advise the SOU President on how to ensure institutional financial stability for future decades." (see related document) (12/31/2019) Related Documents: Presidential Taskforce - Financial Sustainability Charge.pdf</p>	
	<p>Process Analysis - Increase the ability and capacity to apply data to drive program improvement and to inform resource allocation. Target: Analyze and apply findings Notes: This process will use the information gathered from the financial sustainability task force. Assessment Status: Assessment</p>		

Objectives	Means of Assessment	Results	Actions Taken
	<p>Started but not Completed</p> <p>Process Analysis - Conduct annual review of academic support programs responsible for student success.</p> <p>Target: Support programs reviewed</p> <p>Notes: Efforts are ongoing to engage 100% of relevant support programs submission and review.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Not Met</p> <p>2018-19 Support Program reports submitted and assessed by SPARC (12/17/2019)</p> <p>Related Documents:</p> <p>Support Programs 2015-16 Through 2018-19 Annual Reports Status - CHARTS ONLY.pptx</p> <p>Proposed Process Revisions to Academic Support Program Assessment.docx</p>	<p>Action Taken: Adjustments will be made to the support program review process to mitigate the large number of program coordinators that are choosing to not engage in this review. Possible suggestions include more frequent check-ins with coordinators, more training/workshop opportunities, more involvement of SPARC members and establish stronger buy-in by upper management. (12/18/2019)</p>
<p>Wildly Important Goals (WIGs) (SD1.4) - Define and achieve WIGs with academic and other programs based on The 4 Disciplines of</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2019 2020, 2020 2021</p> <p>Start Date: 08/06/2020</p>	<p>Task - Read, discuss and apply ideas from The 4 Disciplines and define WIGs for AY 20</p> <p>Target: Identify WIGs</p> <p>Assessment Status: Assessment Completed</p> <p>Process Analysis - Academic division directors establish and assess objectives that advance WIGs</p> <p>Target: Academic Directors create and monitor plans to achieve WIGs in their respective divisions</p> <p>Assessment Status: Assessment</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Mid-cycle report submitted, evaluation team on site Oct 2019, response from evaluation team received. (12/17/2019)</p> <p>Related Documents:</p> <p>SOU Mid-Cycle Report 10_3_19.pdf</p> <p>SOU Mid Cycle Evaluation Team Report Fall 19.pdf</p>	<p>Action Taken: Awaiting formal response from NWCCU regarding commendations, recommendations, and/or ad-hoc reporting requirements. (12/18/2019)</p>

Objectives

Means of Assessment

Results

Actions Taken

Started but not Completed

SD2 – Employer of Choice and Service Excellence at SOU

This summarizes status, actions and the road ahead for two goals within Strategic Direction 2 – Southern Oregon University (SOU) “**will become and employer of choice and provide excellent service to all of its constituents.**” There were four specific goals and two of them were identified as immediate priorities (#1 and #4)

- **Goal One:** SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.
- **Goal Two:** SOU will improve its customer experience by streamlining business processes.
- **Goal Three:** SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.
- **Goal Four:** SOU will design and implement a program that will develop a culture of service excellence in all employees

Oct 2020 Information to BOT

Goal one: Human Resources remains committed to maintaining monthly new employee orientation together with our business partners. Eleven (11) employees attended in-person new employee orientation and experienced a digital paper onboarding process between the period of Jan – Apr 2020 (Note: SOU enacted a hiring freeze effective Apr 15). Additionally, our early (Dec 2018) SD2 effective orientation efforts advantageously positioned us to be fully compliant with HB 2016 prior to its Jun 2019 adoption, which among other things, allows bargaining unit representatives the right to meet with new employees within 30 calendar days from date of hire and during any employer offered orientation.

Effective Mar 15, 2020, Human Resources centralized Student Employment and converted the existing manual paper process into a digital paperwork process for new and returning student employees. During this short period of time, 264 student employees and graduate assistants have successfully participated in this streamlined and progressive process. This implementation came on the brinks of the Oregon Governor’s directive to Stay Home/Save Lives effective Mar 23, 2020, which allowed us to continue to serve and employ students while being compliant with state and federal laws.

Since its implementation (Jan 2019) our LinkedIn Learning statistics reveal the following: 1,501 courses viewed; 9,849 videos reviewed; and 291 employees with activated accounts. From Jan 2020 to present (only), 745 courses have been viewed and 5,336 videos watched. On Mar 5, and in partnership with SOU Outreach and Engagement, HR sponsored an in-person training entitled, “Managing the Work-Life Equation” and 24 employees attended. In light of the pandemic, Human Resources will sponsor three virtual training opportunities through SOU O&E this Fall based on the following timely and relevant topics: October “Managing Stress in Uncertain Times”; November “How to Find Enjoyment and Productive Engagement in a Virtual Workplace”; and December “Financial Planning.”

Human Resources is currently working on an RFQ to potentially implement a Performance Management module within its existing PeopleAdmin Talent Tracking/Position Management/Onboarding System that integrates a digital performance appraisal process to help employees remain engaged and goal driven in this remote environment and beyond. More updates to follow.

SIMULTANEOUS WITH THESE EFFORTS, AND DURING THESE UNPRECEDENTED TIMES, HUMAN RESOURCES FEELS PRIVILEGED TO HAVE HAD THE OPPORTUNITY TO PARTAKE IN THE FOLLOWING:

Coronavirus Pandemic: In response to the onset of the pandemic in Mar 2020, Human Resources garnered mutual agreement from APSOU and SEIU to create an SOU Shared Hardship Leave Donation Program where faculty, administrators and classified employees can now donate eligible accruals to each other for COVID-19 related reasons. This is a first of its kind, which is typically prohibited through collective bargaining agreements and policy. Additionally and in accordance with the Stay Home/Save Live orders, Human Resources created a digital Temporary COVID-19 Telecommuting Agreement for quick deployment and processing of over 400 employee location shifts to a remote working environment. This resulted in a partnership with IT to ensure reduced liability when taking university equipment home. Human Resources also implemented and generated a digital form for protected leave options that comply with the Families First Coronavirus Act,

which added Emergency Paid Sick leave and a FMLA Extension for school and child care closures. In support of the university's resumption of activities plan, Human Resources co-led the Workforce/Travel subgroup and established the SOU Employee Daily Health Check Questionnaire (Jun 15). Human Resources also assisted with the creation and implementation of the SOU Student Daily Health Screening Questionnaire (Sep 23) in partnership with Student Health and Wellness. Human Resources serves as a critical member on the daily SOU Incident Management Team.

Furlough/Work Share: Effective May 1, 2020, SOU implemented a 20%-40% furlough for its unclassified administrator and classified employees. In a matter of days, Human Resources successfully secured the following: a Letter of Agreement together with SEIU Local 503 to implement this as an alternative to layoffs; led all Oregon Work Share Programs employer administrative responsibilities directly with the Oregon Employment Department; expedited the processing of over 600 applications, tax liabilities and direct deposit forms; created an HR webpage of furlough, work share, and time and attendance resources; designed a digital weekly time and attendance certification collection process for Payroll's use in addition to their existing monthly paper timesheets collection process; and generated regular communication to employees on when they may expect state and federal unemployment insurance benefits.

Fires: The early Sep 2020 Almeda and Obenchain fires took a toll on our SOU community. Approximately 112 employees were directly impacted by the fires due to evacuation, lack of internet/electricity/water, damaged home or lost home. Twenty-four (24) employees lost or had their homes damaged and Human Resources reached out to each to share temporary housing options, paid leave choices, and state/federal resources. An additional estimated 6 employees had immediate family members who lost their homes and need work flexibility to tend to those needs. For three weeks, Human Resources partnered with University housing by serving as the liaison between employees and community members for temporary SOU housing and we continue to share resources upon request. Human Resources serves as a critical member on the daily SOU Incident Response Team.

Goal 2. Business Services is currently studying "transformation" of work flows in payroll, the service center, and other work management. A project management tool called "Monday.com" was implemented to improve internal suspense monitoring and internal communications.

Goal 4. Service Excellence matters, but the training and round-table discussions were deferred due to COVID-19.

SD3 – Sustainability at SOU

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

This update summarizes status, actions and the road ahead for goals within Strategic Direction 3 – Southern Oregon University (SOU). It also highlights challenges in light of COVID-19.

Goal One: SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university.

SOU's Sustainability program of work continues to implement sustainability within SOU's operations including procurement, food and dining, buildings, energy, landscape, materials and waste management and wider community engagement. Examples of some of the progress in this area aligned with SD III Goal One can be found below.

SOU is currently updating its *2010 Climate Action Plan* with participation from staff, students and faculty. The plan scope will be widened to cover sustainability as well as climate change and developed in line with the STARS reporting framework, the national reporting framework for higher education, where we currently have a silver award as well as the United Nations Sustainable Development Goals. Initial workshops took place over zoom during Spring Term 2020 along with a survey to all employees and students. This work will continue through Fall Term 2020.

Southern Oregon University received 2019 Tree Campus USA Recognition. Tree Campus USA, an Arbor Day Foundation program, honors colleges and universities and their leaders for promoting healthy trees and engaging students and staff in the spirit of conservation. SOU has also completed the program requirements in 2019 and retained its Bee Campus USA status. A Bee, Tree and Bird committee has been formed to oversee progress in these areas.

SOU's *Green Purchasing Policy 2010* has been updated as a *Sustainable Procurement Policy* combined with an associated procedure. These have both been discussed at Policy Council and will be going to Cabinet for approval.

The Recycling Center is currently being renovated and refurbished with the following overall goals for the project:

- To expand the Recycling Center to use the entire building with an increased amount of recycling and reuse at SOU. And have additional outdoor space for recycling currently over at FMP.
- To improve the interior systems to maximize efficiency, good work place and increase recycling
- To refresh the interior and exterior paint work and signage
- To involve students in the signage, branding and renaming and create an education hub.

The DEQ Grant project, Plate size reduction in SOU Residential Dining Hall, met its overall goals and objectives to reduce food waste by 20% through the purchasing and rollout of reduce sized plate. A decrease in the amount of wasted food by over 20% has been observed through data collection. A survey also went out as part of this project indicating a positive response to the reduced plate size as well as a desire to do more about food waste.

SOU has contracted for a dashboard to highlight the electricity use and water use of each building on campus to help with measuring and monitoring and identifying more efficient use of the buildings. This project is expected to be implemented in Fall Term 2020 and Winter Term 2021.

Becs Walker, SOU's Sustainability Manager was nominated and voted in as Chair of the City of Ashland's Conservation and Climate Outreach Commission. The Commission is reviewing their focus to ensure that sustainability and climate change is considered as part of the economic recovery and resilience in Ashland in response to the impact of COVID-19.

Goal Two: SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU.

Two PEAK students work with the Sustainability manager including a Zero Waste Coordinator and a Sustainability Coordinator. These positions are about development of softer skills and leadership to help achieve SOU's sustainability mission.

Goal Three: SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

Sustainability continues to be part of multiple academic programs at SOU from business to environmental science to sculpture.

Based on the Sustainability Curriculum in Higher Education: A Call to Action by the *American Association for the Advancement for Sustainability in Higher Education*, Southern Oregon University developed a program on integrating sustainability into the curriculum. The program was initiated in Fall Term 2019 with the first cohort of faculty "graduating" in Fall Term 2020. The Southern Oregon Sustainability Curriculum Initiative (SOUSCI) was led by a team of four faculty from the division of Business, Communication, and the Environment (BCE). BCE programs and faculty are uniquely positioned to provide innovative leadership in sustainability. Sustainability's "triple bottom line" of environmental, financial and human sustainability aligns precisely with the division programs in the environment, business and communications, respectively. A cohort of ten faculty from BCE interested in integrating sustainability into their curriculum were identified via a proposal submission. The cohort of faculty attended a one-day workshop, as well as monthly meetings with the cohort, the program facilitators, and guest speakers. Each faculty committed to substantially change some component of their course's curriculum and/or pedagogy to incorporate a commitment to sustainability. Faculty integrated sustainability into a variety of courses – from argumentation and critical thinking, operations management, food and beverage management, to film theory and practice and management information systems, to name a few. A repository through which each faculty can share their work to the broader university community was created. The division's faculty, programs, and students benefited greatly from this work, and are well-positioned as a resource for the broader University community.

Overall challenges

Sustainability and Climate Change continues to be propelled into the spotlight particularly with two of the major impacts in Southern Oregon this year, COVID-19 and wildfires having such strong links to climate change and sustainability. SOU's Sustainability Manager wrote an article on the links between Sustainability, COVID-19 and SOU. The full article, *Sustainability: as COVID-19 lays bare the problems*, SOU can be part of the solution can be at <https://sustainability.sou.edu/sustainability-covid-19-sou-can-be-part-of-the-solution/>.

In light of COVID-19, we have reprioritized our sustainability in some areas. For example, students and employees had been advocating to tackle SOU's food waste following the food waste prevention through the reduced plate size grant. Given, the changes in dining due to COVID-19, food waste and investing in composting has been postponed.

Strategic Direction 4

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

Since January of 2020, the last formal update on SOU's strategic plan to the board, a number of notable events have taken place, adding to the context of this strategic direction. Some of this context is mentioned in the "challenges" section below.

Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse "new majority."

The Offices of Equity and Diversity and Equity Grievance were reorganized. An interim EDI Leadership Team (EDILT) was identified; one member each from the faculty, staff, and administration were appointed to ensure a continued focus on specific university priorities.

Consistent with objectives of this goal, the role of Title IX Coordinator was added to the position of Director of Equity Grievance to manage the university's Title IX process. A full-time Title IX Investigator also was added to the Office of Equity Grievance.

Although SOU is in the midst of significant budget challenges, additional funding was made available through special funding from the university president for this strategic priority.

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

Consistent with the objectives of this goal, a baseline Campus Climate survey was completed in 2020. The final steps of analysis of the survey responses currently are underway. Institutional performance including opportunities for improvement will be identified and results will be shared with campus constituent groups in order to improve SOU's campus climate.

In support of academic departments' wildly important goals (WIGs) developed in conjunction with the Provost's Office and other anti-racism initiatives, the EDILT has been providing requested support to academic departments seeking assistance with accomplishing their goals. Activities have included (or are scheduled to include) presentations, trainings, facilitation, reading recommendations, and resources for departments.

To support the needs of the students, particularly SOU's BIPOC students, spaces of the Stevenson Union have been redesigned in conjunction with students, to support the diverse student body of SOU. The Social Justice and Equity Center, or "The Center," is rooted in intersectionality and will serve as a hub for education, services, community building, and support for SOU students' success.

Regarding training and education, an educational series for employees focused on privilege, anti-bias, anti-racism, equity for undocumented individuals, and employment of the equity lens was developed. The series roll-out was postponed due to fires. Specific to student life, employee training opportunities have been provided on UndocuAlly, sexual harassment, and developing empathy (in addition to the mandatory sexual harassment training all employees complete through Human Resources).

Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

For students, a number of events and training series have taken place in support of EDI initiatives at SOU. These include Antiracism Roundtables on White People Talking about White Supremacy; Systemic Racism; COVID-19; and Behind the Masks. Others have included Know Your ABCD's – Avoid Bias, Ask for Consent, Avoid Discrimination, and Seek Help.

The university has continued making progress toward fulfillment of the cultural competency requirements of HB 2864. A subcommittee of the campus-wide Committee for Equity and Diversity implemented the Inclusive Excellence framework to guide SOU's cultural competency response. Collection of institutional data from a variety of sources is underway. This information will be used to complete the December report.

Challenges

1. In early May of 2020, SOU's senior executive for equity and diversity (SEED) and Title IX coordinator departed from SOU leaving an absence of senior leadership in the Office of Equity, Diversity, and Inclusion ("the Office"). Four SOU employees accepted additional duties related to the position to fulfill needs on the campus in this area. Since the time the strategic plan was created in 2018, seven people including the current configuration of employees, have occupied the position in both full time and interim capacities. While progress continues throughout campus, as all equity, diversity, and inclusion (EDI) efforts are not centralized in the Office, the need for permanent and ongoing leadership is essential to the robust fulfillment of the scope of work of SDIV.
2. Due to budget challenges and furloughs, the university is understaffed or understaffed in numerous areas, including the EDI office. Without a full-time executive and the necessary full-time support staff dedicated to equity, diversity, and inclusion, in addition to basic staffing issues on campus, the pace of efforts is slower than ideal.
3. Later in May of 2020, following the killing of George Floyd by police—and many others before him and since—a social movement focused on race equity and social justice emerged, including the reinvigoration of the Black Lives Matter movement. This proliferated society and led to increased inquiry and demand at SOU for various types of support to members of and departments on campus. The needs for support sometimes have been acute, diverting focus to meeting the immediate needs of the campus, which also is aligned with SDIV, but interrupts concentrated focus on other university priorities.
4. Southern Oregon's recent Alameda wildfires also have had a significant effect on the university's EDI efforts. From disrupting work and progress, to employees in service to fire victims, the untimely and catastrophic nature of the wildfires had a temporarily stagnating effect on initiatives.

SD5 – Financial Sustainability at SOU

This summarizes status, actions and the road ahead related to goal #1 and 2 of Strategic Direction 5 – Southern Oregon University (SOU) **“will maintain financial stability and invest for institutional vitality”** There were four specific goals and each of them contribute to our financial health and stability.

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

Goal Two: SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations or efficiencies.

Goal Three: SOU will enhance opportunities to leverage its existing assets to increase revenue.

Goal Four: SOU will invest in opportunities that generate additional gifts, grants, and sponsorships from external sources.

Goal One is one of our “immediate priorities.” An Enrollment Management Council (EMC) was developed in February 2018, comprised by 23 key individuals and co-chaired by the Provost and the Acting VP for Enrollment Management and Student Affairs. Its work was developed through six standing committees focusing on how SOU can better attract and retain students. To assist with its planning the EMC developed planning assumptions and reviewed SOU’s enrollment history, retention rates, marketing and recruitment plans in order to better understand both the context, details and opportunities for its enrollment.

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

Already this Fall Term, a number of the projected initiatives have been undertaken and include development of an Admissions Operations Plan, development of an Orientation Council, undertaking of the Public Perception Survey, development of a Student Satisfaction Assessment and a review of institutional Financial Aid to better incentivize new and continuing enrollment.

The second goal is all about creating key performance indicators (KPI) and using them to improve decision making and enable operational success. The Business Affairs Council (BAC) used the book [The 4 Disciplines of Execution](#) (4DX) to refocus our efforts related to this SD. Directors in BAC are working to establish a “Wildly Important Goal” that will underpin and enable scorecards at all levels. The 4DX journey for BAC will take at least six months in the initial phase.

In fiscal year 2020, Budget and Planning Director Lovern began work to expand that portfolio of metrics and ratios. He catalogued twenty-five individual metrics including their calculations and a definition profile for each. This work continues to evolve as the Board will be introduced to a set of operating performance metrics and then will decide whether those are valuable additions to their decision processes. Once new metrics are identified, Director Lovern will build the technical framework to incorporate those new metrics into a dashboard format for board members to review prior to finance discussions.

SD6 – Improving Learning Environments at SOU

This summarizes status, actions and the road ahead related to both goals of Strategic Direction 6 – Southern Oregon University (SOU) **“will develop physical and virtual environments in which all learners can thrive.”** There were two specific goals related to improving learning environments.

Goal One: SOU will utilize universal design principles to transform learning spaces to inspire creativity, collaboration and intellectual growth in all of the learning communities we serve.

Goal Two: SOU will provide opportunities for all learners to be effective users of immersive, accessible and virtual technologies and spaces.

Even though this was not one of our six “immediate priorities”, the team has made some progress related to objectives underlying these goals.

The challenge (aside from a pandemic and fire) is the Director of Facilities, Management and Planning left SOU and VPFA has chosen not to backfill the position (immediately).

One small success was the development of a lounge in Taylor Hall. In addition, numerous small projects at Stevenson Union were completed over the summer.

Future capital improvement projects (Britt and Central Hall renovations, for example) will consider Universal Design and creating active learning spaces.

The Farm at SOU, under new leadership, is still enabling active learning for students (even during the pandemic).

Even though the pandemic side-tracked our focus, key faculty members in the Digital Media Center will continue the exploration of how to integrate immersive technology in the classroom. Virtual Technologies were included in the Theater renovation, and Professors in DMC will continue to develop creative alternative for their students.

HB 2864 Cultural Competency

HB 2864 Cultural Competency

“Cultural competency” means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

Milestones

Date	Requirement/Task	Status
December 31, 2019	Establish a committee or other entity, or establish a process, that complies with the requirements . . .	Presented at Jan. 2020 board meeting
October 15, 2020	Statewide summit on HB 2864 requirements	In progress
December 31, 2020	Be in compliance with all the requirements . . .	In progress; to be presented at Jan. 2021 board meeting

Remaining Required Activities

- ✓ Maintain committee established to meet HB 2864 requirements
- ✓ Include a broad range of institutional perspectives;
- ✓ Give equal weight to the perspectives of administrators, faculty members, staff and students;
- Propose institution-wide goals (SDIV objectives)
- Development of training for employees
- Recommend mechanisms for assessing
- Ensure that the institution clearly communicates to new faculty, staff and administrators
- Require preparation of a biennial report to board

The Months Ahead

- Continued data collection
- Collaboration with departments
- Determine formal assessment mechanism (consistent w/SDIV)
- Preparation of plan for submission to board

Enrolled House Bill 2864

Sponsored by Representatives ALONSO LEON, GORSEK; Representatives EVANS, HERNANDEZ, LININGER, MCLAIN, NOSSE, RAYFIELD, SANCHEZ, SOLLMAN, Senators DEMBROW, GELSER, MANNING JR, TAYLOR

CHAPTER

AN ACT

Relating to cultural competence at post-secondary institutions of education.

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

SECTION 1. (1) As used in this section:

(a) “Board” means:

(A) For a public university listed in ORS 352.002, the governing board of the university;

or

(B) For a community college, the board of education of a community college district.

(b) “Community college district” has the meaning given that term in ORS 341.005.

(c) “Cultural competency” means an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures, economic statuses, language backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families and communities.

(d) “Governing board” has the meaning given that term in ORS 352.029.

(e) “Public institution of higher education” has the meaning given that term in ORS 350.350.

(2) Each public institution of higher education shall establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution’s employees. The process established under this subsection must:

(a) Include a broad range of institutional perspectives;

(b) Give equal weight to the perspectives of administrators, faculty members, staff and students;

(c) Require that the institution provide continuing training and development opportunities that foster the ability of the institution’s faculty, staff and administration to meet cultural competency standards;

(d) Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds;

(e) Require preparation of a biennial report that is presented to the appropriate board regarding the institution’s progress toward achieving the goals set forth in this subsection;

(f) Recommend mechanisms for assessing how well the institution meets cultural competency standards; and

(g) Ensure that the institution clearly communicates to new faculty, staff and administrators the institution’s commitment to including meeting cultural competency standards in professional development.

SECTION 2. (1) As used in this section:

(a) “Cultural competency” has the meaning given that term in section 1 of this 2017 Act; and

(b) “Public institution of higher education” has the meaning given that term in section 1 of this 2017 Act.

(2) Each public institution of higher education shall:

(a) Not later than December 31, 2019, establish a committee or other entity, or establish a process, that complies with the requirements set forth in section 1 (2)(a) and (b) of this 2017 Act and that will enable the public institution of higher education to recommend, and provide oversight for the implementation of, cultural competency standards for the public institution of higher education and the institution’s employees; and

(b) Not later than December 31, 2020, be in compliance with all of the requirements set forth in section 1 of this 2017 Act.

Passed by House April 26, 2017

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

.....
Tina Kotek, Speaker of House

Passed by Senate June 5, 2017

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2017

Approved:

.....M.,....., 2017

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2017

.....
Dennis Richardson, Secretary of State

Work Group Exploration (Action)

Government Relations and Legislative Update

Higher Education Coordinating Commission (HECC) Update

University and HECC Metrics

Roadmap for Discussion

- Metrics Summary Charts
- Sample Revenue Metric (and deep dive on H.Ed ratios)
- HECC Metric Explanation and SOU Data
- Leading Indicators (versus Lagging Indicators)

Metrics Summary Chart

Metric	Board Reviews	Availability Frequency	Notes
Cash on Hand (all funds)	F&A Committee	Each meeting	Compare to last year Compare to target
Enrollment SCH	F&A (dashboard) IR dashboard	Operationally – weekly	Key revenue driver
Revenue burn rate	F&A Committee	Each meeting	Compare to last year Compare to plan
Expense burn rate	F&A Committee	Each meeting	Compare to last year Compare to plan
Ending Fund Balance E&G	F&A, Full Board, TAC and Other venues	Varies. Pro forma modelling driven	Key input to % Ops revenue
% of EFB / Revenue	F&A, Full Board, TAC and Other venues	Varies. Pro forma modelling driven	Key input to % Ops revenue
PERS rate of increase	F&A (by exception)	As release (yearly)	Key OPE cost driver
PEBB rate of increase	F&A (by exception)	As release (yearly)	Key uncontrollable cost factor

HECC Metrics Summary Chart

Metric	Board Reviews	Availability Frequency	Notes
Statement of Net Position	Exec and Audit Full Board	Annually	In January after audit is released
CFI	F&A Committee	Annually	(see slide 10 for description of each)
Primary Reserve ratio	F&A Committee	Annually	
Return on net assets ration	F&A Committee	Annually	
Viability Ration	F&A, Full Board, TAC and Other venues	Annually	
Net Operating Revenues ration	F&A, Full Board, TAC and Other venues	Annually	
Net Position Savings Admin and Program Reductions	By exception	Annually	- Required by Budget note last long session - DAS and LFO want to keep
Use of Fund Balance			



Revenue Trendline Example Metric

5 Year Revenue Monthly Average & Projection for E&G Tuition & Fee Revenues



(2)

(2)

	July	August	September	October	November	December	January	February	March	April	May	June
5-Year Average	2,342,256	25,784	11,959,316	(183,020)	46,951	10,826,202	(273,678)	279,274	10,029,926	183,887	23,741	856,395
YTD	2,889,266	(867)	11,809,503	(183,020)								
Projection				(183,020)	44,604	10,284,892	(259,994)	265,310	9,528,429	174,692	22,554	813,575

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Sample Operating Performance Metrics

Ratio Name	Calculation	What Does It Mean?
Operating Expense per Student FTE	$\frac{\text{Operating Expenses}}{\text{Full-Time-Equivalent Students}}$	Quantifies net amount of operating expenses that is paid per full-time student.
Net Income Ratio	$\frac{\text{Change in Unrestricted Net Assets}}{\text{Unrestricted Revenues}}$	Measures the financial performance of the institution.
Gross Tuition Contribution Ratio	$\frac{\text{Gross Tuition Revenue}}{\text{Total Expenses}}$	Provides further analysis about an institution's revenues by source.
Net Tuition Contribution per Student FTE Ratio	$\frac{\text{Net Tuition Revenue}}{\text{Student FTE}}$	Measures the average amount of accrual tuition revenue on a per student full-time equivalency basis.
Gifts, Grant and Contracts Contribution Ratio	$\frac{\text{Gifts, Grants and Contract Revenue}}{\text{Total Expenses}}$	Provides further analysis about an institution's revenues by source.
Tuition Discount Rate	$\frac{\text{Tuition Discounts and Awards}}{\text{Gross Tuition Revenue}}$	The difference between what students actually pay to attend the institution and the institution's published price.
Net Tuition Dependency	$\frac{\text{Net Tuition and Fees Revenue}}{\text{Total Operating Revenue}}$	Demonstrates how dependent the institution is on tuition revenue versus other revenue sources.
Endowment Spend as a Percentage of Operating Expenses	$\frac{\text{Endowment Spend}}{\text{Operating Expenses}}$	Provides clarity on how endowment spend assists to cover operating expenses.
Operating Cash Flow Margin	$\frac{\text{Adjusted Unrestricted Revenue}}{\text{Adjusted Expenses}}$	A measurement of the amount of money generated from the institution's core operations per dollar of tuition revenue.

HECC Metrics (Lagging Indicators)

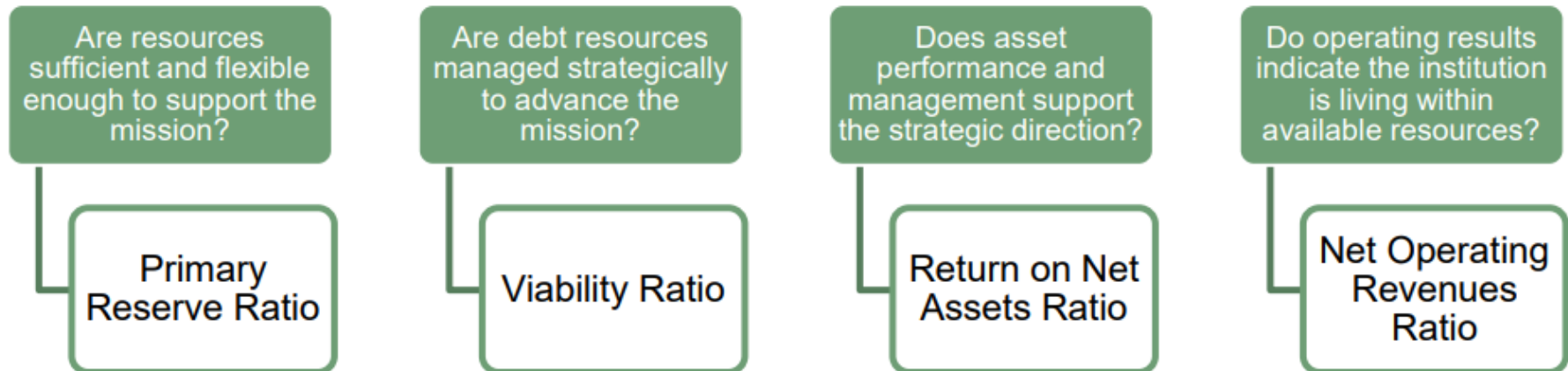
- F&A Subcommittee, Docket #4.0
<https://www.oregon.gov/highered/about/Documents/Commission/FA/2020/Sept%2009%202020/0.0%20AGENDA%20approved%20JP%20and%20BC.pdf>
- Two files: 1. Financial Reporting and 2. Cost Mgmt
 - Cost Reporting
[HECC HB5024 Budget Note Report \(metrics 2021\).pdf](#)
 - See pdf file:
[Budget Note - Cost Management](#)

HECC Proposal:

- A. **PDF version copies of annual financial reports (audits)**
- B. **Financial data from annual audited financial reports** including component units.
- a. **Statements of Net Position** – all amounts associated with:
- Current assets
 - Noncurrent assets
 - Deferred outflows of resources
 - Current liabilities
 - Noncurrent liabilities
 - Deferred outflows of resources
 - Net position
- b. **Statement of Revenues, Expenses and Changes in Net Position** – all amounts associated with:
- Operating revenues
 - Operating expenses
 - Non-operating revenues (expenses)
 - Net position
- C. **Fund financial information** – financial information by fund including revenues, expenses, fund transfers, and fund balances similar to information requested during the June 2019 tuition setting process and as prepared quarterly by most of the institutions for their own governing boards. The format to be consistent across all the institutions, collected at least annually, and reconciled to the annual financial report (audit).
- D. **Existing revenue survey data** – the HECC currently collects E&G other funds data including tuition and fee revenue, remissions and other revenues such as sales of goods and services.
- E. **Facilities related information** – collecting information on room usage, room inventory, asset condition. Other states already do so and can provide a blue print for collecting this data.
- F. **Qualitative financial information**
- a. Audit findings
- b. Accreditation reports and/or related information
- c. Credit analyst (or other financial analysis) reports

Overview of HECC Financial Metrics

- “The overall financial health of an institution can be assessed via two dimensions of inquiry.
 - First, is the institution financially capable of successfully carrying out its current programs?
 - Second, is the institution able to carry out its intended programs well into the future?
- Along those two dimensions, four key financial questions need to be asked. A financial ratio is designed to measure the answer for each question.”



SOUTHERN OREGON UNIVERSITY

FINANCIAL RATIOS 2017-2019

Ratio	FY19	FY18	FY17	Benchmark
Primary Reserve Ratio	0.03	0.08	0.10	>0.4
Viability Ratio	0.07	0.16	0.21	>1.0
Return on Net Assets	2.9%	15.3%	11.2%	>6%
Net Operating Revenues	-9.3%	-3.7%	-4.1%	>4%
Composite Financial Index	-0.86	1.59	1.25	No Benchmark
Adjusted CFI*	1.17	3.53	4.24	>3.0
*adjusted to remove pension and OPEB related liabilities				

PRIMARY RESERVE RATIO

Are resources sufficient and flexible enough to support the mission?

Amounts in \$ Thousands	2017	2018	2019
Expendable Net Assets	\$10,275	\$7,553	\$3,137
<i>University/Foundation</i>	<i>\$1,861/\$8,414</i>	<i>(\$3,480)/\$11,033</i>	<i>(\$8,560)/\$11,697</i>
Expenses	\$98,187	\$95,756	\$101,930

SOU's primary reserve has fallen substantially over the past three years and is now just above zero in FY19. A low primary reserve ratio indicates that available resources may be not sufficient or flexible enough to support the institution's mission. In SOU's case, they had less than half a month's worth of primary reserve at the end of the last fiscal year.

VIABILITY RATIO

Are debt resources managed strategically to advance the mission?

Amounts in \$ Thousands	2017	2018	2019
Expendable Net Assets	\$10,275	\$7,553	\$3,137
Total Long-Term Debt	\$48,679	\$45,935	\$43,580

The value of total expendable net assets has declined 69.5% since FY17. As a result, SOU's viability ratio has declined from FY 17 to FY 19 to the point where they can only cover seven cents of every dollar owed for debt with expendable assets. This is primarily due to a combination of increasing expenses and declining revenues.

RETURN ON NET ASSETS RATIO

Does asset performance and management support the strategic direction?

Amounts in \$ Thousands	2017	2018	2019
Total Change in Net Position	\$11,419	\$17,415	(\$3,728)
Total Beginning Net Position	\$130,289	\$113,648	\$130,289

The return on net assets ratio demonstrates whether an institution is financially better off than in previous years. It shows an institution's total economic return. A positive return on net assets ratio means an institution is increasing its net assets and is likely to have increased financial flexibility and ability to invest in strategic priorities. A negative return on net assets ratio may indicate the opposite, unless the negative ratio is the result of strategic investment in strategies that will enhance net assets in the future.

SOU's performance on this ratio had been positive, and above the benchmark in FY 17 and FY 18, but was slightly negative in FY 19 due to substantial expense increases coupled with revenue declines. If this ratio is negative in future years, it could limit SOU's financial flexibility going forward.

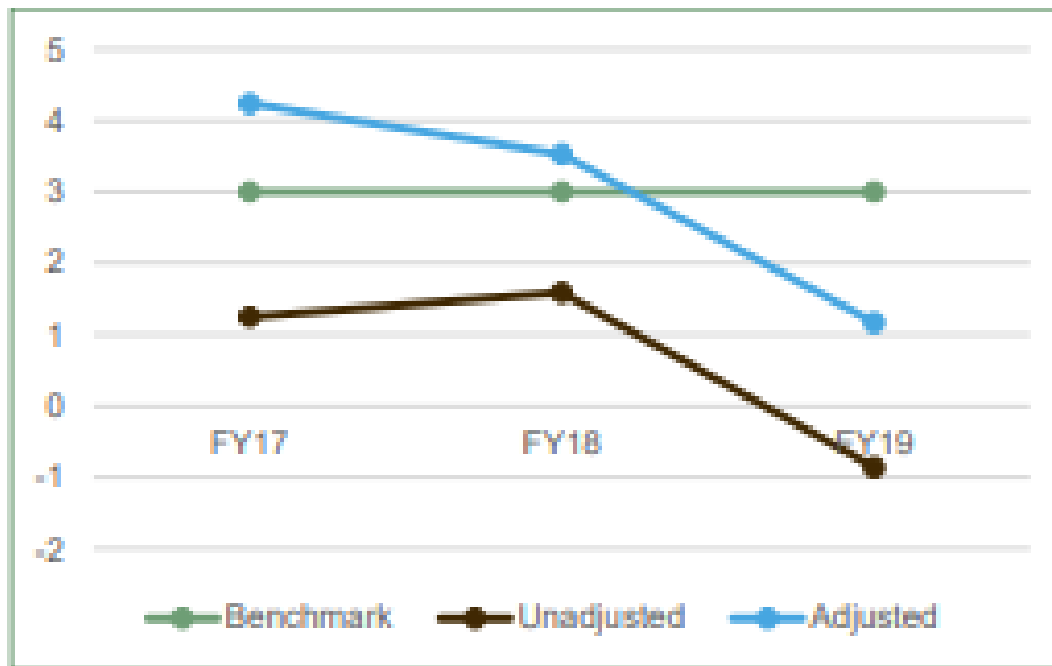
NET OPERATING REVENUES RATIO

Do operating results indicate the institution is living within available resources?

Amounts in \$ Thousands	2017	2018	2019
Net Operating Income	(\$3,851)	(\$3,454)	(\$8,655)
Total Operating Revenues	\$93,151	\$92,302	\$93,275

The net operating revenues ratio indicates whether total operating activities for the fiscal year generated a surplus or created a deficit. It attempts to demonstrate whether an institution is living within its available resources. SOU's net operating revenues ratio has been increasingly negative the past three years even with sizable tuition increases. Continued negative operating revenues may indicate an institution does not have the capacity to develop a stronger fund balance or make strategic operating investments without the use of existing fund balance, expense reductions, or revenue enhancements.

COMPOSITE FINANCIAL INDEX



RATIO ANALYSIS SUMMARY

Overall, SOU faces a challenging financial future with limited flexibility. Given declining enrollment and increasing expenses, the need remains clear to further reengineer the institution to identify opportunities while preserving academic quality. Hopefully the current proposed 4% cut in spending and Presidential Task Force on Financial Sustainability will allow SOU to make some much needed headway.

What would “Leading Indicators” look like? (from 4 Disciplines of Execution by McChesney)

2. Act on the Lead Measures

The second discipline is to apply disproportionate energy to the activities that drive your lead measures. This provides the leverage for achieving the lag measures.

LAG MEASURE

- By the time you get this data the result has already happened; they lag.
- Tells you if you've achieved the goal (aka an outcome measure).
- Hard to do anything about it before it's already happened.
 - Example: how often your car breaks down on the road.

LEAD MEASURE

- These are **predictive**: if the lead measure changes you can predict that the lag will too.
- Tells you if you are likely to achieve the goal (aka a process measure).
- Is within your control and gives you a 'heads up' on whether you'll achieve the goal; **influenceable**.
 - Example: how often your car receives routine maintenance.

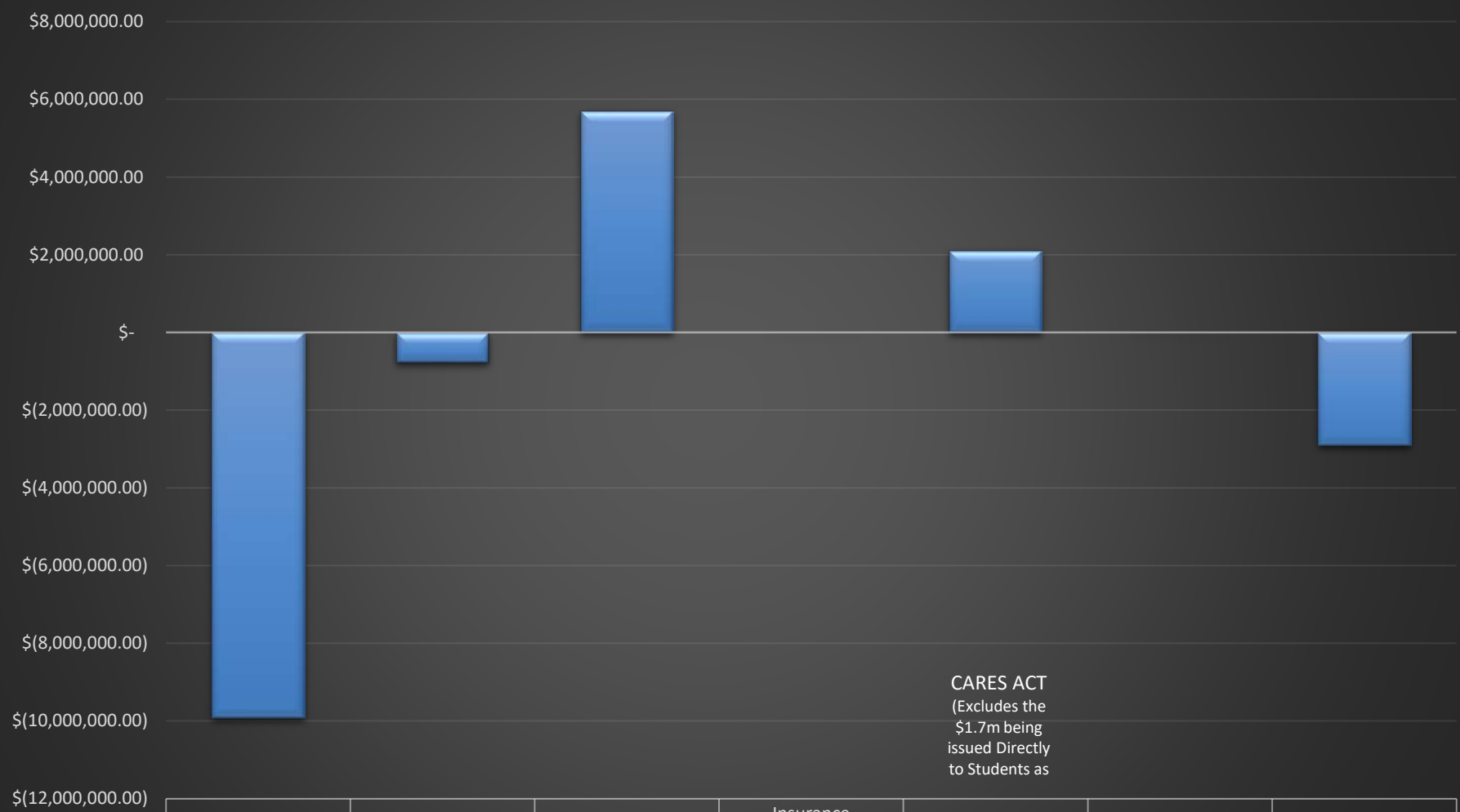
Example BOT “Leading Indicators”

- Board member contacts a HECC commissioner once per term with a specific message from their committee
- Annual community outreach and report back to board committee (JPR, Local news, etc.)
- Board members outreach to legislators in accordance with LAC strategic plan once per term

Budget Update

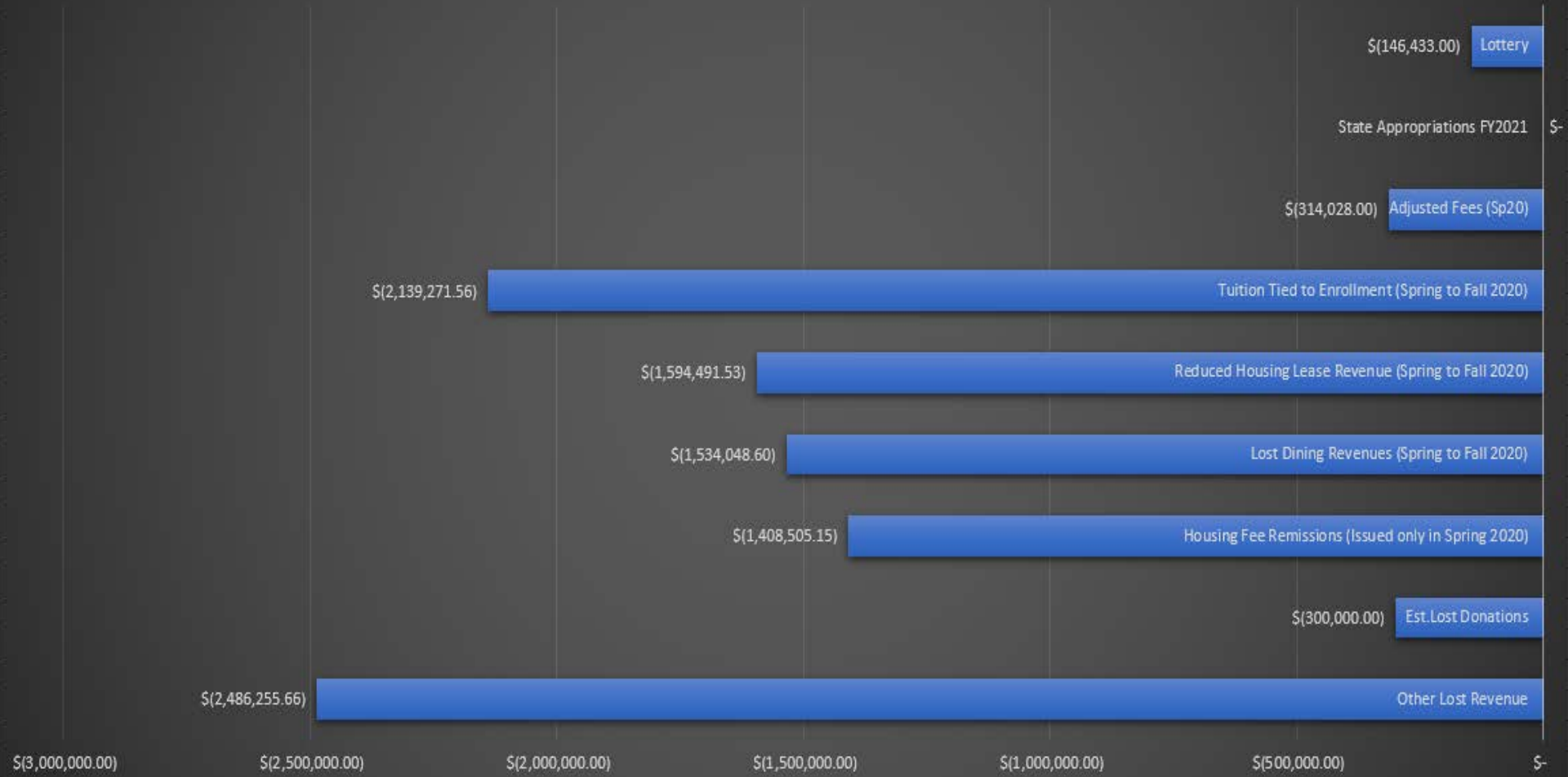
COVID-19 Fiscal Impact

8/11/2020



	Lost Revenues	Added Costs	Cost Avoidance	Insurance Recoveries	Federal Recoveries	State Recoveries	Total Impact
Series1	\$(9,923,033.50)	\$(783,233.24)	\$5,696,519.81	\$-	\$2,104,469.00	\$-	\$(2,905,277.93)

COVID-19 Fiscal Impact
Lost Revenues
8-11-2020



Budget Snapshot and Highlights

- We closed FY 20 with 7.9% operating revenue in E&G
- In June, to maintain 8% of Operating Revenue, the board approved a budget that required **\$6.4M** in new cuts
- Higher Ed was held harmless in the budget announcement made in July...so new cut was **\$4.4M**
- In mid September, after furloughs, and cuts across the board, the new target—cut **\$1.9M**
- So, this will be hard, but we have a pathway

Board Approved Scenario

(-10% Enrollment SCH)

- Includes 3% State budget rescission; revenue losses (\$1M + \$1.2M)
- Assumes Furlough savings through 12/31 (\$1.7M in E&G)
- Includes extension of hiring freeze through Summer term (\$300k)
- Includes 20% of CARES allocation (\$1.88M) to E&G (= \$253k)
- Outcome: **CUTS of \$6.43M to achieve minimum 8%**

	2018-19	2019-20	2019-20	2020-21
Education and General	Actual	BUDGET	ESTIMATE	FAST BUDGET
<i>(in thousands of dollars)</i>	<i>(000's)</i>	<i>(000's)</i>	<i>(000's)</i>	<i>(000's)</i>
Revenue				
State Appropriations: SSCM	21,270	22,696	22,696	23,357
<i>Funding Changes</i>				(1,007)
Total State Funding (SSCM,ETSF,SELP)	21,651	23,072	23,074	22,710
Tuition	37,709	40,047	38,854	36,741
Fees	3,294	3,547	3,522	3,472
Raider Aid	(3,638)	(3,600)	(4,063)	(3,307)
<i>Oth tuition & fee adjustments</i>				
Tuition, net of Raider Aid	37,365	39,994	38,313	36,906
<i>Growth Opportunities</i>				
<i>Revenue External to modeling</i>				253
Misc. Other Revenue	3,013	2,950	2,706	2,767
TOTAL REVENUES	62,030	66,016	64,093	62,636
Personnel Services				
Faculty	(15,801)	(16,560)	(16,059)	(17,395)
Admin	(9,230)	(10,051)	(9,744)	(8,976)
Classified	(6,484)	(6,824)	(6,487)	(6,219)
Student (& Other)	(1,500)	(1,615)	(1,501)	(1,643)
Salaries Total	(33,014)	(35,050)	(33,792)	(34,233)
Retirement (PERS + ORP)	(7,007)	(9,142)	(7,917)	(8,214)
PEBB	(7,306)	(7,687)	(7,304)	(7,825)
Other	(3,018)	(3,502)	(3,088)	(3,420)
OPE	(17,331)	(20,331)	(18,310)	(19,460)
<i>Vacancy Adj.</i>				
<i>Other Adj. to Labor</i>			214	
Net Personnel	(50,344)	(55,381)	(51,887)	(53,693)
Supplies & Services	(11,732)	(11,116)	(10,705)	(11,370)
<i>Program Investment</i>			0	
<i>S&S Adjustments</i>			117	
Total Supplies and Services	(11,732)	(11,116)	(10,589)	(11,370)
Cost Reductions and Savings		2,380	As Modeled	6,430
TOTAL EXPENDITURES	(62,077)	(64,117)	(62,476)	(58,633)
Net from Operations Before Transfers	(47)	1,899	1,617	4,003
Budgeted Transfers	(1,739)	(1,971)	(2,330)	(2,411)
<i>Transfers Adjustments</i>				(1,220)
NET TRANSFERS	(1,739)	(1,971)	(2,330)	(3,631)
<i>Change in Fund Balance</i>	(1,786)	(71)	(713)	371
Beginning Fund Balance	7,139	5,352	5,352	4,639
Ending Fund Balance	5,354	5,280	4,639	5,010
% Operating Revenues	8.63%	8.00%	7.24%	8.00%

Updated (7-21-20) Scenario (-10% Enrollment SCH)

- Removes 3% State budget rescission; revenue losses (\$1M + \$1.2M)
- Assumes Furlough savings through 12/31 (\$1.7M in E&G)
- Includes extension of hiring freeze through Summer term (\$300k)
- Includes 20% of CARES allocation (\$1.88M) to E&G (= \$253k)
- Outcome: **CUTS of \$4.4M to achieve minimum 8%**

	2017-19 Biennium	□	2019-21 Biennium	
	2018-19	2019-20	2019-20	2020-21
Education and General (in thousands of dollars)	Actual (000's)	BUDGET (000's)	ESTIMATE (000's)	FAST BUDGET (000's)
Revenue				
State Appropriations: SSCM	21,270	22,696	22,696	23,357
<i>Funding Changes</i>				
Total State Funding (SSCM,ETSF,SELP)	21,651	23,072	23,074	23,716
Tuition	37,709	40,047	38,917	36,641
Fees	3,294	3,547	3,516	3,461
Raider Aid	(3,638)	(3,600)	(3,965)	(3,298)
<i>Oth tuition & fee adjustments</i>				
Tuition, net of Raider Aid	37,365	39,994	38,469	36,804
<i>Growth Opportunities</i>				
<i>Revenue External to modeling</i>				253
Misc. Other Revenue	3,013	2,950	1,934	1,977
TOTAL REVENUES	62,030	66,016	63,476	62,751
Personnel Services				
Faculty	(15,801)	(16,560)	(16,083)	(17,395)
Admin	(9,230)	(10,051)	(9,617)	(8,976)
Classified	(6,484)	(6,824)	(6,362)	(6,219)
Student (& Other)	(1,500)	(1,615)	(1,445)	(1,643)
Salaries Total	(33,014)	(35,050)	(33,508)	(34,233)
Retirement (PERS + ORP)	(7,007)	(9,142)	(7,881)	(8,214)
PEBB	(7,306)	(7,687)	(7,312)	(7,825)
Other	(3,018)	(3,502)	(3,253)	(3,420)
OPE	(17,331)	(20,331)	(18,447)	(19,460)
<i>Vacancy Adj.</i>				
<i>Other Adj. to Labor</i>				
Net Personnel	(50,344)	(55,381)	(51,955)	(53,693)
Supplies & Services	(11,732)	(11,116)	(10,260)	(11,370)
<i>Program Investment</i>			0	
<i>S&S Adjustments</i>				
Total Supplies and Services	(11,732)	(11,116)	(10,260)	(11,370)
Cost Reductions and Savings		2,380	As Modeled	4,391
TOTAL EXPENDITURES	(62,077)	(64,117)	(62,214)	(60,672)
Net from Operations Before Transfers	(47)	1,899	1,262	2,079
Budgeted Transfers	(1,739)	(1,971)	(1,676)	(1,997)
<i>Transfers Adjustments</i>				
NET TRANSFERS	(1,739)	(1,971)	(1,676)	(1,997)
<i>Change in Fund Balance</i>				
Beginning Fund Balance	7,139	5,352	5,352	4,938
Ending Fund Balance	5,354	5,280	4,938	5,020
% Operating Revenues	8.63%	8.00%	7.78%	8.00%

Updated (9-15-20) Scenario

(-10% Enrollment SCH)

- Updates state funding, w/ PUSF held harmless
- Assumes Furlough savings through 12/31 (\$1.7M in E&G)
- Includes Faculty furloughs (8 days totaling \$650K) and other labor cuts (\$1.2M)
- Includes extension of hiring freeze through Summer term (\$300k) and 20% of CARES allocation to E&G (\$253k) as part of loaded budget (not in orange).
- Outcome: **CUTS** of \$1.9M to achieve minimum **8%**

Education and General (in thousands of dollars)	2019-20	2020-21	2020-21
	Actual (000's)	BUDGET (000's)	Forecast (000's)
Revenue			
State Appropriations: SSCM	22,696	23,357	23,357
<i>Funding Changes</i>			
Total State Funding (SSCM,ETSF,SELP)	23,074	23,716	23,716
Tuition	39,365	36,945	36,945
Fees	3,167	3,373	3,373
Raider Aid	(3,965)	(3,325)	(3,325)
<i>Oth tuition & fee adjustments</i>			
Tuition, net of Raider Aid	38,567	36,993	36,993
<i>Growth Opportunities</i>			
<i>Revenue External to modeling</i>			
Misc. Other Revenue	2,453	2,145	2,145
TOTAL REVENUES	64,095	62,855	62,855
Personnel Services			
Faculty	(16,083)	(17,419)	(17,419)
Admin	(9,617)	(9,097)	(9,097)
Classified	(6,362)	(6,203)	(6,203)
Student (& Other)	(1,445)	(1,643)	(1,643)
Salaries Total	(33,508)	(34,363)	(34,363)
Retirement (PERS + ORP)	(7,881)	(8,233)	(8,233)
PEBB	(7,312)	(7,613)	(7,613)
Other	(3,275)	(3,432)	(3,432)
OPE	(18,469)	(19,278)	(19,278)
<i>Vacancy Adj.</i>			
<i>Other Adj. to Labor</i>			1,831
Net Personnel	(51,977)	(53,641)	(51,810)
Supplies & Services	(10,477)	(11,683)	(11,683)
<i>Program Investment</i>			
<i>S&S Adjustments</i>			362
Total Supplies and Services	(10,477)	(11,683)	(11,321)
Cost Reductions and Savings		4,108	1,915
TOTAL EXPENDITURES	(62,454)	(61,216)	(61,216)
Net from Operations Before Transfers	1,641	1,638	1,638
Budgeted Transfers	(1,913)	(1,688)	(1,688)
<i>Transfers Adjustments</i>			
NET TRANSFERS	(1,913)	(1,688)	(1,688)
Change in Fund Balance	(273)	(50)	(50)
Beginning Fund Balance	5,352	5,079	5,079
Ending Fund Balance	5,079	5,029	5,029
% Operating Revenues	7.92%	8.00%	8.00%

FY 21 Fiscal Challenge

Projected Budget Gap (including 'known savings') = \$ 1.9M*

In-process Cost Reductions

- Eliminate / freeze travel \$ 500K
- No catering / food at campus functions \$ 300K

Possible but Risky

- Continue Hiring Freeze \$ 650K**
- Transform processes / Near-term re-organization \$ 700K**

- New Revenue Generation? \$????**
- Total \$ 2.15M

Cost Management Strategies

- ✓ Biggest lever: personnel costs 82% of E&G costs
- Options are limited by contractual bargaining agreements, state requirements for universities' participation in PERS and PEBB.
- Actions that are more readily available:
 - ✓ Using OR work share program – Furlough 20-40%
 - ✓ Faculty furlough (8 days)
 - ✓ Hiring Freeze: Delay or keep open vacant positions
 - ✓ Salary freeze for Admin (could pivot to progressive salary redux)
 - Another option: temporary or permanent layoffs
- Supplies and services (cut hard already)
 - ✓ Some direct cost increases – technology; PPE and professional Development
 - ✓ Some savings – travel reimbursements
- ✓ Use of reserves (fund balance or building fee reserve) – a one-time stopgap...not sustainable
- ✓ Closely monitor Cash. Only 5 weeks of “run time” (ops reserves)

Board Evaluation Summary



Executive Summary 2019-20 Board Self-Evaluation

This is a summary report of the results from a self-evaluation survey of the performance of the SOU Board of Trustees for academic year 2019-2020. The purpose of the survey was to fulfill the board's responsibility of self-evaluation and to provide feedback as well as input regarding board operations, performance, and services. The evaluation tool was approved for use by the SOU Board of Trustees and programmed using Qualtrics, an online survey-hosting tool commonly used to administer surveys at SOU. The evaluation survey included three sections: the board, meetings, and miscellaneous feedback. Thirteen of the 15 members of the SOU Board of Trustees completed the survey. The following is a brief summary of the results.

The Board

Respondents were asked to rate themselves with regard to fulfillment of expectations for board members as described in the Board's "Resolution on the Responsibilities of Individual Trustees" (i.e., evaluation, fiduciary duties, service, respect, and personal behavior). The majority of respondents (n=11) rated themselves as being "very effective" or "extremely effective" in each area of responsibility. Respondents rated themselves as "moderately effective" in evaluation (n=5), fiduciary duties, and service (n=5).

Four respondents reported barriers to their board participation; two reported health-related barriers and two reported proximity-related barriers to participation. All respondents indicated that they participated in the life of the university, with SOU-related community events, various on-campus events, "other events," and Salem/legislator visits being the most frequently attended. Fundraising events were reported as the least-frequently attended events.

The majority of the respondents (n=8) rated the overall performance of the board as being "very effective." Two respondents found the board to be "extremely effective" and three found the board to be "moderately effective."

Regarding future service, six respondents would be interested in chairing a special committee; three respondents would be interested in serving as chair of a regular committee; three respondents would be interested in serving in the vice-chair position; two would be interested in serving as chair; and six respondents were not interested in serving in a board leadership position.

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

The Board

- Ways SOU can responsibly reduce expenses
- Options for long-term financial stability
- Stabilizing funds for the university from the state.
- Financial sustainability: HECC/state support; development; recruitment
- A more keen understanding of state funding and enrollment
- Racial equity, additional diversity and equity conversations and possibilities for increasing access.
- Race and equity training for university employees.
- Improving student/CPS relations and accountability on campus
- Safe and effective delivery of courses to students
- Renewed commitment to shared governance
- Engaging our internal partners on the best path forward for the institution
- Cause internal partners to be foundational contributors to strategic direction as well as the difficult decisions that will inevitably be made
- Environmental, Social, and Corporate Governance (ESG)

Individual Trustees

- The academic side of the institution and what the board can do to enhance students' academic experiences
- Safe and effective delivery of courses to students during the pandemic
- Student retention
- Development of a veteran's studies program
- Advocacy at governmental and donor arenas on health information/services
- Working with SOU leadership on communications and marketing efforts.
- Stabilizing funds for the university from the state
- Non-standard ways to generate revenue for SOU
- Trustee dynamics and protocol of board members
- Helping SOU deal with and transition out of the current pandemic realities (includes helping efforts to secure financial resources)

Meetings

The majority of respondents indicated that the board and its committees have “just enough” meetings (n=11). Regarding the location of committee meetings, the majority of the respondents (n=11) indicated they would like the board to consider other SOU meeting locations and seven of these respondents indicated, “only if it logically makes sense with our agenda to hold meetings in [other] spaces.” Three trustees responded that for consistency and accessibility, the board should meet in the same place.

Other feedback about the board's meetings included suggestions that more board social time with constituents, board relationship building, and board teambuilding events would be a good idea and would help keep lines of communication open.

Miscellaneous Feedback

Other frequent comments and suggestions not mentioned elsewhere:

- Materials are too long/make materials shorter/reduce the scope of presentation materials to the necessary points for informed decision making (n=6)
- Make time for more board discussion so we can ask more questions and fully investigate any given matter; we have a lot of presentations, but not quite enough time to talk through matters (n=4)
- Access to more of the exact presentations before the meeting for studying (n=4)

Proposed 2021-2022 Meeting Schedule (Action)

SOU Board of Trustees
Board and Committee Meeting Schedule
Academic Years (AY) 2020-21 and 2021-22

MEETING	Academic and Student Affairs	Finance and Administration	Executive and Audit	Board of Trustees
DAY	Third Thursdays	Third Thursdays	Third Fridays	Third Fridays
FREQUENCY	Four Times Per Year (and as needed for curriculum approvals)	Six Times Per Year	Five Times Per Year	Five Times Per Year
TIME	12:00-3:30 p.m.	4:00-6:00 p.m.	9:30-11:30 a.m.	12:00-5:00 p.m.
	January 21, 2021	January 21, 2021	January 22, 2021	January 22, 2021
		March 18, 2021		
	April 15, 2021	April 15, 2021	April 16, 2021	April 16, 2021
		May 20, 2021* 2:30-4:00 p.m.		May 20, 2021* 4:30-6:00 p.m.
	June 17, 2021**	June 17, 2021**	June 18, 2021**	June 18, 2021**
			September 1, 2021*	Retreat September 17, 2021
	October 21, 2021	October 21, 2021	October 22, 2021	October 22, 2021
	January 20, 2022	January 20, 2022	January 21, 2022	January 21, 2022
		March 17, 2022 (Budget focus)		
	April 21, 2022	April 21, 2022	April 22, 2022	April 22, 2022
		May 19, 2022 (Budget focus)		
	June 16, 2022	June 16, 2022	June 17, 2022	June 17, 2022
				Retreat September 15-16, 2022
	October 20, 2022	October 20, 2022	October 21, 2022	October 21, 2022

*Note the special date/time

** Meeting is after commencement

University President's Annual Evaluation

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

University President's 2020-2021 Goals (Action)

GOALS 2020-2021

President Linda Schott
Southern Oregon University

Goal One: To work collaboratively with the campus leadership team, faculty, staff, Board, HECC and state leaders to ensure the financial viability of the university.

Goal Two: To help make SOU a more diverse, equitable, inclusive community by advancing Strategic Direction IV and supporting the work of the Equity, Diversity and Inclusion team.

Goal Three: To improve the scope and effectiveness of our shared campus governance by implementing a Staff Assembly, updating the University bylaws and providing clear, effective communication.

Goal Four: To lead SOU with intelligence, compassion, transparency, and good humor, and to advocate tirelessly for the institution and its role in this region.

Future Meetings

Adjournment