



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 15, 2021

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

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

Topics of the meeting will include reports from the university president, board committees, student leadership, faculty senate and university advancement. Topics also will include discussion and action on the university president's compensation; the audited financial statements for fiscal year 2019-20; and equity, diversity and inclusion matters including an overview of SOU's Cultural Competency Report. The board will receive updates on the budget as well as government relations. The board also will discuss student success topics including post-graduation employment and the Student Success and Completion [Funding] Model. Other agenda items include discussions regarding the Governance Work Group and the North Campus Village.

The meeting will occur as follows:

Friday, January 22, 2021

12:45 p.m. to 5:30 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/86504015181> 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
January 22, 2021

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, January 22, 2021

12:45 – 5:30 p.m. (or until business concludes)

<https://sou.zoom.us/j/86504015181>

AGENDA

Persons wishing to provide public comment shall do so in writing during COVID-19 protocols.

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 October 16, 2020 Meeting Minutes Chair Nicholson
 - 3.2 Tuition-Setting Process Update
- 4 Reports**
 - 30 min. 4.1 President's Report President Linda Schott
 - 15 min. 4.2 Committee Reports Trustee Jonathon Bullock;
Trustee Sheila Clough;
Chair Nicholson
 - 5 min. 4.3 Student Leadership Report Niko Hatch, ASSOU,
President
 - 5 min. 4.4 Faculty Senate Report Kemble Yates, SOU,
Faculty Senate Chair
 - 10 min. 4.5 University Advancement Report Janet Fratella, SOU, Vice
President for University
Advancement

Board of Trustees Meeting

Friday, January 22, 2021
12:45 – 5:30 p.m. (or until business concludes)

AGENDA (Continued)

5 Action, Information and Discussion Items

10 min.	5.1	University President's Compensation (Action)	Chair Nicholson
10 min.		BREAK	
30 min.	5.2	Equity, Diversity, and Inclusion Update (Action)	Jonathan Chavez Baez, Dr. Kylan de Vries, Sabrina Prud'homme, SOU, EDI Leadership Team; Trustee janelle wilson
		5.2.1 Cultural Competency Report	
5 min.	5.3	The Big Question: Student Success	Chair Nicholson
20 min.	5.3.1	Student Success: Post-Graduation Employment	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
20 min	5.3.2	Student Success and Completion Funding Model Update	Greg Perkinson, SOU, Vice President for Finance and Administration; Dr. Neil Woolf; Jason Catz, SOU, General Counsel
10 min.	5.4	Governance Work Group Discussion	Vice Chair Daniel Santos
10 min.		BREAK	
30 min.	5.5	Fiscal Year 2019-20 Audited Financial Statements (Action)	Greg Perkinson; Jean Bushong, CliftonLarson-Allen, Principal
15 min.	5.6	North Campus Village (Action)*	Greg Perkinson; Jason Catz
25 min.	5.7	Budget Update and Review of Pro Forma	Greg Perkinson

Board of Trustees Meeting

**Friday, January 22, 2021
12:45 – 5:30 p.m. (or until business concludes)**

AGENDA (Continued)

10 min.	5.8	Government Relations Update	Jeanne Stallman, SOU, Associate Vice President for Government Relations and Outreach
	5.9	Future Meetings	Chair Nicholson
	6	Adjournment	Chair Nicholson

*Item 5.6 amended to be an "action" item Jan 19

Public Comment

Consent Agenda

**Board of Trustees Meeting
Friday, October 16, 2020
Videoconference**

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	Present
Dylann Loverro	Present		

Chair Nicholson called the meeting to order at 12:02 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; Dr. Henry Stoever, AGB; Jeanne Stallman, Associate Vice President for Government and Corporate Relations; Sabrina Prud'homme, Board Secretary; Josh Lovern, Budget Office; Jonathan Chavez-Baez, Minority Outreach Coordinator; Kemble Yates, Faculty Senate; Sarah Grulikowski, ASSOU; and Kathy Park, Office of the Board Secretary.

Public Comment

Chair Nicholson mentioned the statement Dr. Carol Voisin submitted for public comment recommending that SOU initiate a conversation with FEMA for leasing the Cascade complex to FEMA for victims of the Almeda fire. The statement was included in the meeting materials. Chair Nicholson said comments supporting Dr. Voisin's recommendation had also been received.

Consent Agenda

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

Reports

Faculty Senate Report

Taking agenda items out of order, Kemble Yates provided his report, saying he was sure the faculty and university community would support in general terms Dr. Voisin's recommendation. Acknowledging the current political turmoil, he thanked the trustees for their efforts to secure future stable funding for the university. Faculty members are back to work; teaching remotely is not as much of an adjustment this term and they are trying their hardest to make it work.

Faculty Senate's primary work this year will be revising the general education program, including evaluating the proposed reduction in the credits required and the method and timeline for implementing changes

With the provost's support, a third distinguished faculty award likely will be created. Awards for distinguished teaching and for distinguished service already exist. The third award would be for distinguished research.

President's Report

President Schott mentioned the continuing work to advance equity and diversity. Some of the concerns students had expressed in this area resulted from the relocation of the Multicultural Resource Center to a more common area. She said administration engaged in an inclusive process to redesign space in the Stevenson Union and she showed a video of the redesigned space.

Employees in Student Affairs continue to engage students in trainings and events on various topics in the equity, diversity and inclusivity (EDI) area. The EDI team of Sabrina Prud'homme, Jonathan Chavez-Baez and Dr. Kylan de Vries continues to develop the components necessary to comply with House Bill 2864. Additionally, Campus Pride again recognized SOU as one of the Best of the Best LGBTQ-friendly campuses. Only 40 campuses nationwide are recognized.

President Schott described how SOU is managing operations during the pandemic. Classes continue to be offered via Zoom and other forms of remote learning. SOU requires all students and employees to complete an online health check each day. If anyone indicates they have COVID symptoms, they receive a follow up call from the health and wellness staff and are advised on appropriate activities. However, as required by the NAIA, all student athletes were tested and are subject to random testing. SOU has procedures in place to quarantine students if needed. So far, only one student on campus has tested positive.

President Schott then discussed SOU's responses to the recent fires in the Rogue Valley. Lithia Motors Pavilion and the Student Recreation Center were opened immediately to serve as a respite for community members. Emergency housing in Cox Hall was offered for about one week, which, employees, employees' families, students, and first responders used. Emergency housing in Greensprings also was offered to others with whom SOU has worked closely through its Latin-X outreach programs.

One hundred twelve students were directly impacted by the fires. Forty-five lost their homes, 29 were displaced, 4 lost their rentals, 15 were fighting the fires with the Oregon National Guard, and 19 had job- or academic-related impacts. SOU created a giving site to benefit the fire relief fund, SOU Cares and the food pantry. Additionally, 112 employees were impacted directly and 24 employees lost their homes.

The university has been working with various city, county, and legislative officials. FEMA wants to explore the possibility of using SOU's spaces and likely will tour the area in the near future.

President Schott said she is grateful to have a great working relationship with ASSOU again this year and they have already held a cabinet-to-cabinet meeting. However, students are struggling. Cares reports are up by 54 percent over last year, the greatest need being in the area of mental health. The Office of the Dean of Students has set up a variety of support groups for students. President Schott praised Taylor Burke and Anna D'Amato and their teams for their incredible work.

President Schott then mentioned how employees are doing, saying they are dedicated, resilient and supporting each other and SOU. They also are feeling the strain of the pandemic, the fires and, for classified and administrative staff, the furloughs. The number of employees seeking support through the employee assistance program has not increased greatly and SOU is not experiencing higher levels of employee turnover than usual. President Schott expressed her support and appreciation for all SOU employees.

Turning to the upcoming election, President Schott said she has created a temporary task force to monitor for signs of civil unrest. SOU does not want to squelch free speech but wants to be prepared to respond to conflicts among students or in the community.

In closing, President Schott mentioned SOU's new campaign for launching leaders and shared the story of Ricardo Lujan-Valerio. He grew up in Medford and was an undocumented student; around 2016, he wanted to go public about his status. He was a campus leader at SOU and graduated in 2017. Mr. Lujan-Valerio went to work for the Oregon Student Association then the American Civil Liberties Union. He is now the Director of Advocacy for the Latino Network in Oregon and the governor has appointed him as a commissioner on the HECC.

Committee Reports

Executive and Audit Committee - Chair Nicholson mentioned the departure of SOU's internal auditor and that Jason Catz will keep an eye on that function and move certain issues forward; the committee discussed options to shift the focus from the audit function to compliance. The committee also discussed the president's evaluation and her goals for the coming year.

Finance and Administration Committee - Trustee Clough highlighted three of the committee's major discussion items. Greg Perkinson provided an update on SOU's finances, including anticipated changes in state funding; revenue is down but expenses have been well managed, which has kept the budget close to its mark. Mr. Perkinson also provided an update on the HECC's conversations around the funding model saying SOU's participation on the work group has had a positive impact but challenges remain. Penny Burgess provided an investment update; past investments performed well but the future market situation may be difficult.

Academic and Student Affairs Committee - Trustee Bullock said the committee's agenda focused on student success. The provost provided information on emergency education relief funding and the mandate for the public universities and community colleges to create a shared series of online courses. Dr. Neil Woolf reported on the decline in enrollment, which was not as bad as the national average and was in line with SOU's

projected decrease. Dr. Woolf also reported on SOU's test-optional status and its acceptance of self-reported GPAs, which will allow quicker admission decisions. Personnel from the Center for the Advancement of Teaching and Learning provided a report on faculty's participation in professional development and other opportunities over the summer to prepare for the new mode of delivering education. The committee received a demonstration of the Navigate tool and a report on SOU's outcomes of the National Survey of Student Engagement.

Student Leadership Report

Delivering her report, Sarah Grulikowski recapped some ASSOU updates, including efforts to fill two directors' seats; hosting opportunities for students to participate in virtual debate watch parties across the nation; and brainstorming activities within ASSOU and with other TRUs. Ms. Grulikowski highlighted ASSOU priorities for the year, with a focus on transparency and involvement. Affordability will be a main issue. Students want to be seen and heard; and the distance learning has amplified that need.

Between the pandemic and fires, Ms. Grulikowski said students are burned out and are in an emotional place. Even so, many students have reached out to ASSOU asking how they can help members of the community.

Ms. Grulikowski then highlighted ASSOU's involvement with the university's administration and the president's cabinet, including the cabinet-to-cabinet meeting, student-parent webinars, selecting students to sit on university committees, conversations about the Social Justice and Equity Center, and the establishment of a mechanism for people to donate to students in need.

Responding to Vice Chair Santos' inquiry regarding the current campus climate on social issues, Ms. Grulikowski said it is hard to get a pulse on the entire student body while everyone is remote. She said a lot of pathways have been created for students to share what they really care about. While issues involving EDI are definitely on their minds, she is not aware of any outstanding EDI issues from the students' perspective.

University Advancement Report

Janet Fratella reviewed the goals for the University Advancement team: implementing best practices for success, repositioning SOU, focusing on the sustainability of the institution and building the infrastructure to launch SOU's first comprehensive campaign. The Marketing and Public Relations unit is rebranding SOU as a university where leadership begins.

Ms. Fratella reviewed the increase in unique mentions for SOU in external news stories and the potential reach to individuals who could have seen an SOU-related story. She said the ad equivalent of these events (the dollar value of the free media coverage) since January was about \$13 million for global coverage and over \$3 million for newsfeed.

Even during the pandemic, outreach and engagement efforts have continued to connect with alumni, donors and legislators. Over the last two years, 10,000-12,000 alumni email addresses have been added to the 8,000 on record in 2018.

Ms. Fratella provided a giving update, saying \$2.8 million in gifts was collected in fiscal year (FY) 2020, which was below the goal and due in large part to COVID. The amount donated to support academics and the library increased from 11 percent in FY 17-18 to 23 percent in FY 19-20; this is critical to supporting the central core of the institution. The value of the endowment at the close of the fiscal year was \$27.8 million. Four percent of that amount becomes available to the institution.

Ms. Fratella said the fundraising goal for this year is \$3 million, which is the average raised over the last three years. To date, the amount received is over \$1 million, which exceeds this time last year. She then publicly thanked and shared details of donor stories regarding Lithia Golf Tournament, Rogue Credit Union, Carol and Blair Moody, Harriet Heyman and Michael Moritz, Barbara Tyler and Tom Curran.

Ms. Fratella said board giving hit 100 percent last year. The governing board is already at 29 percent for this year.

Action, Information and Discussion Items

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

Dr. Henry Stoever presented the Board of Trustees the AGB John W. Nason Award for Board Leadership, recognizing the board's accomplishments over the past several years. He praised the board and President Schott for their passionate and purposeful leadership. He said that in these times of significant uncertainty facing higher education, the board's accomplishments shine even brighter.

Dr. Stoever said SOU was chosen by a panel of peers from over 30 submissions. Among the attributes that struck him and the panel were how the institution faced many obstacles head on and how it developed and embraced new ideas and solutions under great pressure, all while collaborating closely with the administration. Dr. Stoever highlighted the board's commitment to supporting the local region. He said the award panel believed the board's courageous leadership for students and for the region make it a model for other institutions.

Immediate past board chair, Lyn Hennion, accepted the award on behalf of the Board of Trustees.

Strategic Plan Progress and Challenges

President Schott said the strategic plan is no longer really a plan; it is embedded into how things are done and has become what SOU is. Provost Walsh provided an update on Strategic Direction I [SOU will transform its pedagogy and curriculum... to enhance the success of its learners and graduates]. Full implementation may have to be delayed to Fall 2022, as the goals were set before the pandemic and the fires. The second priority would be the wildly important goals (WIGS) that she mentioned in the Academic and Student Affairs Committee meeting. Addressing racial inequality within academic affairs, access for underrepresented students, and the related recruitment and retention are very large goals and are important to everyone in academic affairs.

Greg Perkinson provided an update on Strategic Direction II [SOU will become an employer of choice and provide excellent service to all of its constituents], saying that

being an employer of choice is all about taking care of people and SOU's leadership team and human resources leadership have done a masterful job of that. He said more work on performance management would be done.

Regarding Strategic Direction III [SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion], Mr. Perkinson said Rebecca Walker has done a masterful job of balancing the operational requirements in sustainability and has partnered strategically with the local community.

Sabrina Prud'homme provided an update on Strategic Direction IV [SOU will create a diverse, equitable, inclusive community where learners flourish]. Priorities include responding to the cultural competency bill and developing training for employees. Jonathan Chavez-Baez mentioned the delay in the training necessitated by the fires and said the team will relaunch the program. He added that one of the biggest goals is to make EDI more visible and more strategic so the campus knows what is going on, which will include the development of a new website. Responding to Trustee Wilson's inquiry about the challenges identified, Ms. Prud'homme said the EDI team is dedicated to continuing its work until a new structure is developed; further, President Schott has allocated additional funding to the EDI team to help advance the work.

Dr. Neil Woolf later addressed Strategic Direction V [SOU will maintain financial stability and invest for institutional vitality], saying the enrollment council has three operational groups: financial aid; recruitment and marketing; and student success and retention. He described that of those groups has three to four new focal areas for the year.

Regarding Strategic Direction VI [SOU will develop physical and virtual environments in which all learners can thrive], Mr. Perkinson later said Josh Lovern has been exploring industry examples and standards on related key performance indicators.

Addressing Strategic Direction VII [SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners], Jeanne Stallman later said that in a year of crises, it seems apparent that this strategic direction is of a second nature to SOU. The university has cultivated relationships that make it possible to respond to regional needs. In the year ahead, SOU will focus on being a resource and collaborative partner and will be involved in the work of regional recovery and transformation.

HB 2864 Cultural Competency Progress Update

Sabrina Prud'homme reviewed the milestones included in the meeting materials. Since its creation, the EDI team has been working with the Committee on Equity and Diversity to define a framework to use for fulfilling the cultural competency requirements. The team and committee maintain the use of the Inclusive Excellence, which SOU had been using and is a customary framework to use for doing this work.

Mr. Chavez-Baez discussed the statewide summit hosted by the HECC and Oregon State University to discuss the requirements of HB 2864 for Oregon's public

universities. Although a direction or pathway to follow to develop the report was not provided as hoped, there were some great speakers and discussions about efforts going on around campuses and the state.

Ms. Prud'homme highlighted the remaining required activities to ensure compliance with the bill, as included in the meeting materials. Responding to Trustee Loverro's inquiry regarding a coordinated approach in the absence of guidance from the HECC, Ms. Prudhomme said she has been in touch with some of her counterparts at the other universities but they did not reach consensus on a coordinated approach. Responding to Trustee Rosenberg's inquiry, Ms. Prud'homme said SOU will not wait for another institution to produce a roadmap and has continued its work through the summer.

Board Retreat Information

Chair Nicholson mentioned topics discussed at the board's retreat: EDI, the culture of inclusion, financial assessments and the culture of inquiry. He read the feedback trustees provided and their suggestions for doing things differently at the next retreat.

Work Group Exploration (Action) - Chair Nicholson said trustees also commented on the desire to explore the concept of having a Governance Committee rather than just a Governance Work Group. Given the strength of the expressions presented, he thought it was appropriate to reestablish the work group to look into this more fully, including issues such as defining the role and limitations of the Governance Committee. Vice Chair Santos would chair the work group with Trustees Lightman and Bullock serving as members. Sabrina Prud'homme and Jason Catz will serve on the committee. Trustee Clough made the motion to establish a board governance work group to undertake the work outlined. Trustee Loverro seconded the motion and it passed unanimously.

Government Relations and Legislative Update

Jeanne Stallman said everyone was gearing up for the upcoming legislative session. The broader state budget will probably be cut by about 3.5 to 5 percent and funding for higher education fares worse than other budgets, typically.

In preparation for the session, the focus has been on relationship building. President Schott continues to meet with legislators. Senator Frederick, co-chair of the Ways and Means Subcommittee on Education, visited the SOU campus and met with students, hearing their strong desire to have face-to-face classes.

Ms. Stallman said it is uncertain what the session will look like this early. Working in partnership with sister institutions, priorities for the session will include maximizing the public university support fund and sports lottery funding. The universities will also work on general themes that reflect positively on higher education, including higher education as the source of economic and social transformation and as a tool for equity, diversity and social justice. One of SOU's priorities will be the demolition of the Cascade complex.

SOU is focused on positioning itself as a resource that will not only help the region recover but also to transform, underscoring SOU's critical contributions to the region.

Higher Education Coordinating Commission (HECC) Update

Greg Perkinson said the critical component to developing a more sustainable future funding line from the state is tied to the SSCM. The key strength in the argument for establishing a solid foundation is in the mission differentiation area. The strong advocacy from trustees and others has been effective.

University and HECC Metrics

Greg Perkinson reminded trustees of an earlier conversation about going with the flow on the HECC's metrics being a better path than resistance. He reviewed SOU's metrics summary chart included in the meeting materials. Mr. Perkinson then reviewed the HECC metrics chart which includes metrics the HECC has proposed to the legislature. These HECC indicators are based in industry practices and have been around for decades; they have utility but lack context.

Mr. Perkinson reviewed some of the sample operating performance metrics that Josh Lovern pulled from industry. Responding to Trustee Vincent's inquiry, Mr. Perkinson said indicators on which classes or degree programs produce the best margin are analyzed. SOU recently signed a contract with Academic Performance Solutions which will pull the expense and revenue of academic performance and will allow comparisons.

Chair Nicholson pointed out the challenges with using some of the metrics because revenue is so volatile from month to month but costs are pretty stable from month to month. Mr. Perkinson agreed and said budget personnel engage in income smoothing and have established a monthly program review for each program.

Turning to leading indicators, Mr. Perkinson referred to *The 4 Disciplines of Execution*, in particular the second discipline on developing and acting on leading indicators. Lagging measures focus on what has happened and can tell an organization if it met its goal. Leading measures are predictive, tied to behavior, are influenceable, and can tell an organization if it is likely to achieve a goal.

Responding to Chair Nicholson's inquiry about metrics being brought to the board, President Schott said she and her team could prepare a list of high level financial and academic quality metrics that would be appropriate for the board's consideration. She anticipated having a preliminary list in 2021.

Budget Update

Reviewing the fiscal impact of COVID-19, Greg Perkinson highlighted the nearly \$10 million in lost revenue, half of that being in the housing auxiliary. There have been savings in travel costs and in Supplies & Services expenses. FY 20 closed with 7.9 percent operating revenue in the Education & General fund, positioning SOU to start the current fiscal year better than expected. Mr. Perkinson mentioned the transition in cuts from \$6.4 million to \$4.4 million to now, \$1.9 million and said it would not be easy.

Mr. Perkinson then reviewed the pro forma materials, showing the cuts and the changes in the assumptions. He mentioned the labor savings on the academic side from faculty furloughs, retirements, and term-by-term reductions.

Mr. Perkinson discussed possible pathways to achieving the \$1.9 million in cuts: continued elimination of travel, discontinuing catering, continuing the hiring freeze and transforming processes. He reiterated that the hiring freeze is not sustainable. President Schott added that this is a path but is not a good plan and is not a good idea. The continued vacancies in certain positions put the university at risk.

President Schott said the administration will think about other types of reductions but that is not in the best interest of the institution and runs the risk of undercutting investments made in other areas. She said she thought progress was being made in changes to the SSCM. If so, there will be a phased approach to changes but SOU would know what to expect in future years. However, if not, SOU would have to make further cuts, from which it may not recover.

Responding to Chair Nicholson's comment about increasing tuition revenue by reaching out to students who did not enroll this term, Dr. Neil Woolf said the Admissions Office are doing that and there are early indications that some of those students will return.

Trustee Bullock pointed out that if the \$1.9 million in cuts were not made, the ending fund balance would be just under 5 percent. Mr. Perkinson said the short-term risk is about making payroll. The 8 percent fund balance (\$5 million) represents about a five-week runtime to make payroll without furloughs. An important risk is how effectively SOU can continue to tell its story to the HECC legislators in a way that protects the university's reputation, its brand, and its ability to attract new students.

Responding to Trustee Wilson's inquiry, Mr. Perkinson said if the furloughs were to continue into 2021, one consideration is the ability to maintain mission support and the operating mission with a reduction in work effort. Another consideration is how that affects people personally and the risk of losing employees. These risks would be mitigated if federal relief was restored.

Board Evaluation Summary

Chair Nicholson highlighted some of the feedback trustees provided in the evaluation, including previous comments about getting materials; avoiding overlapping items; there being too much material; and finding more time for discussion. He said he and Vice Chair Santos can work on those issues with the leadership team.

Proposed 2021-2022 Meeting Schedule (Action)

Chair Nicholson referred to the meeting schedule included in the materials. Trustee Bullock moved approval of the meeting schedule as presented. Trustee Rosenberg seconded the motion and it passed unanimously.

University President's Annual Evaluation [Executive Session Pursuant to ORS 192.660(2)(f) and (i)]

Chair Nicholson said the board would go into executive session to review the president's evaluation. For the record, he said that, pursuant to ORS 192.660(2) (f) and (i), the board would enter into executive session to review and evaluate the employment-related performance of the chief executive officer, who does not request an open hearing, and to consider information or records that are exempt by law from public

inspection. Continuing, Chair Nicholson said that, pursuant to ORS 192.660 (6), no final action would be taken or final decision made in the executive session. At the end of the executive session, the meeting would return to open session and members of the public would be welcomed back to the videoconference. Chair Nicholson confirmed that no members of the media were present.

In addition to the board members, the following persons were permitted to remain for the executive session: Sabrina Prud'homme; President Schott, and Jason Catz.

The audio recording was stopped and the board began its executive session. In concluding the executive session, Chair Nicholson returned the meeting to open session.

University President's 2020-2021 Goals (Action)

Chair Nicholson referred to President Schott's four goals included in the meeting materials, saying the goals were much less specific this year than last year and do not include action steps to achieve each goal. He said this is a result of a conversation he and President Schott had about the uncertainty that currently prevails.

Trustee Wilson moved to approve the four goals as presented. Trustee Loverro seconded the motion and it passed unanimously.

Future Meetings

The board's next meeting will be on January 22, 2021.

Adjournment

Chair Nicholson adjourned the meeting at 5:05 p.m.

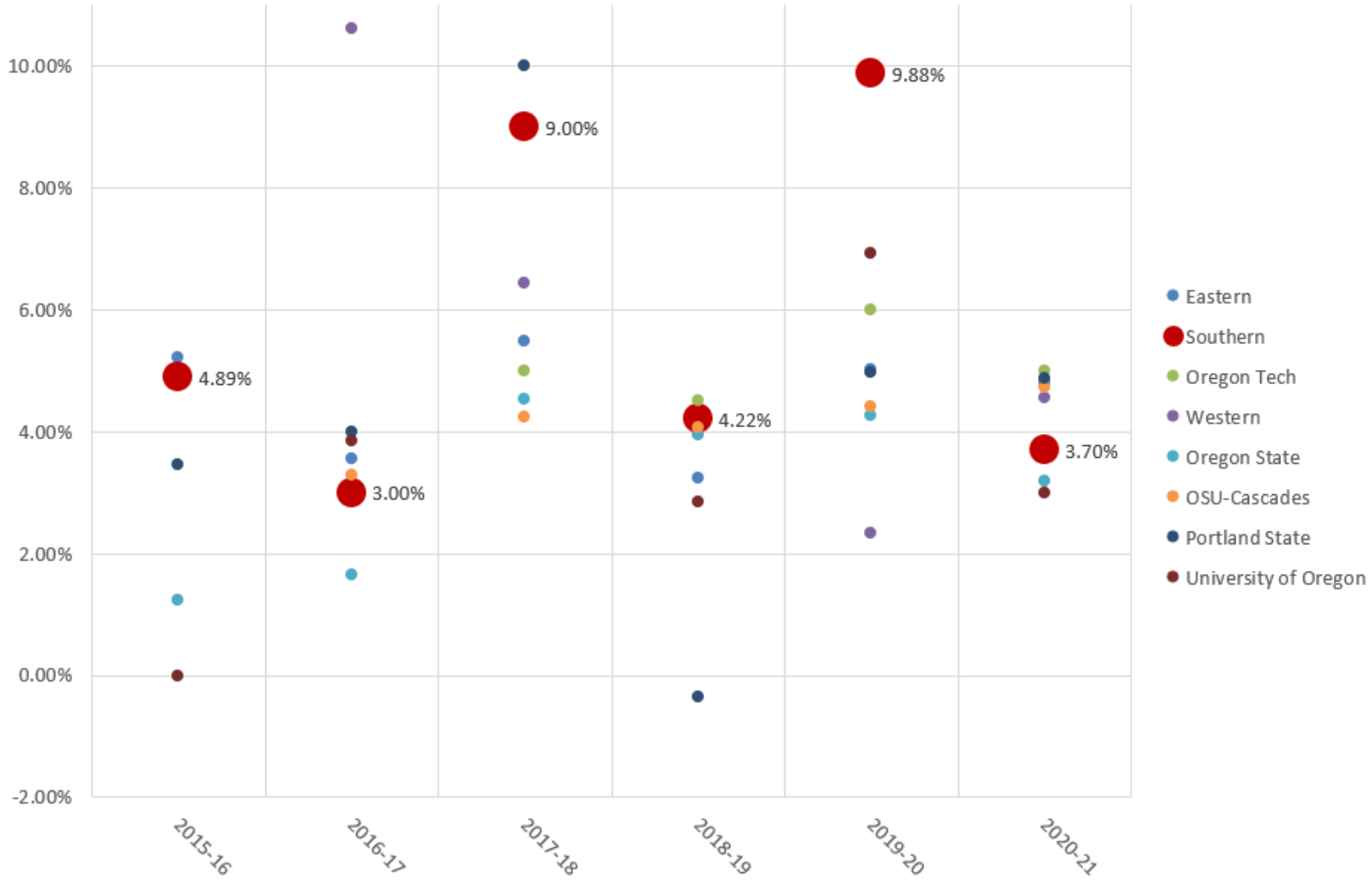
Tuition Setting Update

- Tuition Advisory Council update:
 - Working to set meeting schedule
 - Committee members have been confirmed
 - Financial status update will set the stage for tuition and fee discussion; and trend analysis (rate increases over time—see next chart for data)
- Next Steps:
 - Study price sensitivity; and
 - Integrate federal stimulus allocation into pro forma (when Department of Education releases rules)

Tuition Rate Increases Over Time



Relative % Change from Prior Academic Year



President's Report

Committee Reports

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

Student Leadership Report

Faculty Senate Report

University Advancement Report

University President's Compensation (Action)

**Southern Oregon University
Board of Trustees**

**RESOLUTION
Amendment to the Compensation of the University President**

Be it resolved,

The Board of Trustees of Southern Oregon University recommends the board amend the compensation of the university president as follows.

Compensation

Dr. Linda Schott's annual base salary for a 1.0 full time equivalent position shall be frozen at \$272,000, less a 20% reduction, on an annualized basis. This reduction is consistent with all administrative employees' participation in the Oregon Work Share Program.

Duration

This temporary action marks the continuation of a board action that became effective July 1, 2020.

In a future meeting of the Board of Trustees, when a more complete picture of the university's general financial condition is available and the fuller scope of the university's austerity measures is known, the board will reconsider the compensation of the university president, not later than April 2021.

VOTE:

DATE:

Recorded by the University Board Secretary:

Equity, Diversity, and Inclusion Update (Action)



EQUITY, DIVERSITY, & INCLUSION

SOUTHERN OREGON UNIVERSITY

Jonathan Chavez Baez
Kylan Mattias de Vries
Sabrina Prud'homme

Janelle wilson



2020-2021 Priorities

- Address Racism, Hate & Bias
- Establish Relationships with Stakeholder Groups
- Engage the Committee for Equity & Diversity
- Campus Climate Survey
- Campus Training Series
- Diversity Scholarship & Scholars Program
- Work Plan for Leadership Team
- HB 2864 Cultural Competency Report

Training and Education

SafeColleges
Training

My Assignments

Listed below are the courses assigned to you by your administrator. Additional assignments will be added as you complete each assignment.

14%

Mandatory
Training



Discrimination Awareness in the Workplace

Full Course

Although we've long understood that discrimination and harassment are unlawful in the workplace, it's...

Home Students Faculty

Equity, Diversity & Inclusion

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EQUITY, DIVERSITY, & INCLUSION

SOUTHERN OREGON UNIVERSITY

Announcements

About This Course ([click here to learn more](#))

Let's learn together!

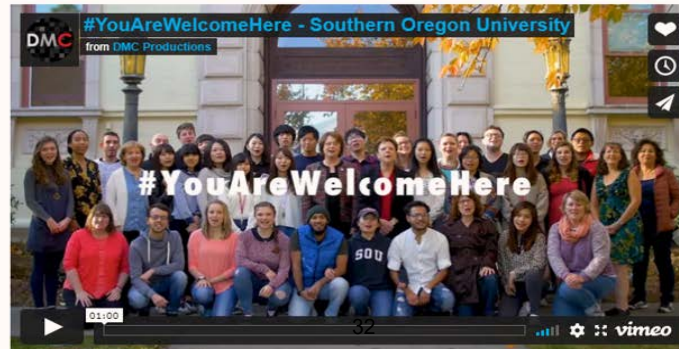
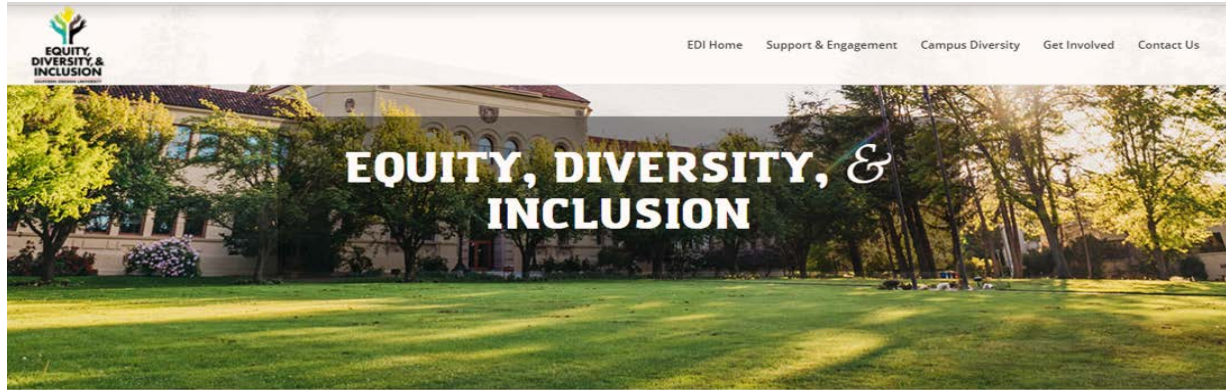
Week ONE

Read

White Privilege: Unpacking the Invisible Knapsack

Watch

Communication





Campus Climate Survey

- Administered Spring of 2020
- Analysis: Summer-Fall 2021
- Discussions with campus groups: Winter 2021
- Work plans to address issues: Winter-Spring 2021



Supporting Student Success



Student Life & Social Justice and Equity:

Supporting Students' Needs and Successes

Equity Coordinators: Jill Smedstad, Marvin Woodard, Alex Sylvester

Social Justice & Equity Center ("S-JEC")



SJEC Cultural Competency-Related Programming 2020

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Name of Program

	A	B	C	D	E	F
	Name of Program	Date	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."	Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.	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.	Additional Information
2	Preview Weekend - Information Fairs	Spring		x		
3	Raider Registration (online open house and individual student meetings throughout the summer)	Summer	x	x	x	
4	Monthly Meetings with Jackson County and VA	Monthly		x		
5	Peer Advisors for Veteran Education Program	Monthly (September Start)				
6	Veterans Day Speaker: Kirstie Ennis	November	x	x	x	
7						
8						
9	Associated Learning Outcomes:					
10	Training and Development - Train and support student staff in FERPA, benefit, and VRC guidelines.					
11	Transitional Support - Support Veterans and Military families in their transition into the SOU community.					
12	Community Outreach and Partnership Building - The coordinator will attend, participate, and support different councils and committees in the region as possible to strengthen the reputation of SOU as a Military-friendly					
13	Student Support, Retention, and Intervention - Aiding students in getting the assistance that they need to support their transition from service to college, persist, graduate, and career placement.					
14						
15						
16						
17						
18						

Justice Racial Justice Sustainability & Basic Needs Resourcing Veterans & Military Family Resou... 36ng

SOCIAL JUSTICE & EQUITY CENTER

Quarterly highlights from Fall 2020 and preview for Winter 2021



DE-STRESS IN THE DIRT

During Fall Quarter, the Student Sustainability hosted a socially distanced De-stress in the Dirt volunteer day at the SOU Farm and Community Garden. Staying distanced, students cleared and maintained space.

PRIDE WALK

In observance of Southern Oregon Pride, Gender and Sexuality Justice staff conducted a socially distanced Pride Walk to get ice-cream at Zoey's Cafe in roommate pods; building community safely during a time of uncertainty.



COMMUNITY SUPPORT

Racial Justice at SOU supported students by creating spaces for support for Black Students, Indigenous Students, and Students of Color. From Emergency Support spaces to participating in community vigils, or ringing in the new year, Racial Justice continues to support all students.



WHAT'S COMING UP?

A preview of events and opportunities for Winter 2021



GENDER & SEXUALITY JUSTICE

Gender and Sexuality Justice is excited to host a bi-weekly gamenight, a Know Your Rights Training, and Queer Indigenous Gathering. Follow our socials @GSJSOU for more information. Join our online community on discord at tinyurl.com/gsjdiscord. Meet with our coordinator at sylvester.youcanbuck.me

SUSTAINABILITY

Student Sustainability will host Equity Roundtables, participate in the Governor's State Employee Food Drive, and a De-Stress in the Dirt Volunteer Day. Join events, access the Student Food Pantry, or become an SOU Community Garden member at ecm@sou.edu. Follow us on Instagram @sua_studentsustainability.



RACIAL JUSTICE

Racial Justice is excited to host a BIPOC Women In Leadership Speakers Series, Diversity Dialogues, a BIPOC Community Luncheon, the Diversity Scholars Workshops, and the Black Youth Leadership Summit. Connect with us on Instagram @nrscsu, facebook @MRC.at.SOU, and twitter @nrce_sou.





HB 2864: Cultural Competency



Cultural Competency Milestones

Date	Requirement	Status
December 31, 2019	Establish a committee or other entity, or establish a process, that complies with the requirements . . .	Presented at Jan. board meeting. Internal auditor assures compliance.
December 31, 2020	Be in compliance with all the requirements . . .	Submitted to board Dec. 2020



Other Requirements

- 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)
- Recommend mechanisms for assessing
- Development of training for employees
- Ensure that the institution clearly communicates to new faculty, staff and administrators
- Require preparation of a biennial report to board

Committee for Equity and Diversity

- 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



PRESIDENT'S COMMITTEE FOR EQUITY AND DIVERSITY

The Southern Oregon University (SOU) President's Committee for Equity and Diversity (CED), in collaboration and with the guidance and direction of the Equity, Diversity and Inclusion Leadership Team, is charged with supporting the following university needs.

The SOU President's Committee for Equity and Diversity supports the values as well as the equity, diversity, and inclusion goals of Southern Oregon University.

With Inclusive Excellence as the framework for organizational success, the committee performs work, provides guidance, and makes recommendations to advance the equity, diversity, and inclusion priorities of SOU, including compliance with 2017 House Bill 2864.

Membership

The CED will be comprised of SOU students, faculty, staff, and administrators. While not exclusive, the committee seeks to include members of historically underrepresented groups in higher education to ensure a complement of diverse perspectives in the committee's operations.

1. The committee will be comprised of at least 12 members. Equal weight shall be given to the perspectives of students, faculty, staff, and administrators.
2. At least three (3) student appointees shall be members of the committee. Students may be recommended by a faculty or staff member, or the President of the Associated Students of Southern Oregon University (ASSOU). Recommendations shall be made to the Office of Equity, Diversity & Inclusion.
3. Faculty, staff, and administration representatives will be recommended to the Office of Equity, Diversity & Inclusion by an SOU employee, or by self-referral.
 - a. At least two members from each of the following university departments shall serve on the committee: Academic Affairs; Enrollment Management and Student Affairs; Finance and Administration; and University Advancement and/or employees reporting to the university president.
 - b. Members of the Office of Equity, Diversity, and Inclusion shall serve as ex officio members of the committee.



Goals

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

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



Related Objectives

- Institutional Infrastructure-organization
- Annual Institutional Budget for the Office of Equity and Diversity
- Inventory, Analysis, and Establishment of Supportive Pathways
- Compliance with Federal & Applicable State of Oregon Regulatory Requirements
- Monitor Campus Climate
- Promote an Inclusive and Welcoming Campus Community
- Provide Opportunities for Diversity Awareness, Education, and Training
- Increase Recruitment, Retention, and Success of Underrepresented Groups
- Support Institutional Climate and Inter-group Relations-Cultural Competency Process

Assessment

Objectives	Means of Assessment	Results	Actions Taken
<p>Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020 Start Date: 12/31/2019 End Date: 12/31/2020</p>	<p>Trustees January 2020. Assessment Status: Assessment Started but not Completed</p> <hr/> <p>Training/Professional Development - Provide trainings for all 7 academic divisions at the university Target: Hold 7 trainings Assessment Status: Assessment Started but not Completed</p>		
<p>Inventory of Supportive Pathways - Provide inventory of activities, programs, initiatives focused on access, retention and success (faculty, staff, learners) Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020, 2020 2021</p>	<p>Survey - Survey the academic division and other university directors to inventory programs and initiatives that focus on access, retention, and success of faculty, staff, and learners Target: Complete a comprehensive list of all campus initiatives and programs. Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2020 2021 Result Type: Target Met Completed survey of social justice and equity center programming (12/17/2020) Related Documents: SIEC Cultural Competency-Related Programming 2020.xlsx</p> <hr/> <p>Reporting Period: 2020 2021 Result Type: Target Met Completed comprehensive list of all divisional initiatives and programs (10/29/2020) Related Documents: 2020 EDI Divisional Initiatives.docx CRP Observation Protocol.docx H&C BIPOC.docx MAT 2019 complete performance data summary.xlsx SOU Educator Equity Plan 2020.docx SOU Educator Preparation Program Enrollment.xlsx UGS EDI Work.docx</p>	<p>Action Taken: The survey of initiatives if complete, and now we can move to analyze these programs. (10/29/2020)</p>
<p>Compliance with Federal & applicable State of Oregon Regulatory requirements - Annually review and ensure that SOU is compliant with Title IX, Clery Act, and VAWA Federal requirements as well as relevant Oregon State requirements Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020, 2020 2021</p>	<p>Directly Related to Outcome</p> <p>Task - 1) Annual review, analysis, of Title-IX, CARES, and confidential reports. 2) Annual action plan and impact analysis of actions taken. Target: *Successful 2021 internal audit reports affirming compliance with Title-IX, Clery Act, and VAWA</p>	<p>Reporting Period: 2018 2019 Result Type: Target Met Respond to Title IX/Equity Grievance reports in a timely way (06/11/2019)</p>	



Requirements

- Development of training for employees
- Ensure that the institution clearly communicates to new faculty, staff and administrators
- Require preparation of a biennial report to board



Equity, Diversity & Inclusion





Questions?

HB 2864 Cultural Competency Report

Southern Oregon University

December 2020

Sabrina Prud'homme
Jonathan Chavez Baez, M.A.
Kylan Mattias de Vries, PhD

Contact: EDI@sou.edu



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Introduction

Created in response to the 2017 House Bill 2864--Cultural Competency at Post-Secondary Institutions--this report describes Southern Oregon University's compliance with the requirements of the bill and outlines goals related to its implementation.

House Bill 2864 defines cultural competency as “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.”

Specific requirements, milestones, and due dates of the legislation have been excerpted and appear below.

SECTION 1

(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; Enrolled House Bill 2864 (HB 2864-A) Page 1;
- (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

(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.

In 2018, Southern Oregon University's Board of Trustees unanimously adopted a new vision, mission, set of values and strategic plan for the institution (Appendix A). Many aspects of these formally adopted guiding documents are rooted in equity, diversity, and inclusion, which, for SOU, aligns congruently with the requirements of HB 2864.

Specifically, the university's Strategic Direction IV addresses related goals directly: *SOU will create a diverse, equitable, inclusive community where learners flourish.* This strategic direction and goals SOU's response to HB 2864. Other strategic directions of the university's strategic plan also have goals related to Strategic Direction IV, which also supports SOU's compliance with the requirements of HB 2864. For example, one of these reciprocal dependencies is Strategic Direction I (SDI) of the university's strategic plan, "*SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.*"

As SOU's strategic plans are accomplished and updated, the plan will be revised and updated accordingly. In the interest of continuous improvement, amendments to the goals and objectives contained in this report also will be updated based on the needs of the institution.

Implementation of Cultural Competency Standards

#	Text from Legislation	Status	Supporting Documentation
1.2	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.	Met	Committee for Equity and Diversity Charter (Appendix B).

The Southern Oregon University (SOU) President’s Committee for Equity and Diversity (CED) provides oversight and recommendations to various equity, diversity, and inclusion (EDI) campus efforts, including but not limited to HB 2864, the implementation of the Inclusive Excellence Framework, and Strategic Direction IV. The Committee for Equity and Diversity, in collaboration with, and with the guidance and direction of the Equity, Diversity and Inclusion Leadership Team, is charged with supporting the following university needs.

The SOU President’s Committee for Equity and Diversity supports the values as well as the equity, diversity, and inclusion goals of Southern Oregon University.

With Inclusive Excellence as the framework for organizational success, the committee performs work, provides guidance, and makes recommendations to advance the equity, diversity, and inclusion priorities of SOU, including compliance with 2017 House Bill 2864.

This committee, which existed previously, was reconstituted in 2019 in compliance with HB 2864, and again in 2020 in response to the changing needs of the university. Currently, the committee meets twice per month.

Through the summer of 2020, the CED undertook an in-depth focus on HB 2864 and the development of SOU’s Inclusive Excellence Framework, which will support SOU’s cultural competency response. Two sub-committees were created to provide analysis, recommendations, suggestions, proposed goals and activities for the university’s application of the framework.

The University President’s Cabinet reviews and approves the report. Following this approval, the Board of Trustees of Southern Oregon University will monitor progress of SOU’s compliance with HB 2864 through its annual or semi-annual reviews of the university’s strategic plan.

Committee for Equity and Diversity

#	Text from Legislation	Status	Supporting Documentation
1.2(a) 1. 2(b)	Include a broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff, and students.	Met	Committee for Equity and Diversity Charge (Appendix B).

The SOU President’s Committee for Equity and Diversity includes a broad range of institutional perspectives and is composed of students, faculty, staff (classified), and administrators (unclassified). As of December 2020, the committee’s composition is as follows:

1. Associated Students of Southern Oregon University, Director of Multicultural Affairs
2. Associated Students of Southern Oregon University, Multicultural Senator
3. Associated Students of Southern Oregon University, Vice Speaker of Senate and Gender Equity and Sexual Diversity Senator
4. English, Professor
5. Gender, Sexuality, & Women’s Studies, Assistant Professor
6. Sociology & Anthropology, Associate Professor
7. STEM Education, Instructor (Educational Studies Program Coordinator)
8. Osher Lifelong Learning Institute Volunteer Coordinator
9. Oregon Center for the Arts Division Manager/Music Program Assistant
10. Vice President of Enrollment Management and Student Affairs
11. University Board Secretary, and EDI Leadership Team
12. Assistant Director for Latino/a/x Programs & Outreach Support, and EDI Leadership Team
13. Associate Professor, joint appointment in Sociology and Gender, Sexuality, & Women’s Studies, and EDI Leadership Team
14. Assistant Director Human Resources, Accessibility Coordinator
15. Assistant Director of International Programs
16. Assistant Director of University Housing
17. Associate Dean of Students
18. Contracts Administrative Officer / Risk Manager
19. Disability Resources Coordinator
20. Equity Coordinator for Gender and Sexuality Justice
21. Equity Coordinator for Racial Justice
22. Equity Coordinator for Sustainability and Basic Needs Resourcing
23. Student Success Coordinator
24. Director of Equity Grievance & Title IX Coordinator
25. OHSU Student Services Associate, Pre-Nursing Advisor & Diversity Coordinator

The Committee for Equity and Diversity endeavors to make decisions and recommendations by consensus, giving equal weight to the perspectives of students, faculty, staff, and administrators.

Training and Professional Development

#	Text from Legislation	Status	Supporting Documentation
2(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.	Met (Ongoing)	Example of Assessment Plan: Five Column report [please refer to section 2(d)].

Southern Oregon University meets the requirement for continuing training and development in a number of ways.

Required Training

Annually, all SOU employees are required to complete Title IX and sexual harassment training each year. Beginning in 2021, additional modules will be added to SOU employees’ training requirements.

All SOU employees will complete training in the following areas:

- Implicit bias and microaggressions;
- Discrimination in the workplace;
- Diversity and inclusion in the workplace; and
- Making campus safe and inclusive.

Additionally, the SOU Human Resources Department conducts an in-depth New Employee Orientation each month. The December 2020 update of the Diversity and Inclusion orientation module will be included in future New Employee Orientation sessions. The orientation module focuses on the work of Strategic Direction IV, cultural competency standards of the institution, as well as reporting bias. The aforementioned training will be required of all new employees as part of their orientation process.

Leadership Training and Development

A specific training entitled, “Look Deeper: Race” was offered to members of the university’s leadership during the Winter and Spring Terms of 2020. The individual modules of this multi-hour, interactive online course and guided learning experience centers around the film, *I’m Not Racist... Am I?* Look Deeper: Race inspires participants to create inclusive, anti-racist, and equitable communities. The following university groups and individuals completed this training.

- Board of Trustees of Southern Oregon University
- University President’s Cabinet
 - University President
 - Provost and Vice President for Academic Affairs
 - Vice President for Enrollment Management and Student Affairs
 - Vice President for Finance and Administration

- Vice President for University Advancement
- General Counsel
- Associate Vice President, Government & Corporate Relations
- Equity, Diversity, and Inclusion Leadership
- University Board Secretary
- Chief Information Officer

- President's Executive Council
 - All members of the President's Cabinet
 - Associate Provost and Director of Graduate Studies
 - Associate Vice President for Academic Resource Management
 - Dean of Students and Director of Student Life
 - Director of Admissions
 - Director of Athletics
 - Director of Budget and Planning
 - Director of Campus Recreation and Student Recreation Center
 - Director of Community and Media Relations
 - Director of Equity Grievance/Title IX Coordinator
 - Director of Financial Aid
 - Director of Honors College
 - Director of Housing
 - Director of Human Resources
 - Director of Institutional Research
 - Director of Instructional Support
 - Director of Marketing
 - Director of OHSU Nursing at SOU
 - Director of Outreach and Engagement
 - Division Directors of:
 - Business, Communication, and the Environment
 - Hannon Library
 - Humanities and Culture
 - Science, Technology, Engineering and Mathematics
 - Social Sciences
 - The Oregon Center for the Arts at SOU
 - Undergraduate Studies
 - Education, Health, and Leadership
 - Executive Director of Jefferson Public Radio
 - Executive Director, Student Health and Wellness Center
 - Faculty Senate Chair
 - University Registrar and Director of Enrollment Services

Additionally, the Board of Trustees, the Academic and Student Affairs unit, and the Finance and Administration units of the institution focused their opening retreats for the 2020-21 academic year on Equity, Diversity, Inclusion and/or anti-racism work, in whole, or in part.

Additional Training and Development Opportunities

An anti-racist and cultural competency educational series for SOU faculty, staff, and administration was created by the EDI Leadership Team. Originally launched in early September

2020, the educational series was paused as SOU managed the traumatic impacts of the Almeda and Obenchain fires; the series will re-launch during Winter Term 2021.

Southern Oregon University will continue to assess the training needs and requirements of its campus using Inclusive Excellence as the framework and addressing needs identified in campus surveys and feedback from various channels. Required as well as optional training and development opportunities will be adjusted as necessary in order to improve SOU's campus climate.

Institution-wide Goals for Cultural Inclusion

#	Text from Legislation	Status	Supporting Documentation
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.	Met (Ongoing)	Southern Oregon University Vision, Mission, Values, and Strategic Plan (Appendix A)

Over 2017-2018, SOU articulated a new mission, vision, and set of values, which the Board of Trustees of Southern Oregon University. To seek alignment, SOU created seven strategic directions, each with a specific set of goals. Strategic Direction IV explicitly addresses SOU’s commitment to equity, diversity, and inclusion.

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

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.”

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

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.

Objectives

Institutional Infrastructure-organization

Re-organize and optimally staff the Offices of Equity & Diversity and Equity Grievance.

Annual Institutional Budget for the Office of Equity and Diversity

Right size budget for the Office of Equity and Diversity and align with SD-IV.

Inventory of Supportive Pathways

Provide inventory of activities, programs, initiatives focused on access, retention, and success (faculty, staff, learners).

Analyze Supportive Pathway

Analyze need and approaches for supportive pathways to increase access, retention, and success.

Establish Supportive Pathways

Development and implementation of programs, activities, initiatives to increase access, retention, and success.

Compliance with Federal & Applicable State of Oregon Regulatory Requirements
Annually review and ensure that SOU is compliant with Title IX, Clery Act, and VAWA Federal requirements as well as relevant Oregon State requirements.

Monitor Campus Climate
Conduct campus climate survey assessment.

Promote an Inclusive and Welcoming Campus Community
Create a welcoming, inclusive, and supportive campus environment.

Provide Opportunities for Diversity Awareness, Education, and Training
Provide vibrant cultural educational opportunities enhance the university's commitment to diversity.

Increase Recruitment, Retention, and Success of Underrepresented Groups
Support efforts to increase underrepresented populations of faculty, staff, and students in their access to opportunities and their success at SOU.

Institutional Climate and Inter-group Relations-Cultural Competency Process
Create, implement, and assess a systemic set of practices that sustainably enable, enhance the cultural competence of all SOU students and employees as required by ORS 350.375. [Implement the process and form the committee required in ORS 350.375 which outlines the states mandate for cultural competency requirements at public universities and community colleges]

The above stated goals and objectives from Strategic Direction IV are SOU's commitment to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds. As additional goals are identified, they will be added. Numerous efforts take place throughout the university in support of the defined goals and objectives.

Identifying the EDI-related intersections between strategic directions and goals, such as the aforementioned intersectionality of Strategic Directions I and IV also is a priority. For example, diversifying the curriculum in terms of programs available to students such as new majors, minors, and certificates, and individual courses. In addition, part of these pedagogical and curricular transformations is taking place through the current redesign of SOU's General Education requirements, in which an upper division EDI capacity-building course will be required of all students. In cases such as this, the accomplishment of one goal or objective indicates progress toward related EDI goals.

Other Related Goals and Objectives

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

Goal One - 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.

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

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

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

Objectives Related to SDIV

Study pedagogy and curriculum

Study best practices in pedagogy and curriculum.

Inventory learning experiences

Identify and create curricular and co-curricular opportunities.

Implement pedagogy and curriculum

Implement and/or revise pedagogy and curriculum.

Implement alternative credentialing

Policies and institutional practices shall be put in place to offer new certifications and other alternative credentials.

Wildly Important Goals (WIGs)

Define and achieve WIGs with academic and other programs based on The 4 Disciplines of Execution.

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

Goal 1: SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.

Objective Related to SDIV

Training and mentoring:

Provide training and development opportunities to all employees.

While these goals and objectives are extensive, they are by no means exhaustive. Additional objectives, and possibly additional goals, will be added as further needs are identified. Work as important as cultural competency cannot be static; instead, at SOU, it remains dynamic and the institution will continue to be proactive as well as responsive to the needs of the campus. Achieving these goals cannot be contained within a short two-year time span but requires a sustained commitment over time, which SOU will maintain.

Biennial Reporting

#	Text from Legislation	Status	Supporting Documentation
2(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 legislation.	Met	Link to Board of Trustees meeting on January 22, 2021

The Board of Trustees of Southern Oregon University received this report on or before December 31, 2020. In addition, this report will appear as an agenda item with a full presentation to the board at its next public meeting, on January 22, 2021.

Data regarding campus-wide activities related to SOU's strategic plan, including EDI goals, are collected and tracked in the Nuventive Improvement Platform, or "Improve." As benchmarks, activities, and targets are reported, the university's strategic plan tracking platform will be updated. Equity, Diversity, and Inclusion Leadership will prepare future biennial reports regarding the institution's progress toward achieving the goals set forth in HB 2864. The SOU Board of Trustees will monitor progress toward achieving the goals set forth in this legislation with its regular reviews of the university's strategic plan.

The next biennial report responsive to HB 2864 will be reported to the board by December 31, 2022.

Assessment of Cultural Competency Standards

#	Text from Legislation	Status	Supporting Documentation
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.	Met (Ongoing)	Example of Assessment Plan: Five Column report [refer to section 2(d)].

The work taking place across many campus units and departments in support of the Strategic Direction IV-related goals and objectives is extensive. It is important to note that specific support for the cultural competency and cultural advancement of SOU’s people, and its students especially, is both broad and deep. From policy amendments and organizational changes to transforming curriculum and significant programming in the academic as well as student affairs departments on SOU’s campus, hundreds of related activities are taking place.

To assess the progress of SOU’s efforts under its strategic plan, including Strategic Direction IV and thus, Cultural Competency at SOU, data regarding campus-wide activities related to EDI are collected and tracked in the Nuventive Improvement Platform, or “Improve.” Improve is designed to drive planning and progress for improvement or transformation initiatives. Goals, objectives and tasks from the strategic directions are listed and assessed in an Improve “Assessment Plan: Five Column Report.” The information contained in this report captures *what* SOU is doing. A sample page of this report is available as Appendix C.

To assess *how well* the institution meets cultural competency standards, in 2020 SOU began administering a biennial Campus Climate, Safety and Sexual Assault Assessment. The first survey administration to students and to staff/faculty was in the spring of 2020 to establish baseline information. The coronavirus pandemic, related transitions in the remote environment, key personnel changes in the senior EDI leadership, and the September 2020 Alameda fires delayed the analysis of these surveys. Completed in late fall of 2020, the results of this survey will be reported to cabinet, the campus-wide diversity committee, and campus leadership; SOU will take action on key findings to preserve or improve appropriate aspects of the campus climate.

Future campus climate surveys for both students and all employee groups [faculty, staff, and administration] are planned on a biennial basis during spring terms, with the next one planned for the spring of 2022.

Communication of Commitment to Cultural Competency

#	Text from Legislation	Status	Supporting Documentation
2(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.	Met (Ongoing)	Link to HR's website for Prospective Employee Information https://inside.sou.edu/hrs/prospective-employee-information.html

Southern Oregon University clearly communicates to new faculty, staff, and administrators the institution's commitment to including meeting cultural competency standards in professional development during its New Employee Orientation each month. The December 2020 update of the Diversity and Inclusion module for orientation now includes "Equity, Diversity and Inclusion at SOU," focusing on the work of Strategic Direction IV, SOU's commitment to meeting cultural competency standards of the institution including mandatory training requirements, optional related professional development opportunities, as well as the university's bias reporting system, and other relevant information about equity, diversity, and inclusion at SOU.

Additionally, SOU's Human Resources department includes the following statement on all staff and faculty job posts.

Southern Oregon University is a welcoming community committed to inclusive excellence and the celebration of diversity. Without diversity, our educational process is diminished. Working together in support of our commitment to diversity, we strengthen and enrich our role as learners, educators and members of a tightly connected global community. We encourage those who share in our commitment to diversity, to join our community and we expect all our employees to demonstrate an ability and desire to create an inclusive campus community.

In November 2020, SOU added the following note at the footer of its public-facing website (sou.edu):

Southern Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities, and employment without discrimination on the basis of age, disability, national origin, race, color, marital status, religion, gender, or sexual orientation. For any equity related concerns, including Title IX, please contact Angela Fleischer, Director of Equity Grievance/Title IX Coordinator at equitygrievance@sou.edu.

Appendices

APPENDIX A

Southern Oregon University Vision, Mission, Values, and Strategic Plan

Vision

Southern Oregon University will become an inclusive, sustainable university for the future that guides all [learners](#) to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

Mission

Southern Oregon University is a [regionally-engaged](#) learning community committed to being the [educational provider of choice](#) for learners throughout their lives.

- We inspire curiosity and creativity, compel [critical thinking](#), foster discovery, and cultivate bold ideas and actions.
- We achieve student success, professional preparation, and [civic engagement](#) through [service excellence](#), evolving technologies, and innovative curriculum.
- We foster access, [equity](#), inclusion and diversity in thought and practice.
- We prepare our learners to be responsible, engaged citizens in our democracy.
- We promote economic vitality, [sustainability](#), cultural enrichment, and social well-being in our region, the state, the nation, and the world.

SOU Values

The well-being and success of all learners

- Critical thinking, discovery, and engaged learning
- Equity, diversity, and inclusion
- Creativity and collaboration
- Excellence, continuous improvement, and accountability
- A healthy, safe, and civil campus
- Economic vitality and environmental sustainability
- Improving our community, region, and world

Strategic Directions & Goals

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

- **Goal One:** 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.

- **Goal Two:** SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university’s mission, vision and strategic plan.
- **Goal Three:** SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.
- **Goal Four:** SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

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

- **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.

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

- **Goal One:** SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university.
- **Goal Two:** SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU.
- **Goal Three:** SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

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

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

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

- **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.

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

- **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.

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

- **Goal One:** SOU will be a resource and collaborative partner for the economic, cultural, artistic and social betterment of the region.
- **Goal Two:** SOU will collaborate with a wide range of partners to provide civic engagement, service learning, and community-based learning experiences for all its learners.

Glossary of Terms

Civic Engagement:	Individual and collective actions designed to identify and address issues of public interest.
Critical Thinking:	The process of actively and objectively conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. Critical thinkers think through and question ideas before adoption.
Ecologically-resilient Bioregion:	An ecologically and/or geographically distinct area with sustained integrity and function regardless of disturbance or change.
Educational Provider of Choice:	A leading and preferred educational option for learners, whether they are enrolling for the first time, continuing their education, developing new skills, or changing careers.
Equity:	Equity refers to the qualities of justness, fairness, impartiality, and even-handedness for all people. Equity is often confused with equality, which refers to equal sharing and exact division.
Employer of Choice:	The preferred employment option for job seekers and employees of all types.

Learners:	All persons seeking increased knowledge or skill including degree seekers, faculty, staff, and lifelong learners.
Pedagogy:	The study of the theory, and practice of teaching. Pedagogy informs the interactions of teachers and learners aimed at achieving learning objectives.
Regionally-engaged:	Playing an effective and leading role in regional advancement.
Service Excellence:	Meeting and exceeding expectations of our internal and external constituents.
Sustainability:	Sustainability presumes that resources are finite, and should be used wisely with a view to long-term priorities and consequences of the ways in which resources are expended.



APPENDIX B

PRESIDENT'S COMMITTEE FOR EQUITY AND DIVERSITY

The Southern Oregon University (SOU) President's Committee for Equity and Diversity (CED), in collaboration and with the guidance and direction of the Equity, Diversity and Inclusion Leadership Team, is charged with supporting the following university needs.

The SOU President's Committee for Equity and Diversity supports the values as well as the equity, diversity, and inclusion goals of Southern Oregon University.

With Inclusive Excellence as the framework for organizational success, the committee performs work, provides guidance, and makes recommendations to advance the equity, diversity, and inclusion priorities of SOU, including compliance with 2017 House Bill 2864.

Membership

The CED will be comprised of SOU students, faculty, staff, and administrators. While not exclusive, the committee seeks to include members of historically underrepresented groups in higher education to ensure a complement of diverse perspectives in the committee's operations.

1. The committee will be comprised of at least 12 members. Equal weight shall be given to the perspectives of students, faculty, staff, and administrators.
2. At least three (3) student appointees shall be members of the committee. Students may be recommended by a faculty or staff member, or the President of the Associated Students of Southern Oregon University (ASSOU). Recommendations shall be made to the Office of Equity, Diversity & Inclusion.
3. Faculty, staff, and administration representatives will be recommended to the Office of Equity, Diversity & Inclusion by an SOU employee, or by self-referral.
 - a. At least two members from each of the following university departments shall serve on the committee: Academic Affairs; Enrollment Management and Student Affairs; Finance and Administration; and University Advancement and/or employees reporting to the university president.
 - b. Members of the Office of Equity, Diversity, and Inclusion shall serve as ex officio members of the committee.
4. The president shall appoint a committee chair.

Appointment of Members

In the Winter Term of each academic year, the chair of the CED will propose to the university president, a list of committee members for the next academic year, in accordance with the

defined committee composition and needs of the institution. The president will appoint members to the CED based, in part, on the committee chair's recommendation.

Non-participating or absentee members may be removed from the committee by the president.

Terms

One-half of the membership of the CED will hold two-year, renewable terms.

One-half of the membership of the CED will hold one-year, renewable terms.

Review

This committee charter shall be reviewed annually by the committee chair and the university president.

Approved: December 2018
First Revision: December 2019
Second Revision: December 2020

APPENDIX C Assessment Plan: Five Column Report

Objectives	Means of Assessment	Results	Actions Taken
<p>Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020 Start Date: 12/31/2019 End Date: 12/31/2020</p>	<p>Trustees January 2020. Assessment Status: Assessment Started but not Completed</p> <hr/> <p>Training/Professional Development - Provide trainings for all 7 academic divisions at the university Target: Hold 7 trainings Assessment Status: Assessment Started but not Completed</p>		
<p>Inventory of Supportive Pathways - Provide inventory of activities, programs, initiatives focused on access, retention and success (faculty, staff, learners) Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020, 2020 2021</p>	<p>Survey - Survey the academic division and other university directors on inventory programs and initiatives that focus on access, retention, and success of faculty, staff, and learners Target: Compile a comprehensive list of all campus initiatives and programs. Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2020 2021 Result Type: Target Met Completed survey of social justice and equity center programming (12/17/2020) Related Documents: SJEC Cultural Competency-Related Programming 2020.xlsx</p> <hr/> <p>Reporting Period: 2020 2021 Result Type: Target Met Compile a comprehensive list of all divisional initiatives and programs (10/29/2020) Related Documents: 2020 EDI Divisional Initiatives.docx CRP Observation Protocol.docx H&C BIPOC.docx MAT 2019 complete performance data summary.xlsx SOU Educator Equity Plan 2020.docx SOU Educator Preparation Program Enrollment.docx UGS EDI Work.docx</p>	<p>Action Taken: The survey of initiatives if complete, and now we can move to analyze these programs. (10/29/2020)</p>
<p>Compliance with Federal & applicable State of Oregon Regulatory requirements - Annually review and ensure that SOU is compliant with Title IX, Clery Act, and VAWA Federal requirements as well as relevant Oregon State requirements Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020, 2020 2021</p>	<p>Directly Related to Outcome</p> <hr/> <p>Task - 1) Annual review, analysis, of Title-IX, CARES, and confidential reports. 2) Annual action plan and impact analysis of actions taken. Target: *Successful 2021 internal audit reports affirming compliance with Title-IX, Clery Act, and VAWA</p>	<p>Reporting Period: 2018 2019 Result Type: Target Met Respond to Title IX/Equity Grievance reports in a timely way (06/11/2019)</p>	

The Big Question: Student Success

Student Success: Post-Graduation Employment

Student Success and Completion Funding Model Update

SSCM Update



- HECC in “rule making” phase...
- Latest data released 1/12/21

Governor's Recommended Budget (0.0%)

	FY18	FY19	2017-19	FY20	FY21	2019-21	FY22	FY23	2021-23
EOU	\$ 19,898,918	\$ 20,186,726	\$ 40,085,644	\$ 20,973,611	\$ 21,476,393	\$ 42,450,004	\$ 20,741,526	\$ 21,491,232	\$ 42,232,758
OIT	\$ 26,034,493	\$ 27,455,306	\$ 53,489,799	\$ 29,395,884	\$ 30,256,632	\$ 59,652,516	\$ 28,981,660	\$ 29,755,482	\$ 58,737,142
OSU	\$ 114,798,771	\$ 121,751,891	\$ 236,550,662	\$ 134,794,063	\$ 141,248,139	\$ 276,042,202	\$ 135,843,559	\$ 141,183,662	\$ 277,027,221
PSU	\$ 87,900,756	\$ 91,390,178	\$ 179,290,934	\$ 99,747,729	\$ 103,309,255	\$ 203,056,984	\$ 98,327,175	\$ 102,585,453	\$ 200,912,628
SOU	\$ 20,845,008	\$ 21,270,176	\$ 42,115,184	\$ 22,681,938	\$ 23,544,380	\$ 46,226,318	\$ 22,624,429	\$ 23,674,816	\$ 46,299,245
UO	\$ 67,773,522	\$ 69,090,988	\$ 136,864,510	\$ 75,653,607	\$ 78,691,828	\$ 154,345,435	\$ 76,316,275	\$ 79,793,949	\$ 156,110,224
WOU	\$ 23,828,838	\$ 24,673,012	\$ 48,501,850	\$ 26,833,474	\$ 28,291,650	\$ 55,125,124	\$ 27,245,682	\$ 28,333,683	\$ 55,579,365
Total	\$ 361,080,306	\$ 375,818,277	\$ 736,898,583	\$ 410,080,306	\$ 426,818,277	\$ 836,898,583	\$ 410,080,306	\$ 426,818,277	\$ 836,898,583

Enrollment Expansion

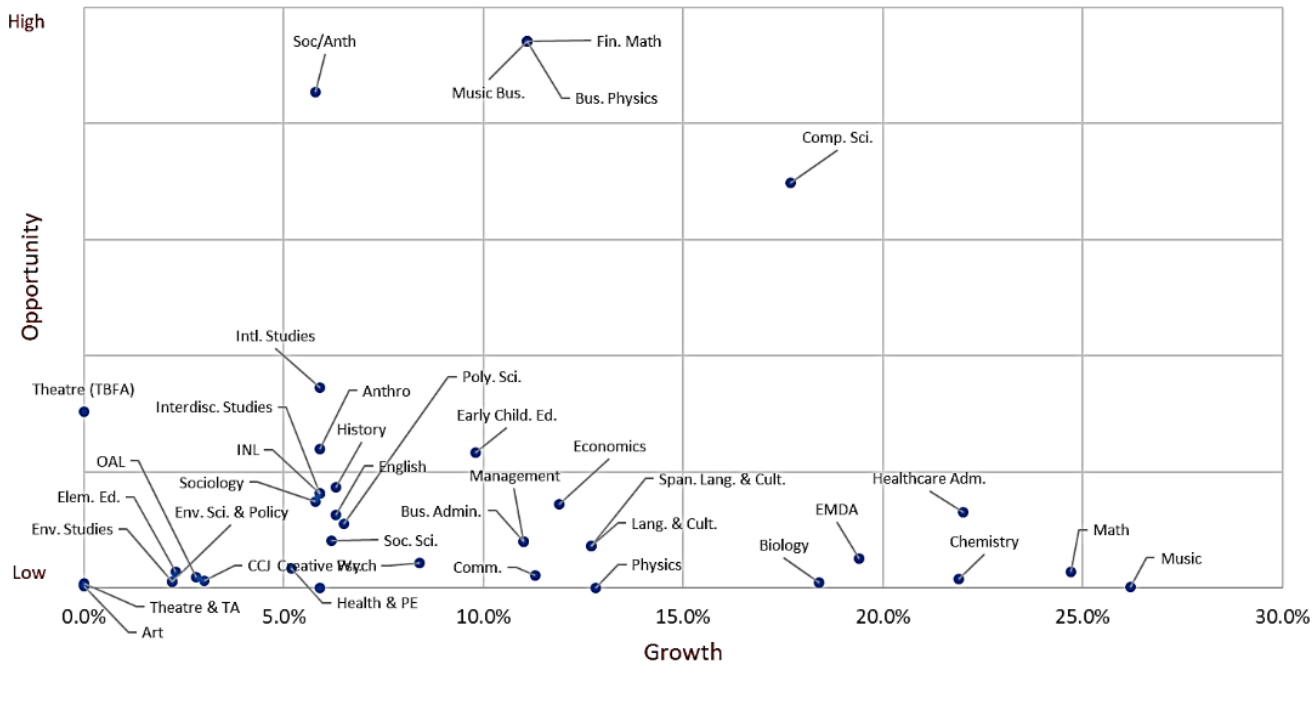
- Lead Generation (new and existing markets)
 - Cappex
 - ACT, SAT
- Kings
- Adult leads
 - Registration process improvements
 - New website
 - Certificates and badges
- Transfer
 - Raider Transfer Program
- Southern Oregon Education Leadership Council
 - Information share agreement
 - Southern Oregon College Access Network

Enrollment Expansion



- New Academic Programs
- Future Potential Programs

Opportunity vs. Growth Undergraduate Programs



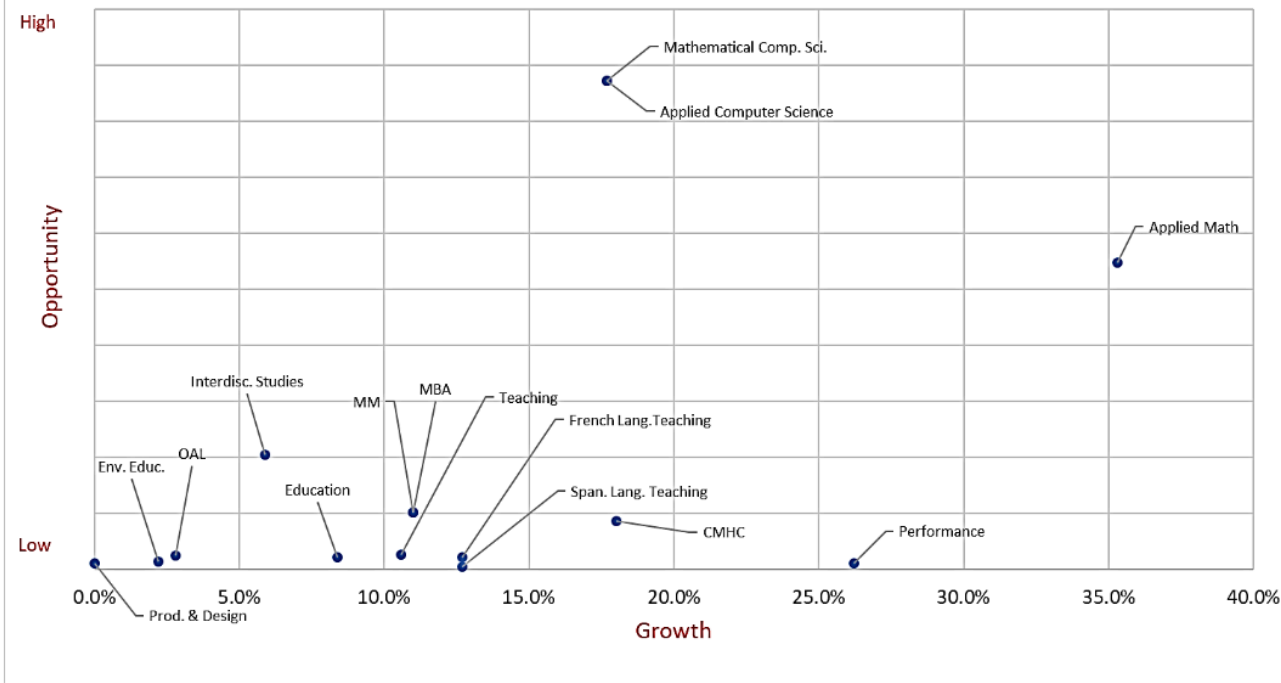
UG Programs		
Program	Growth	Opportunity Index
Fin. Math	11.1%	235.3
Music Bus.	11.1%	235.3
Bus. Physics	11.1%	235.3
Soc/Anth	5.8%	213.5
Comp. Sci.	17.7%	174.5
Intl. Studies	5.9%	86.1
Theatre (TBFA)	0.0%	75.8
Anthro	5.9%	59.9
Early Child. Ed.	9.8%	58.2
History	6.3%	43.4
INL	5.9%	40.8
Interdisc. Studies	5.9%	40.8
Healthcare Adm.	22.0%	32.7
Economics	11.9%	36.1
Sociology	5.8%	37.1
English	6.3%	31.4
Poly. Sci.	6.5%	27.4
Bus. Admin.	11.0%	20.1
Management	11.0%	20.1
Lang. & Cult.	12.7%	18.0
Span. Lang. & Cult.	12.7%	18.0
Soc. Sci.	6.2%	20.2
EMDA	19.4%	12.7
Math	24.7%	7.0
Psych	8.4%	10.9
Chemistry	21.9%	3.9
Health & PE	5.2%	8.4
Music	26.2%	0.5
Comm.	11.3%	5.3
Biology	18.4%	2.1
Elem. Ed.	2.3%	6.9
OAL	2.8%	4.7
Physics	12.8%	0.1
CCJ	3.0%	3.0
Env. Sci. & Policy	2.2%	2.7
Env. Studies	2.2%	2.7
Theatre & TA	0.0%	1.9
Art	0.0%	0.6
Creative Wr.	5.9%	NA

Opportunity scale: Index of job postings per degrees awarded within the state of Oregon only

Expected Growth scale: Burning Glass' projected growth between 2012 and 2026

NA: Burning Glass' data had either no job postings or degree information for this program.

Opportunity vs. Growth
Graduate Programs



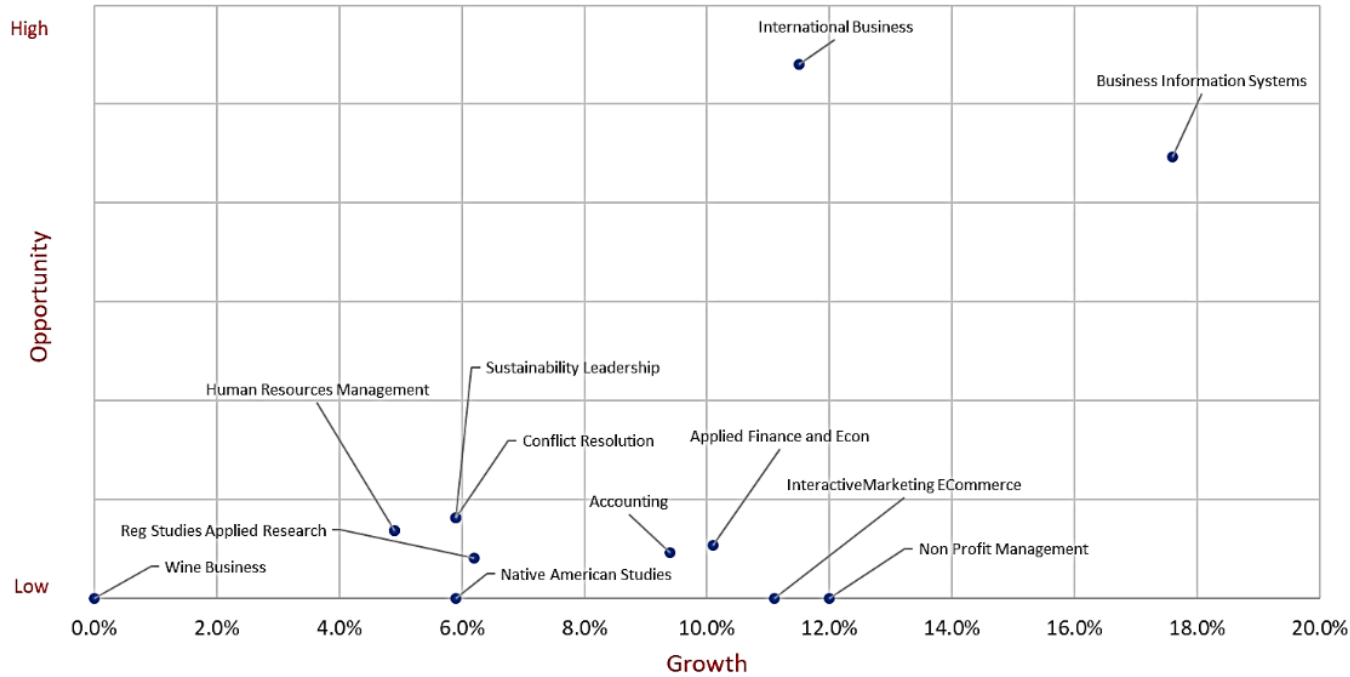
GR Programs		
Program	Growth	Opportunity Index
Applied Computer Science	17.7%	174.5
Mathematical Comp. Sci.	17.7%	174.5
Applied Math	35.3%	109.5
CMHC	18.0%	17.1
Interdisc. Studies	5.9%	40.8
MBA	11.0%	20.1
MM	11.0%	20.1
Performance	26.2%	2.0
French Lang. Teaching	12.7%	4.1
Education	8.4%	4.1
OAL	2.8%	4.7
Span. Lang. Teaching	12.7%	0.8
Teaching	10.6%	5.0
Env. Educ.	2.2%	2.7
Prod. & Design	0.0%	1.9

Opportunity scale: Index of job postings per degrees awarded within the state of Oregon only

Expected Growth scale: Burning Glass' projected growth between 2012 and 2026

NA: Burning Glass' data had either no job postings or degree information for this program.

Opportunity vs. Growth Certificate Programs



CERT Programs		
Program	Growth	Opportunity Index
International Business	11.5%	270.3
Business Information Systems	17.6%	223.2
Conflict Resolution	5.9%	40.8
Sustainability Leadership	5.9%	40.8
Management of Human Resources	4.9%	34.3
Human Resources Management	4.9%	34.3
Applied Finance and Econ	10.1%	26.9
Accounting	9.4%	23.2
Reg Studies Applied Research	6.2%	20.2
Wine Business	0.0%	NA
Native American Studies	5.9%	NA
Non Profit Management	12.0%	NA
InteractiveMarketing ECommerce	0.111	NA

Opportunity scale: Index of job postings per degrees awarded within the state of Oregon only

Expected Growth scale: Burning Glass' projected growth between 2012 and 2026

NA: Burning Glass' data had either no job postings or degree information for this program.

Governance Work Group Discussion

**Southern Oregon University
Board of Trustees
Governance Work Group**

Report

Theme: What problem are we trying to solve?

The Governance Work Group (GWG) of the Board of Trustees was appointed in October 2020 to explore the possibility of creating a standalone Governance Committee of the board. Chaired by Board Vice Chair, Danny Santos, work group members Trustee Jonathon Bullock, Trustee Megan Davis-Lightman, Jason Catz, and Sabrina Prud'homme met in November and December of 2020 for the group's stated purpose and provide this report on the group's progress.

A central question the group kept returning to was, "what problem are we trying to solve?" which the group found difficult to define. While a specific problem could not be identified, the group reached a tacit conclusion that a governance committee could be useful, could provide structure for continuous improvement in many areas of the board's functioning, but that a problem requiring the solution of a new, standalone committee, was not readily apparent.

The most common themes in the discussions were: diversity and inclusion among members of the board themselves, a sense of belonging, continuous improvement, low viability of a standalone committee, and connectedness.

Other Observations:

The issues of representation, board diversity, and abilities to serve were the subject of significant portions of the work group's conversations. In the group's meetings, these presented as needs more urgent than creating a governance committee and was identified as one that also would improve board governance.

The GWG also questioned whether or not the current structure of the board, most specifically, the Executive and Audit Committee, which is tasked with governance currently, could be better utilized to address the functions of governance for the Board of Trustees.

A table indicating the primary pros and cons the work group discussed appears below.

Pros	Cons	Other Considerations
Workstreams get additional focus/you get more of whatever you focus on	Trustee and staff bandwidth are narrow	Can the Executive and Audit Committee address these needs?

Pros	Cons	Other Considerations
Expanding trustee participation through other committees to lead may be seen as a positive—greater representation of leading voices on the board	Having to do everything in public meetings can be stifling to progress in terms of time and/or ability	The trustees who help add valuable diversity to the board may be more limited in their abilities to increase their board participation, thus creating exclusivity.
Increasing the connectedness of trustees is important and such a committee can help with this	More committees = more service, more work, more time that not everyone has; may not be possible	Work group experiences (i.e, elections) have been valuable and create possibilities for richer experiences/connectedness

With significant consideration regarding meeting the board’s expectations for the outcomes of the work group’s deliberations, many suggested courses of action were considered including surveys, reading assignments for the full board, and additional meetings of the work group. The group decided that after conducting its initial research and meetings, that sharing this report with the board and opening up the topic for additional conversation among trustees would be helpful to the work group. Following the January discussion among trustees, the GWG intends to regroup with trustees’ feedback for additional deliberation and will endeavor to make a recommendation with any supporting materials, to the Executive and Audit Committee as well as the Board of Trustees at its next meetings [in April].

To prepare trustees for the January discussions on this topic, the GWG believes trustees will benefit from learning more about the potential functions of a governance committee as well as common practices among Oregon’s public universities.

General Information on the Work of Governance Committees

The Association of Governing Boards for Colleges and Universities provides a comprehensive checklist for governance committee oversight. The following checklist illustrates the three primary areas of governance committee responsibility. Many, though not all of these functions are codified in board policies at present.

GENERAL GOVERNANCE FUNCTIONS:

- Establish expectations for individual board members.
- Evaluate performance (conduct committee and board assessments, and oversee self-assessments by members).
- Oversee conflict-of-interest policies and procedures.

- Review board documents periodically (bylaws, expectations and responsibilities, composition matrices, assessment processes, committee charters).
- Keep apprised (by legal counsel) of relevant federal and state laws and ensure they are followed (e.g., Freedom of Information Act laws, open meetings, and open-records laws).
- Ensure committee alignment and integration.
- Monitor state and national trends relating to higher education governance.
- Identify best practices in governance.

FUNCTIONS RELATED TO BOARD MEMBERS:

- Create a board profile and matrix.
- If permitted, identify, and vet prospective members.
- If appropriate, recommend reappointment of board members.
- Create a slate of board officers.
- Plan and oversee orientation for new board members.
- Ensure mentoring of new board members.

BOARD DEVELOPMENT AND EDUCATION FUNCTIONS:

- Ensure ongoing board education and development.
- Honor and recognize retiring board members.

--Excerpted from, "The Governance Committee," by Carol Cartwright. AGB

The Governance Function at Other Oregon Public Universities.

The committee structure of the Board of Trustees of Southern Oregon University was modeled, in part, alongside the structures of other Oregon Public Universities, which also transitioned from the centralized governance model to the independent boards in 2014 or 2015. While each board decides its own structure, the group found this context to be helpful. The GWG provides the following summary on the treatment of the governance function at SOU's sister institutions in the state.

Like SOU, the six other public universities in Oregon have some type of board committee that has the responsibility of governance. Most frequently, these boards incorporate governance into the charge of their Executive and Audit Committees, which is true at Portland State University, Oregon State University, Southern Oregon University, and University of Oregon. Western Oregon University has an Executive Committee, akin to the Executive and Audit Committees of these institutions. One university, Eastern Oregon University, has a standalone Governance Committee.

These committees, most often, have about 5 or 6 voting members. The members of the committees of governance that are specified are the chair of the board, the vice-chair of the board, the chair of the finance committee, the chair of the academic committee, and members-at-large from the remaining board members. The primary functions of the other six OPU committees may include: supporting the audit function of the university,

compliance, risk management, strategic planning, board evaluation, trustee recommendations, and evaluation, selection, and termination of the university president. Other duties exist but may vary by the institution (i.e., advising on legal matters).

A table with this information for each OPU appears below.

The Governance Function at Oregon's Public Universities

Inst.	Name of Committee	Committee Charge	Sample Minutes
EOU	The Governance Committee https://www.eou.edu/governance/board-committees/governance-committee/	https://www.eou.edu/governance/files/2015/06/BOT-GC-Charter-2016.pdf	https://www.eou.edu/governance/governance-committee-minutes/
OIT	The Executive Committee: This committee is comprised of two components: The Executive and Governance Committees of the Board. The EC may represent and take action on behalf of the Board. Matters concerning board membership development and board performance are considered by the Governance Committee” https://www.oit.edu/trustees/committees	https://www.oit.edu/trustees/bylaws-policies	https://www.oit.edu/trustees/meetings-events
OSU	The Executive and Audit Committee: The Committee's areas of responsibility are to assist the Board in: (1) overseeing the institution's standards of conduct; (2) monitoring the University's internal control structure to ensure key risk, compliance, and regulatory requirements are met and (3) overseeing audit activities, including internal and external audits https://leadership.oregonstate.edu/trustees/committees/executive-audit-committee	https://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/190118_adopted_eac_charter_amendments.pdf	https://leadership.oregonstate.edu/trustees/meetings
PSU	The Executive and Audit Committee https://www.pdx.edu/board/executive-and-audit-committee	https://drive.google.com/file/d/1qXdxsyyDfwmL4SDi55eQxRGYKWbKc5mD/view	https://www.pdx.edu/board/executive-and-audit-committee#2021%20EA

Inst.	Name of Committee	Committee Charge	Sample Minutes
SOU	<p>The Executive and Audit Committee:</p> <p>When sitting as the Executive Committee, the EAC shall consider matters pertaining to governance of the Board such as structure, composition, engagement, and assessment.</p> <p>https://governance.sou.edu/wp-content/uploads/sites/63/2019/02/Board-Statement-on-Board-Committees-011819.pdf</p>	<p>https://governance.sou.edu/wp-content/uploads/sites/63/2019/02/Board-Statement-on-Board-Committees-011819.pdf</p>	
UO	<p>The Executive and Audit Committee:</p> <p>The Executive and Audit Committee (EAC) considers matters pertaining to general management of the board, as well as matters pertaining to audits, compliance, and risk management. The EAC shall represent and may act for the board, except when prohibited by law or policies.</p> <p>https://trustees.uoregon.edu/committees</p>	<p>https://trustees.uoregon.edu/sites/trustees2.uoregon.edu/files/board_committees_as_amended_march_2016.pdf</p>	<p>https://trustees.uoregon.edu/past-meetings</p>
WOU	<p>Executive, Governance, and Trusteeship Committee</p> <p>The Executive, Governance, and Trusteeship Committee (EGTC) of the WOU Board of Trustees is charged with ensuring (A) effective Board function, (B) presidential performance, (C) empowering University staff to position the University strategically with external audiences, and (D) monitoring legal and compliance risk to the Board and University.</p> <p>https://wou.edu/board/board-committees/</p>	<p>https://wou.edu/board/egtc-2019-2020/</p>	<p>https://wou.edu/board/egtc-2019-2020/</p>

Questions for the Board to Consider

1. What problem do trustees believe the board will solve with the creation of a governance committee?
2. Do trustees believe a standalone governance committee the best way to solve it?
3. What else should the committee explore before bringing back a recommendation to the committee/board?

Fiscal Year 2019-20

Audited Financial Statements (Action)

[Click Here to View](https://inside.sou.edu/assets/bus_serv/docs/accounting/SOUFinancialReport2020.pdf)

https://inside.sou.edu/assets/bus_serv/docs/accounting/SOUFinancialReport2020.pdf



Southern Oregon University

Fiscal Year 2020 Audit Presentation

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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

Agenda

Responsibilities Under Auditing Standards

Scope of Engagements

Unique Audit Issues

Audit Results

Required Communications to Governance

Questions?



Responsibilities under US Generally Accepted Auditing Standards (GAAS)

Responsible for:

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



Responsibilities under GAAS (continued)

An audit in accordance with GAAS:

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



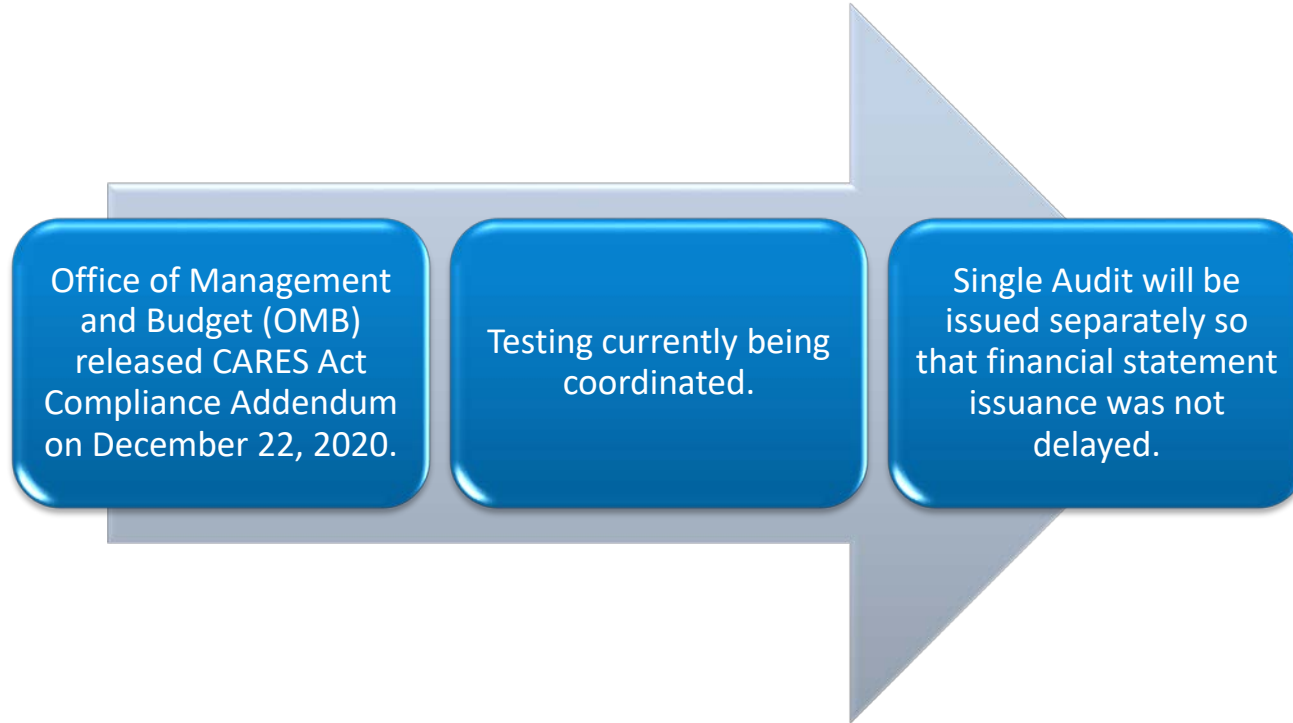
Scope of Engagements

Financial Statement Audit

Single Audit
Student Financial Aid
CARES Act – Higher Education Relief
Emergency Fund

2020 Unique Audit Items

Single Audit – CARES Act Addendum



2020 Unique Audit Items

COVID 19

Increased IT
user access
testing

- \$3.4 million in CARES Act awarded
- Passed to students: \$811,150
- Institutional spend: \$1.4 million, but only \$811,150 recognized as revenue

Implemented GASB 84, *Fiduciary Activities*. New fiduciary fund now presented.

North Campus Village Receivable - \$1.7 million. University agreed to act as guarantor of CHF debt.

Audit performed remotely

- THANK YOU Management



Financial Statement Audit Results



2020 Financial Statements



Required Communications to Governance

Qualitative Aspects of Accounting Practices

- Implementation of GASB 84, Fiduciary Activities
- Accounting Estimates
- Financial Statement Disclosures
 - COVID 19
 - Guarantor of CHF Debt

Difficulties Encountered in Performing the Audit – None

Uncorrected Misstatements – See schedule

Corrected Misstatements – See letter

Required Communications to Governance

Disagreements with Management

- None

Management Representations

Management Consultations with other Independent Accountants

- None

Significant Issues Discussed with Management Prior to Engagement

- None

Audits of Group Financial Statements

- No concerns about component auditors' work



Upcoming CLA Webinars and Resources

2021 Higher Education Virtual Conference : 2020 : Events : CLA (CliftonLarsonAllen) (claconnect.com)



2/9/2021

Virtual

Speaking, Hosting

February 9, 16, and 23

10 a.m. – 2 p.m. CT

CPE credit will be offered. Details are forthcoming.

Register now to reserve your spot for CLA's third annual Higher Education Virtual Conference. During the three-day conference, you'll gain knowledge and insight to help you navigate the changing world of higher



Questions?





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WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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**Southern Oregon University
Board of Trustees
Executive and Audit Committee**

**RESOLUTION
Fiscal Year 2019-20 Audited Financial Statements**

Whereas, the independent certified public accounting firm, CliftonLarsonAllen, LLP, has completed its review of the financial statements of Southern Oregon University for the fiscal year ended June 30, 2020;

Whereas, the Board of Trustees has reviewed the audited financial statements and report; and

Whereas, the Executive and Audit Committee of the Board of Trustees met with the external auditors, performed a satisfactory review of these documents, and recommends the Board's acceptance of the FY 2019-20 Audited Financial Statements; and

Whereas, the Board of Trustees met with the external auditors and performed a satisfactory review of these documents;

Now therefore, be it resolved, that the Board of Trustees of Southern Oregon University hereby accepts the Fiscal Year 2019-20 audited financial statements and the 2020 Annual Financial Report for SOU for the fiscal year ended June 30, 2020.

VOTE:

DATE:

North Campus Village (Action)

Refinancing North Campus Village Bonds

- Liquidity
- Cash Flow
- Accelerate savings to develop Reserves; enabling recovery of COVID-19 losses



INTRODUCTION

The Project

- Financed with the proceeds of the Oregon Facilities Authority (“OFA”) Student Housing Revenue Bonds (CHF-Ashland, L.L.C. – Southern Oregon University Project), Series 2012 (the “Series 2012 Bonds”), Raider Village (the “Project”) opened for the Fall of 2013 and provides 700-beds of on campus housing and a related community center on the campus of Southern Oregon University (“SOU” or the “University”) in Ashland.
 - CHF-Ashland, L.L.C. (the “Borrower”), the sole member of which is Collegiate Housing Foundation, owns the Project.
 - The University is the property manager.

The Ground Lease

- The Project is located on SOU’s campus on land leased by the University to the Borrower through 2052.
- The Ground Lease contains certain provisions from SOU in support of the operation of the Project, including an agreement to maintain its freshmen “live on” requirement and a “first fill” to support occupancy at the Project.
- At the end of the term of the ground lease, ownership of the Project will transfer to the University.

The Refunding Plan

- In order to provide debt service relief during the pandemic, the Borrower is seeking to advance refund the outstanding Series 2012 Bonds.
 - OFA will issue approximately \$45 million* of taxable bonds to fund (along with existing funds on hand) (i) the defeasance escrow for the Series 2012 Bonds, (ii) a deposit to the Debt Service Reserve Fund, (iii) capitalized interest, (iv) the cost of the bond insurance policy from AGM and (v) issuance costs.
 - The proposed refunding is structured with accelerated savings during fiscal years ending June 30, 2021, 2022 and 2023 and would be issued with an extension in the final maturity to July 1, 2047, which is three years past the current final maturity.



* Preliminary, subject to change

FINANCING SUMMARY

Key Assumptions

- Unit Mix comprised of 206 units with 702 beds;
- Assumed vacancy rate of 43.4% for fiscal year 2021 and 5% thereafter;
- Revenues and expenses escalating at a rate of 3% annually; and
- No distribution from the Surplus Fund until the audits for each fiscal year through June 30, 2023 show compliance with all covenants
 - ↳ Annually, if the Surplus Fund balance is in excess of maximum annual debt service during the interest-only period, the difference may be distributed to SOU

Temporary COVID-19 Waivers & Allowances

(In effect until June 30, 2021)

- Waiver of SOU's obligations to assign all students on first priority basis to the Project and to require freshmen to live on-campus (*Ground Lease Amendment Section 9*)
- Waiver of 1.20x Rate Covenant (*Loan Agreement Section 8.06*)
 - ↳ AG retains right to require that a consultant be hired if actual DSCR for 2020/21 Annual Period is below 1.0x
- Waiver of requirement to prepare a 2020/21 Annual Budget that projects meeting a 1.20x (*Loan Agreement Section 8.07*)
- Allow the Project to permit partial refunds to tenants provided that the Rider to the lease is only to be given to students who request a rent deferment and is not otherwise to be widely distributed on-campus (*Ground Lease Amendment Section 9*)
 - ↳ Deferrals must comply with the agreed upon temporary Housing Guidelines and refunds are only payable from available Surplus Funds
- Waiver of Manager requirement to set housing rental rates in an amount sufficient to meet a 1.20x (*Loan Agreement Section 8.06*)
 - ↳ Rental rates can be no less than the prior fiscal year adjusted for inflation
- Allow students the ability to defer their obligation under their lease until the succeeding term and receive a refund of any rent paid either at the time of housing assignment or if they make the election within 14 days after moving into the Project (in which case the students are charged a pro rata amount of 14 days rent) (*Ground Lease Amendment Section 9*)
 - ↳ Deferring students must vacate the unit, the school must make the unit immediately available to other students and must communicate to the student that, upon the student's return, there is no guarantee that any housing will be available
 - ↳ Limited cancellations or deferments are permitted for medical exemptions or upon a COVID-19 outbreak having been declared by SOU
- If the COVID-19 circumstances are continuing to effect the Project after June 30, 2021, SOU may request an extension of the temporary waiver and the application of the Temporary Housing Guidelines if a sufficient balance is then on deposit in the Surplus Fund, subject to AG's approval

TRANSACTION SUMMARY

Project Overview

Project: Raider Village
 702-Bed Student Housing
 and Community Center

Location: On-Campus

Owner: CHF-Ashland, L.L.C.

Manager: SOU

Ground Lease Term: 31 Years

Project Opening: Fall 2013

Occupancy Rates:

Fall 2019	96.3%
Spring 2020	84.2%
Fall 2020	59.5%

2020 Coverage: 1.64x

Financing Projections*

Par Amount: \$45,485,000

Interest Mode: Fixed Rate

Tax Status: Taxable

Term: 26 years

Security: Project Financing
 Enhanced with Bond Insurance

Bond Insurer: Assured Guaranty

Insured Ratings: A2 / AA

Underlying Ratings: Baa3 / BBB-

True Interest Cost (TIC): 4.86%

Projected Coverage: Minimum 1.60x

Pricing Date: January 27, 2021

Closing Date: February 4, 2021

Taxable Advance Refunding

The 2021 Series A Bonds are being issued to advance refund the Outstanding Bonds to provide the Project debt service relief during the pandemic.

Outstanding Bonds: Oregon Facilities Authority Student Housing Revenue Bonds (CHF-Ashland, L.L.C. – Southern Oregon University Project), Series 2012

Uses of Refunding Proceeds: Proceeds of the 2021 Series A Bonds (along with existing funds on hand) will be use to fund (i) the defeasance escrow for the Series 2012 Bonds, (ii) a deposit to the Debt Service Reserve Fund, (iii) capitalized interest, (iv) the cost of the bond insurance policy from AGM and (v) issuance costs.

Refunding Structure: The proposed refunding is structured with accelerated savings in 2021, 2022 and 2023 with an extension in the final maturity to July 1, 2047, which is three years past the current final maturity.

The University

- Founded in 1872, SOU is a four-year public university specializing in liberal arts, sciences and select graduate and professional programs.
- Total headcount enrollment at SOU in fall 2020 was 4,850 students, consisting of 4,273 (88.1%) undergraduate students and 577 (11.9%) graduate students.
- COVID-19: In the Fall term, 88% of courses transitioned to distance learning.

The Ground Lease

- The Project is located on SOU’s campus on land leased by the University to the Borrower through 2052.
- The Ground Lease contains certain provisions from SOU in support of the operation of the Project, including an agreement to maintain its freshmen “live on” requirement and a “first fill” to support occupancy at the Project.
- At the end of the term of the ground lease, ownership of the Project will transfer to the University.

Cash Flow Forecast*

Fiscal Year Ending June 30,	2021	2022	2023	2024	2025	2026
Projected Average Occupancy	56.7%	95.0%	95.0%	95.0%	95.0%	95.0%
Net Rental Revenue	\$3,804,163	\$6,570,248	\$6,767,355	\$6,970,376	\$7,179,487	\$7,394,872
Other Income	120,000	123,600	127,308	131,127	135,061	139,113
Total Revenues	\$3,924,163	\$6,693,848	\$6,894,663	\$7,101,503	\$7,314,548	\$7,533,985
Operating Expenses	\$1,799,088	\$2,127,467	\$2,191,291	\$2,257,030	\$2,324,741	\$2,394,483
Net Operating Income	\$2,125,075	\$4,566,381	\$4,703,372	\$4,844,473	\$4,989,807	\$5,139,501
Annual Debt Service	932,500	2,020,413	2,020,413	3,025,413	3,117,750	3,211,025
Debt Service Coverage	2.28	2.26	2.33	1.60	1.60	1.60
Break-Even Occupancy	38.89%	58.19%	57.34%	70.21%	70.23%	70.23%
Retained Ground Rent	1,747,816	2,020,413	2,020,413	0	0	0
Adjusted Debt Service Coverage	4.15	3.26	3.33	1.60	1.60	1.60
Capital Reserve Deposits	155,623	160,292	165,100	170,053	175,155	180,410
Capital Reserve Balance	1,109,485	1,269,777	1,434,877	1,604,931	1,780,086	1,960,495
Surplus Cash Flow	\$1,036,952	\$2,385,676	\$2,517,859	\$1,649,007	\$1,696,902	\$1,748,067
Additional Holdback	272,597	0	0	0	0	0
Payable Ground Rent	\$764,355	\$2,385,676	\$2,517,859	\$1,649,007	\$1,696,902	\$1,748,067



* Preliminary, subject to change

**Southern Oregon University
Board of Trustees**

**RESOLUTION
Refinancing the North Campus Village Bonds**

Whereas, using proceeds of the Oregon Facilities Authority Student Housing Revenue Bonds, Series 2012, CHF-Ashland, L.L.C. (CHF-Ashland) financed Raider Village (also known as the North Campus Village), which opened for the Fall of 2013 on the campus of Southern Oregon University (SOU) in Ashland; and

Whereas, CHF-Ashland, the Borrower, owns the project and SOU is the property manager; and

Whereas, SOU has leased the land upon which the project is located to the Borrower through 2052, at which time ownership of the project will transfer to SOU; and

Whereas, in order to provide debt service relief during the current pandemic, the Borrower is seeking to advance refund the outstanding Series 2012 Bonds; and

Whereas, the Oregon Facilities Authority will issue approximately \$45 million of taxable bonds to fund (along with existing funds on hand) (i) the defeasance escrow for the Series 2012 Bonds, (ii) a deposit to the Debt Service Reserve Fund, (iii) capitalized interest, (iv) the cost of the bond insurance policy from Assured Guaranty Municipal Corp., and (v) issuance costs;

Whereas, the proposed refunding and refinancing is structured with accelerated savings during fiscal years ending June 30, 2021, 2022 and 2023 and would be issued with an extension in the final maturity to July 1, 2047, which is three years past the current final maturity;

Whereas, as part of the refinancing, SOU will be executing an amendment to ground lease, and an amendment to the management agreement, to update the terms to reflect the refinancing;

Whereas, as part of the refinancing, SOU will be executing certificates and statements to provide certain representations regarding information and knowledge it has;

Whereas, for these purposes, this board desires that the University administration and all other necessary parties to the transaction take any steps necessary for the issuance of the refinanced taxable bonds;

Now, therefore, be it resolved, the Board of Trustees of Southern Oregon University hereby approves the refinancing of the North Campus Village as described above, and the execution and delivery by SOU of the documents described above, and

any other documents necessary or advisable to the refinancing.

Be it further resolved, that Greg Perkinson, Vice President of Finance and Administration, or his designee, is hereby authorized and empowered to execute and deliver the documents with respect to the refinancing, upon the final terms and conditions as determined by the Vice President of Finance and Administration.

VOTE:

DATE:

Recorded by the University Board Secretary:

Budget Update and Review of Pro Forma

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 <small>(in thousands of dollars)</small>	Actual <small>(000's)</small>	BUDGET <small>(000's)</small>	ESTIMATE <small>(000's)</small>	FAST BUDGET <small>(000's)</small>
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)
Change in Fund Balance	(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%

Year to Date Pro Forma

(Updated (1-10-21))

- Updates CAA Funding – \$1.1M to E&G – \$3.4M to Auxiliaries
- Assumes new furlough savings through 3/15 (\$700k in E&G)
- Includes Faculty furloughs (8 days totaling \$650K)
- Includes Hiring Freeze projection for 2 remaining quarters (600k)
- Transfer \$1.9M to return Building Fee loan and cover Childcare Ctr debt
- Outcomes: **9.5% Ending Fund Balance!**
- **CRITICAL** - create as much Fund Balance as possible prior to next two biennia

Education and General (in thousands of dollars)	2019-21 Biennium		
	2019-20 ACTUAL (000's)	2020-21 BUDGET (000's)	2020-21 FY Forecast (000's)
Revenue			
State Appropriations: SSCM	22,696	23,357	23,559
One-time Funding Changes			1,117
Total State Funding (SSCM,ETSF,SELP)	23,074	23,716	25,242
Tuition	39,365	36,945	35,968
Fees	3,167	3,373	2,895
Raider Aid	(3,965)	(3,325)	(3,498)
Oth tuition & fee adjustments			
Tuition, net of Raider Aid	38,567	36,993	35,365
Misc. Other Revenue	2,453	2,145	1,732
TOTAL REVENUES	64,095	62,855	62,339
Personnel Services			
Faculty	(16,083)	(17,419)	(17,419)
Admin	(9,617)	(9,097)	(7,219)
Classified	(6,362)	(6,203)	(5,724)
Student (& Other)	(1,445)	(1,643)	(1,176)
Salaries Total	(33,508)	(34,363)	(31,539)
Retirement (PERS + ORP)	(7,881)	(8,233)	(7,012)
PEBB	(7,312)	(7,613)	(7,110)
Other	(3,275)	(3,432)	(2,692)
OPE	(18,469)	(19,278)	(16,815)
Vacancy Adj.			
Other Adj. to Labor			1,350
Net Personnel	(51,977)	(53,641)	(47,004)
Supplies & Services	(10,477)	(11,683)	(10,533)
Capital Expenses			(174)
Program Investment			
S&S Adjustments			
Total Supplies & Services, Capital Expenses	(10,477)	(11,683)	(10,707)
Cost Reductions and Savings		4,108	
TOTAL EXPENDITURES	(62,454)	(61,216)	(57,710)
Net from Operations Before Transfers	1,641	1,638	4,629
Budgeted Transfers	(1,913)	(1,688)	(1,868)
Transfers Adjustments			(1,900)
NET TRANSFERS	(1,913)	(1,688)	(3,768)
Change in Fund Balance	✓ (273)	(50)	862
Beginning Fund Balance	5,354	5,079	5,081
Ending Fund Balance	5,081	5,029	5,943
% Operating Revenues	7.92%	8.00%	9.53%

Budget Forecast

21 – 23 Biennium

0% Resident tuition increase

- Updates SSCM funding to latest published release
- 0% Resident increase
- 5% Non-resident increase
- 3% Labor Increases
- PEBB rates ‘holding steady’
- PERS rates increased
- Outcomes: if we hold tuition down and allow labor increases, creates a **\$3M disconnect**

	2019-20	2020-21	2021-22	2022-23
	ACTUAL	FY Forecast	FORECAST	FORECAST
	(000's)	(000's)	(000's)	(000's)
Education and General				
<i>(in thousands of dollars)</i>				
Revenue				
State Appropriations: SSCM	22,696	23,559	23,958	24,936
<i>One-time Funding Changes</i>		1,117		
Total State Funding (SSCM, ETSF, SELP)	23,074	25,242	24,336	25,313
Tuition	39,365	35,968	41,454	44,813
Fees	3,167	2,895	3,627	3,921
Raider Aid	(3,965)	(3,498)	(4,057)	(4,386)
<i>Oth tuition & fee adjustments</i>				
Tuition, net of Raider Aid	38,567	35,365	41,024	44,348
Misc. Other Revenue	2,453	1,732	1,771	1,811
TOTAL REVENUES	64,095	62,339	67,131	71,472
Personnel Services				
Faculty	(16,083)	(17,419)	(17,615)	(18,418)
Admin	(9,617)	(7,219)	(9,798)	(10,062)
Classified	(6,362)	(5,724)	(7,030)	(7,270)
Student (& Other)	(1,445)	(1,176)	(1,746)	(1,801)
Salaries Total	(33,508)	(31,539)	(36,189)	(37,551)
Retirement (PERS + ORP)	(7,881)	(7,012)	(9,362)	(9,714)
PEBB	(7,312)	(7,110)	(7,466)	(7,839)
Other	(3,275)	(2,692)	(3,089)	(3,205)
OPE	(18,469)	(16,815)	(19,917)	(20,759)
<i>Vacancy Adj.</i>				
<i>Other Adj. to Labor</i>		1,350		
Net Personnel	(51,977)	(47,004)	(56,106)	(58,310)
Supplies & Services	(10,477)	(10,533)	(11,946)	(12,245)
Capital Expenses		(174)		
<i>Program Investment</i>				
<i>S&S Adjustments</i>				
Total Supplies & Services, Capital Expenses	(10,477)	(10,707)	(11,946)	(12,245)
Cost Reductions and Savings			As Modeled	As Modeled
TOTAL EXPENDITURES	(62,454)	(57,710)	(68,052)	(70,555)
Net from Operations Before Transfers	1,641	4,629	(921)	918
Budgeted Transfers	(1,913)	(1,868)	(2,143)	(2,227)
<i>Transfers Adjustments</i>		(1,900)		
NET TRANSFERS	(1,913)	(3,768)	(2,143)	(2,227)
Change in Fund Balance	✓ (273)	862	(3,064)	(1,309)
Beginning Fund Balance	5,354	5,081	5,943	2,879
Ending Fund Balance	5,081	5,943	2,879	1,570
% Operating Revenues	7.92%	9.53%	4.29%	2.20%

21 – 23 Biennium

3% Resident tuition increase

- Updates SSCM funding to latest published release
- 3% Resident increase
- 5% Non-resident increase
- 3% Labor Increases
- PEBB rates ‘holding steady’
- PERS rates increased
- Outcomes: if we hold tuition down and allow labor increases, creates a **\$1.9M disconnect**

	2019-20	2020-21	2021-22	2022-23
	ACTUAL	FY Forecast	FORECAST	FORECAST
	(000's)	(000's)	(000's)	(000's)
Education and General				
<i>(in thousands of dollars)</i>				
Revenue				
State Appropriations: SSCM	22,696	23,559	23,958	24,936
<i>One-time Funding Changes</i>		1,117		
Total State Funding (SSCM,ETSF,SELP)	23,074	25,242	24,336	25,313
Tuition	39,365	35,968	42,605	45,945
Fees	3,167	2,895	3,728	4,020
Raider Aid	(3,965)	(3,498)	(4,170)	(4,497)
<i>Oth tuition & fee adjustments</i>				
Tuition, net of Raider Aid	38,567	35,365	42,163	45,469
Misc. Other Revenue	2,453	1,732	1,771	1,811
TOTAL REVENUES	64,095	62,339	68,270	72,593
Personnel Services				
Faculty	(16,083)	(17,419)	(17,615)	(18,418)
Admin	(9,617)	(7,219)	(9,798)	(10,062)
Classified	(6,362)	(5,724)	(7,030)	(7,270)
Student (& Other)	(1,445)	(1,176)	(1,746)	(1,801)
Salaries Total	(33,508)	(31,539)	(36,189)	(37,551)
Retirement (PERS + ORP)	(7,881)	(7,012)	(9,362)	(9,714)
PEBB	(7,312)	(7,110)	(7,466)	(7,839)
Other	(3,275)	(2,692)	(3,089)	(3,205)
OPE	(18,469)	(16,815)	(19,917)	(20,759)
<i>Vacancy Adj.</i>				
<i>Other Adj. to Labor</i>		1,350		
Net Personnel	(51,977)	(47,004)	(56,106)	(58,310)
Supplies & Services	(10,477)	(10,533)	(11,946)	(12,245)
Capital Expenses		(174)		
<i>Program Investment</i>				
<i>S&S Adjustments</i>				
Total Supplies & Services, Capital Expenses	(10,477)	(10,707)	(11,946)	(12,245)
Cost Reductions and Savings			As Modeled	As Modeled
TOTAL EXPENDITURES	(62,454)	(57,710)	(68,052)	(70,555)
Net from Operations Before Transfers	1,641	4,629	218	2,038
Budgeted Transfers	(1,913)	(1,868)	(2,143)	(2,227)
<i>Transfers Adjustments</i>		(1,900)		
NET TRANSFERS	(1,913)	(3,768)	(2,143)	(2,227)
Change in Fund Balance	✓ (273)	862	(1,925)	(189)
Beginning Fund Balance	5,354	5,081	5,943	4,018
Ending Fund Balance	5,081	5,943	4,018	3,829
% Operating Revenues	7.92%	9.53%	5.89%	5.27%

21 – 23 Biennium

4.9% Resident tuition increase

- Updates SSCM funding to latest published release
- 4.9% Resident increase
- 5% Non-resident increase
- 3% Labor Increases
- PEBB rates ‘holding steady’
- PERS rates increased
- Outcomes: if we hold tuition down and allow labor increases, creates a **\$1.2M disconnect**

	2019-21 Biennium		2021-23 Biennium	
Education and General (in thousands of dollars)	2019-20 ACTUAL (000's)	2020-21 FY Forecast (000's)	2021-22 FORECAST (000's)	2022-23 FORECAST (000's)
Revenue				
State Appropriations: SSCM	22,696	23,559	23,958	24,936
<i>One-time Funding Changes</i>		1,117		
Total State Funding (SSCM,ETSF,SELP)	23,074	25,242	24,336	25,313
Tuition	39,365	35,968	43,368	46,692
Fees	3,167	2,895	3,795	4,086
Raider Aid	(3,965)	(3,498)	(4,245)	(4,570)
<i>Oth tuition & fee adjustments</i>				
Tuition, net of Raider Aid	38,567	35,365	42,918	46,207
Misc. Other Revenue	2,453	1,732	1,771	1,811
TOTAL REVENUES	64,095	62,339	69,024	73,332
Personnel Services				
Faculty	(16,083)	(17,419)	(17,615)	(18,418)
Admin	(9,617)	(7,219)	(9,798)	(10,062)
Classified	(6,362)	(5,724)	(7,030)	(7,270)
Student (& Other)	(1,445)	(1,176)	(1,746)	(1,801)
Salaries Total	(33,508)	(31,539)	(36,189)	(37,551)
Retirement (PERS + ORP)	(7,881)	(7,012)	(9,362)	(9,714)
PEBB	(7,312)	(7,110)	(7,466)	(7,839)
Other	(3,275)	(2,692)	(3,089)	(3,205)
OPE	(18,469)	(16,815)	(19,917)	(20,759)
<i>Vacancy Adj.</i>				
<i>Other Adj. to Labor</i>		1,350		
Net Personnel	(51,977)	(47,004)	(56,106)	(58,310)
Supplies & Services	(10,477)	(10,533)	(11,946)	(12,245)
Capital Expenses		(174)		
<i>Program Investment</i>				
<i>S&S Adjustments</i>				
Total Supplies & Services, Capital Expenses	(10,477)	(10,707)	(11,946)	(12,245)
Cost Reductions and Savings			As Modeled	As Modeled
TOTAL EXPENDITURES	(62,454)	(57,710)	(68,052)	(70,555)
Net from Operations Before Transfers	1,641	4,629	973	2,777
Budgeted Transfers	(1,913)	(1,868)	(2,143)	(2,227)
<i>Transfers Adjustments</i>		(1,900)		
NET TRANSFERS	(1,913)	(3,768)	(2,143)	(2,227)
Change in Fund Balance	✓ (273)	862	(1,170)	550
Beginning Fund Balance	5,354	5,081	5,943	4,772
Ending Fund Balance	5,081	5,943	4,772	5,322
% Operating Revenues	7.92%	9.53%	6.91%	7.26%

Government Relations Update

Oregon Public Universities 2021 Common Legislative Agenda



The OPUs advocacy on budget and policy will emphasize how investment, programs or policies advance the state's goals for equity, inclusion and justice.

Four key messages:

- Education is one of the most effective tools to address historic injustices faced by BIPOC.
- A just educational system in Oregon requires sustained funding from PreK to Post-Secondary.
- Higher education is critical to building a more resilient and diverse Oregon economy
- Education from early childhood through post-secondary must be a collective priority across the sectors.

Oregon Public Universities 2021 Common Legislative Agenda



Common collateral will address:

- Financial ask: \$900M for PUSF
- Support for a few key bills
 - HB 2590, Student Voices
 - HB 2835, Food/Housing Navigators
 - SB 233, Common Course Numbering

2021 Legislative Session

Key Facts & Dates



- Legislators sworn in Jan 11
- Weekly legislative sessions in person, remote committee hearings, through March
- Anticipate more in-person activity by April
- Building opens to the public when Marion county enters Low Risk category
- Financial advocacy peaks April/May
- TRU Day evolving toward several partial days April/May

Future Meetings

Adjournment