



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

June 11, 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 online location set forth below.

Topics of the meeting will include reports from the university president, board committees, student leadership, faculty senate and the administrative units of equity, diversity, and inclusion, as well as university advancement. The board will discuss updates on the presidential search, and there will be discussion and action on a presidential search position profile as well as the university president's compensation.

Additional discussion and information items include a legislative update, a Board Statement on Managing Fund Reserves, the revenue drivers of enrollment and state funding, and an update from the board's Equity, Diversity, and Inclusion Work Group. There will be discussion and action on SOU excess properties recommendations, the Fiscal Year 2021-2022 budget, and recommendations from the board's Governance Work Group.

The meeting will occur as follows:

Friday, June 18, 2021

12:45 p.m. to 5:00 p.m. (or until business is concluded)

To view the proceedings, visit <https://sou.zoom.us/j/88013647401> at the time of the meeting.

Materials for the meeting are available at governance.sou.edu.

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 during this period of pandemic

protocols. Please send written comments or testimony to the board's email address: trustees@sou.edu. Public comments also may be sent to the board via U.S. mail addressed to SOU Board of Trustees, 1250 Siskiyou Blvd., Ashland, OR 97520.

If special accommodations are required please contact Pamela Tomac at least 24 hours in advance of the meeting at (541) 552-8055.



Board of Trustees
June 18, 2021

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, June 18, 2021

12:45 – 5:00 p.m. (or until business concludes)

<https://sou.zoom.us/j/88013647401>

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 April 16, 2021 Meeting Minutes Chair Nicholson
- 20 min. **4 Reports**
 - 4.1 President's Report President Linda Schott
 - 15 min. 4.2 Committee Reports Chair Nicholson; Trustee Clough; Trustee Bullock
 - 5 min. 4.3 Student Leadership Report Phoenix Ramirez, ASSOU, President
 - 5 min. 4.4 Faculty Senate Report Dr. Melissa Anderson, SOU, Faculty Senate Chair (Incoming); Dr. Kemble Yates, SOU, Faculty Senate Chair (Outgoing)
 - 10 min. 4.5 Equity, Diversity, and Inclusion Report Jonathan Chavez Baez and Patricia Syquia McCarthy; SOU, EDI Leadership Team

Board of Trustees Meeting

Friday, June 18, 2021
12:45 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

| | | | |
|---------|----------|--|--|
| 10 min. | 4.6 | University Advancement Report | Janet Fratella, SOU, Vice President for Advancement |
| | 5 | Action, Information and Discussion Items | |
| 10 min. | 5.1 | Presidential Search Update | Vice Chair Daniel Santos |
| 25 min. | 5.2 | Presidential Search Position Profile (Action) | Laurie Wilder, Parker Executive Search (PES), President; Porsha Williams, PES, Vice President; Erin Raines, PES, Principal |
| 5 min. | 5.3 | University President's Compensation (Action) | Chair Nicholson |
| 15 min. | 5.4 | Legislative Update | Jeanne Stallman, SOU, Associate Vice President, Government and Corporate Relations |
| 15 min. | 5.5 | Board Statement on Managing Fund Reserves | Trustee Clough; Greg Perkinson, SOU |
| 20 min | 5.6 | SOU Excess Properties Recommendations (Action) | President Schott; Greg Perkinson |
| 20 min | 5.7 | Revenue Drivers: Enrollment and State Funding Discussion | Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, SOU, Vice President |
| 40 min. | 5.8 | Fiscal Year 2021-2022 Budget (Action) | President Schott; Trustee Clough; Greg Perkinson; Josh Lovern |
| 20 min. | 5.9 | Governance Work Group Recommendations (Action) | Vice Chair Santos |
| | | 5.9.1 Knowledge, Skills, and Abilities Matrix | |

Board of Trustees Meeting

Friday, June 18, 2021

12:45 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

5.9.2 New Trustee Orientation Goals

5.9.3 Annual Board Evaluation

5.9.4 June 2021 – June 2022 Proposed
Schedule of Governance Agenda Items

| | | | |
|----------|------|--|------------------------|
| 10 min. | 5.10 | Equity, Diversity, and Inclusion Work Group Update | Trustee janelle wilson |
| | 5.11 | Future Meetings | Chair Nicholson |
| 6 | | Adjournment | Chair Nicholson |

Public Comment

Consent Agenda

Board of Trustees Meeting
Friday, April 16, 2021

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

| | | | |
|----------------------|---------|----------------|---------|
| Paul Nicholson | Present | Daniel Santos | Present |
| Shaun Franks | Present | Dylan Loverro | Present |
| Lyn Hennion | Present | Bill Thorndike | Present |
| Deborah Rosenberg | Present | Jon Bullock | Present |
| Steve Vincent | Present | janelle wilson | Present |
| Barry Thalden | Present | Sheila Clough | Present |
| Megan Davis Lightman | Present | Linda Schott | Present |

Other attendees and webinar panelists included: Les AuCoin, former Board Trustee; Greg Perkinson, Vice President for Finance and Administration; Jason Catz, General Counsel; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Tom Battaglia, Chief Information Officer; Jeanne Stallman, Associate Vice President for Government & Corporate Relations; Matt Stillman, University Registrar/Executive Director of Enrollment Management; Josh Lovern, Director of Budget and Planning; Sabrina Prud'homme, Board Secretary; Violet Crain, ASSOU President; Kemble Yates, Professor of Mathematics; Kings International presenters: Jose Flores, Sunghae Yoon, Kaylee Hong, Joe De La Torre, Stefanie Willens, Junoke Johnson, and Tully Watson; and Pamela Tomac, Office of the Board Secretary.

Opening the meeting, Chair Nicholson said the board would begin its meetings with SOU's official land acknowledgement.

We want to take this moment to acknowledge that Ashland, Oregon is located within the ancestral homelands of the Shasta, Takelma, and Latgawa peoples who lived here since time immemorial. These Tribes were displaced during rapid Euro-American colonization, the Gold Rush, and armed conflict between 1851 and 1856. In the 1850s, discovery of gold and settlement brought thousands of Euro-Americans to their lands, leading to warfare, epidemics, starvation, and villages being burned. In 1853 the first of several treaties were signed, confederating these Tribes and others together - who would then be referred to as the Rogue River Tribe. These treaties ceded most of their homelands to the United States, and in return they were guaranteed a permanent homeland reserved for them. At the end of the Rogue River Wars in 1856, these Tribes and many other Tribes from western Oregon were removed to the Siletz Reservation and the Grand Ronde Reservation. Today, the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of Siletz Indians (<http://www.ctsi.nsn.us/>) are living descendants of the Takelma, Shasta, and Latgawa peoples of this area. We encourage YOU to learn about the land you reside on, and to join us in advocating for the inherent sovereignty of Indigenous people.

The chair thanked Dr. Brook Colley for her tireless work with local tribes to create this meaningful land acknowledgement for SOU.

Taking items out of order, Chair Nicholson referenced agenda item 5.7. He said the land acknowledgement continues the work this board has started in living-out its values as a board, with regard to considerations of equity, diversity, and inclusion. Rather than wait until the end of the meeting, he asked trustees to pay special attention to the questions proposed in the equity lens document. Given the importance of the decisions before the board today—especially regarding tuition and fees, the search guidelines, and other items—he urged the board to employ the lens.

Trustee Service Recognition

Chair Nicholson recognized former Trustee Les AuCoin, who resigned from the board in January for health reasons. Mr. AuCoin was invited back so the board could uphold its farewell traditions. Trustees thanked former Trustee AuCoin for his service to SOU, the great State of Oregon.

Public Comment

No public comments were received.

Consent Agenda

Trustee Bullock motioned to approve the consent agenda as presented. Trustee Rosenberg seconded the motion, and it passed unanimously.

Reports

President's Report

President Schott said the decision to retire was difficult; she has enjoyed her time here, greatly appreciates the hard work of the board, and appreciates the strong support provided to her and her team which has been invaluable in making the work easier. President Schott thanked the board for their understanding of her decision and for their commitment to engaging the campus in a search for the next president.

The first vaccination clinic was last week and President Schott was first in line. One hundred employees were vaccinated and 150 students are signed up for this week.

Regarding the virtual commencement, she said it is the right decision given the pandemic as the safety and health of the students and employees must come first. Students are not happy about a virtual commencement, and President Schott completely understands. Since it is her last commencement, President Schott does not like this idea either. The university is exploring how to have an in-person aspect to commencement that would enable students to walk across a stage. Erim Gomez, an alumnus of SOU, will be the speaker.

Citing a couple of recent conferences she attended for the Association of Governing Boards of Colleges and Universities (AGB) and Education Advisory Board (EAB), President Schott shared about the sessions. Two AGB sessions on the future of higher education indicated that SOU is ahead of the curve in most cases. The president spoke highly of AGB sessions on race and one on board best practices and addressing institutional racial inequities. Trustees can access these sessions through AGB. She highly recommended the session presented by Shaun Harper from the University of Southern California regarding governing for racial equity as a board responsibility. Regarding the EAB annual presidential experience that was hosted in partnership with Slack, she said the main idea presented was that flexible work is the new normal, as many private sector businesses are starting to divest their physical offices.

She also attended an AGB Presidential Search session discussion searches during the pandemic, virtual engagement, timelines, and more. She felt assured that the board would be able to perform the search in the time and in the way it needs to be done. Some of the most commonly desired presidential qualifications and attributes are: 1) change and crisis management; 2) financial acumen and new revenue streams; 3) enrollment management expertise; and 4) a deep understanding and demonstration of success in equity, diversity and inclusion; 5) exemplary communication ability; and 6) deep commitment to shared governance.

Committee Reports

So as not be redundant, Chair Nicholson said the Executive and Audit Committee (EAC) had several items on the board will cover. Regarding internal audit, Jason Catz advised the committee that exploration continues among the OPUs to combine with a single firm on the audit function and a request for proposal (RFP) will be created. A bulk of the time was spent discussing the presidential search, the board statement on searches, guidelines, and as well as the proposed timeline, which the board also will discuss. The committee also discussed the recommendation of the Governance Work Group, which the board will discuss.

For the Finance and Administration Committee (FAC), Trustee Clough discussed four of the main areas of the committee's deliberations on tuition and fees. FAC supports the tuition and fee recommendations to the board, as federal and state funding are assisting the students and the university. A favorable ending fund balance will help SOU weather the current situation and pandemic recovery. A second important factor was the work Provost Walsh accomplished in leading the Tuition Advisory Council (TAC), who worked to ensure the administration limited the rate increases to make SOU as affordable as possible. The third element was the work on student fees by Andrew Zucker and Josh Lovern to keep from increasing the burden on students. The fourth area was the building fees, computer fees, and recreation center fees that add to the total cost of attendance and were maintained at a 0 percent increase.

Trustee Bullock reported that the Academic and Student Affairs Committee (ASAC) meeting focused on the theme of innovation and collaboration. One of the topics discussed was the work of the General Education Task Force as it moves into the process of putting learning outcomes to the six capacities, with the hope that in the fall of 2022, new students enrolling would start with the new requirements. Other items on the agenda included the E-Sports; Dr. Woolf's use of analytics to enhance retention and graduation; a new certificate program in professional social media; new 3+1 and 4+1 MBA options; the Southern Oregon Education Leadership Council's collaborative work; and an Osprey-Raider transfer and reverse transfer program. The committee also focused on the fall return to campus, including the new student orientation programs, Bridge and new mentoring programs.

Student Leadership Report

Violet Crain is the new president of ASSOU following Andrew Zucker's graduation. She reminded the board of the unprecedented challenges that students faced during the pandemic. The current priorities are: ASSOU communication within the three branches; representing the greater needs of the student body and; efficient restructuring to promote effective use of a 20-percent lower budget.

Trustee Loverro welcomed and applauded Ms. Crain on the restructure, expressing that she was impressed with the reduction of the organization's size. It is a smart financial decision and makes sense for the size of the institution.

Trustee Vincent welcomed Ms. Crain and was impressed with the volume of work shared in her update. Trustee Vincent believes that student body presidents have always been exceptional contributors, helping trustees understand what students are thinking. He thanked her not only for her time, effort, and immense amount of work, but her willingness to represent the student body to this board and bring attention to what is important to students.

Faculty Senate Report

Dr. Kemble Yates thanked President Schott for her excellent leadership in these turbulent times. He shared that after teaching a class for the first time in person today since March of 2020, it also reminded him of the serious challenges ahead. It is difficult to be a professor and acknowledged it is even more difficult to be a student.

Dr. Yates reported that the new student government has expressed concerns regarding pass/no pass (P/NP) policy, which was relaxed to help students in the pandemic; a January resolution was passed to halt the accommodation this quarter. The students have convinced many faculty members that they need help through the rest of the pandemic and the recommendation is to at least partially reinstate the P/NP accommodation to help students.

A big item on the senate workload this year is general education reform. The team believes they are on track to having a fully-functional system go online in the fall of 2022.

A big highlight since January is the distinguished faculty awards. Winning distinguished teaching awards were Brian Fedorek in Criminology, Andrew Gay in Communications and Digital Cinema, and Shanell Sanchez in Criminology. For the service awards, David Carter in Criminology and Brook Colley in Native American Studies were honored. Winning the inaugural version of the scholarship award, was Ed Battistella in English and Peter Wu in Physics.

Dr. Yates said he wanted to let the board know of the good work the faculty are doing and is delighted that the administration is honoring that work. He thanked President Schott for her calm and measured leadership over the last few years and said the faculty are eager to participate in the entire search process and look forward to working with the board.

Action, Information, and Discussion Items

Student Incidental Fees for the 2021-22 Academic Year (Action)

ASSOU President Crain informed the board that Mr. Zucker shepherded the student fee process the FAC heard in detail last month and she signed off on the fee; she was intentionally left out of the process details to ensure objectivity and to prevent bias. She cited confidence in the overall student participation in this process. She vouched 100 percent for this budget and proposal to the board.

There was some concern about the two indexes, the childcare subsidy and Hannon extra hours, that were both defunded. The committee believed both programs were outside the scope of the incidental fee. Before the indexes were moved out, the committee confirmed that the administration would continue to fund these budgets. The Higher Education Center did not

request a budget this year, but ASSOU anticipates they will in future years, therefore ASSOU is advocating to transition two additional academic programs, CVA galleries and tech share, to come off the student fee. Ms. Crain has been working on reforms for the Tech Share Program, including resolutions to advocate for open education resources and furthering conversations with the administration regarding other opportunities for the program moving forward.

Tuition and Mandatory Enrollment Fees for the 2021-22 Academic Year

President Schott introduced this item and noted that her guidance was to balance the desire to keep enrollment fees as affordable as possible for the students and their families with the need to keep the institution strong and manage increasing costs. A great deal of analysis and discussion went into the recommendation.

Mr. Perkinson began by explaining the different tuition rates by category, showing the current and proposed rates. It is important to note that the TAC recommended a 2.99 percent increase, rounded down to the nearest dollar, which is what drives the increase down to a 2.55 percent. Rounding down helps simplify billing and functions in the registrar's office. The building and student health center fees are both flat, which strengthens President Schott's comments about maintaining affordability for the students. The housing rate is frozen for returning students, and for new students, the rate represents a 2.99 percent increase for housing and meal plans. The composite rate comes to 2.69 percent.

Responding to Trustee Clough who asked about the 0 percent increases at other TRUs. Vice President Perkinson said that EOU receives more funding model dollars per student than SOU and as a result, has effectively built a very healthy reserve. Both EOU and WOU did not have as high a downturn in enrollment as SOU either, though WOU is in retrenchment. Dr. Woolf commented with the EDI lens on, that an important aspect of equity is making college affordable, and through the discount rate and remissions, the university was able to make more money available to those with higher financial needs. The university worked hard to keep rates low and to use what is available to help students gain access to funding and then succeed. The discount rate actually increased this year by a few percentage points.

Much discussion ensued from trustees regarding housing; occupancy; contracts and deferrals; foodservice in the HAWK, the increasing costs for labor; meal plans; management fee reductions; HAWK food quality for students; housing policy; housing density changes; and other factors related to the total cost of attendance.

Trustee Clough moved to approve the fee increase as presented in the resolution. Trustee Lightman seconded the motion, and the motion passed unanimously.

Budget Update

Federal and State Funding

Vice President Perkinson began by discussing the Federal Relief summary chart, reviewing the four categories: Coronavirus Aid, Relief, and Economic Security Act (CARES), Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), American Rescue Plan Act (ARPA), and Governor's Emergency Education Relief Fund (GEER). The last category, GEER, had the first increment flow directly to students, and with the equity lens on, this incremental funding allowed us to target Deferred Action for Childhood Arrivals (DACA) students that were specifically prohibited from earlier funding. The administration is still working through

the details of how to handle the ARPA component which is \$5.5M, but the issue date is September 2023 which provides a long runway to talk about method and approach.

Responding to Trustee Loverro, Mr. Perkinson said there is a little bit left in the CARES allocation and the full \$5.5M in ARPA. The initial rules were prescriptive and very tight, and as the administration worked through those, knowing there was not a lot of wiggle room. As the rules open up, there is room for professional judgment. Dr. Woolf further explained that those eligible for CRSSA, etc. received a specific invite saying to please apply. For those who may or may not have been eligible originally but have seen a significant life change, this is where professional judgment comes in and the FAFSA application can be adjusted.

Projections and Forecast

Transitioning to the pro forma, Mr. Perkinson said the \$10.4M figure is a summary of the institutional aid that would flow through CRRSA and ARPA. This takes the overall operating revenue to 15 percent, enabling SOU to build the fund balance to a new healthier position. This enables SOU to meet two months of payroll which is \$9.1M. Though cash has been managed aggressively, the reserves have only been able to cover 30 days of payroll previously, which is way too tight. The administration is drafting a policy on reserves for the university.

In response to Chair Nicholson's question yesterday on transfers and timing, Mr. Perkinson shared that some significant transfers would hit this fiscal year. The \$8.5M represents the must-pay bills to take care of now, then transition to the highest priority initiatives, which cabinet will vet. Chair Nicholson said much of the money is earmarked to return to housing.

Discussing revenue inputs to the budget forecast, Mr. Perkinson said the Public University Support Fund (PUSF) is healthier than expected. Ways & Means put forth the potential to fund \$887M, which is only \$13M short of the university's ask.

The SSCM saw a significant improvement in mission-based funding but still relies on activities and outcomes; with the enrollment decrease, it puts the dollars pegged to the last two categories at risk. Confidence in receiving all of the forecasted funds was decreased, so estimates are conservative. A negative hit to sports lottery funding is expected, and the administration will need to offset support to athletic scholarships. The revenue forecast is driven by the expected -3 percent enrollment outlook. To preserve a 15 percent [fund balance], a \$4M revenue and/or expense offset will be needed to close with a \$9.6M ending fund balance.

Answering Trustee Vincent about what is a prudent ending fund balance, Mr. Perkinson replied that the National Association of College and University Business Officers recommends 40 percent. The legacy OUS benchmark was 10 percent, which is pretty lean. .

Responding to Chair Nicholson about wildfire relief funds, President Schott reported that Jeanne Stallman is optimistic as Senator Golden thinks there is support for it, and all the additional federal funding to the state makes it more likely. Trustee Thorndike agreed and hopes that will move forward to the \$900M level, though that funding is just barely keeping up and not positioning Oregon to excel in higher education.

Capital Investments and Renewal

Mr. Perkinson said that while the woes of past processes and outcomes will not be revisited, there are a few highlights for advocacy related to capital. Based on current rates, there may be an appetite for the legislature to provide additional bond capability; the joint ask is \$80M.

There is potential for the Cascades demo and for \$13.5M for the music project to relocate the Digital Media Center and synergize great academic programs.

Regarding current projects, the Britt Hall remodel received \$6M. The scope was greater than what the bidding climate allowed, but great pricing was secured and deferred maintenance dollars were leveraged. Overall, the project is ahead of schedule. Taylor Hall received good pricing and the project is complete.

Mr. Perkinson relayed that President Schott formed a task force to review more than 30 outlying SOU properties, applauding the selection of David Wright as chair, who assembled an 80-page document that identifies properties with specific recommendations and comparables for each. The next step is to share the recommendations and gather input and feedback from the campus and the community. After that, it will be brought to the board for review.

Trustee Vincent said that this is a methodical cautious process, not just a divestiture of assets, and appreciates that the university is gaining campus and community input. Trustee Thalden wanted to recognize that the committee's work was outstanding and felt comfortable with the conclusions about which properties to maintain and which could be put up for possible sale, and the future possibilities this brings to the university's bank account.

President Schott thanked everyone who participated in this effort. She said there needs to be more affordable housing of all types. SOU stands to do the right thing and benefit from it, not just financially but through an investment in the community and the employees. Nothing has been decided yet, but the right questions are being asked and reviewed.

Southern Oregon University – Kings Education Partnership

Dr. Woolf introduced Kings Education and Jose Flores noting their partnership at the University of Wisconsin (UW). Dr. Woolf said this partnership will be a unique way to recruit and provide education for international students. Many international students want to study at a top 100 university, and this program will allow the students to start their education at SOU and have a guaranteed transfer to the University of Oregon if so desired. At UW, it was discovered that 50-70 percent of the students will finish at the four-year college where they begin. So, this is an opportunity to introduce Kings Education to the board and provide a better understanding of this proposed 10-year partnership.

Mr. Flores and his team shared their presented their professional backgrounds and the Kings Education-SOU partnership plan. Kings reviewed their global network logistics for teaching, delivery, and student supports centers. SOU will become the eighth university in the USA to partner with Kings. The vision for a successful partnership includes increases in campus diversity, revenue, and global brand awareness. Kings works with over 780 partners from 80+ source markets to establish a variety of recruitment channels, supported by over 500 global employees located in 24 countries and with 27 languages spoken. Several sample branding efforts were shown including a video of the university and surrounding area. The King's team reflected on the enrollment lifecycle of a sample student's journey, touching on the international pathway center facilities and support each student was ensured. The final slide projected the total estimated revenue and growth for SOU with this partnership plan.

Dr. Woolf added that Kings provides paid staff that will live on campus to oversee and supervise their students' experience. Kings' Joe De La Torre emphasized a white-glove

experience, ensuring that student retention is a major priority. The goal is to provide SOU with a customized international student engagement program, supported by Kings.

Higher Education Coordinating Commission Update

Vice President Perkinson noted that the HECC's robust discussion on potential structural changes got dialed back in a healthy way; this says the train is not off the track. At HECC, Ben Canon highlighted the types of feedback and criticism received concerning transfers, institutional transparency, and accountability; and the HECC staff believes SOU is transparent, accountable, and a positive example. Vice President Perkinson commended the board for that ethos. The next step of the HECC strategic roadmap is development.

Creation of SOU Staff Assembly

Jason Catz began by stating that a staff assembly will serve staff employees in a similar manner to how Faculty Senate serves the faculty employees. Key campus constituencies have been working together on the development of this new representative body and to fulfill shared governance principles. The working group has done a great job and was thoughtfully comprised of Dave Raco, Staci Shaver, Matt Roberts, who will all be served by this body, along with the recently retired Kathy Park. Former faculty chairs Andrew Gay and Dr. Jody Waters offered their good mix of experience from that lens. The group met for several months primarily to draft a set of bylaws, purposefully leaving a gap so that the new body could make some choices on how they wish to function. The bylaws have been presented to the cabinet and few other groups for constructive feedback. The plan is to launch in the coming months.

Equity, Diversity, and Inclusion Considerations of the Board

Chair Nicholson said that the board has been focusing on equity, diversity, and inclusion in its own work. Trustees passed a Black Lives Matter and race equity resolution on Juneteenth last spring; the board dedicated many hours of its fall retreat to topics of EDI; the board added regular EDI reports to the agenda from administration; the board has engaged in some targeted diversity recruitment for its incoming trustees being appointed in May; and others.

In January, the board decided it wanted an EDI committee or work group; however, the bandwidth of members of the board is extremely, extremely narrow. Currently, five trustees will be on the Presidential Search Committee, three trustees are on the Governance Work Group, and the work of the board will pick up significantly during periods of the presidential search. So, one discussion item is how would this board like to proceed with this item?

President Schott mentioned some materials coming out from AGB directly related to what a board can do to eliminate racism on campus and support the EDI process. It might be best to put a work group on hiatus for now, get the materials out, and regroup in the June meeting.

Trustee Wilson relayed a feeling of resistance to putting this work group off and thinks that this work is something that can be done concurrently. She is concerned that the board has made statements for its support, hopes that the board will move forward with deliberate steps, and make that action known. Trustee Loverro concurred stating that although additional time may be needed to secure trustee bandwidth, a committee could be formed now as a gesture of intent and goodwill. As Trustee Loverro would serve on her last board meeting in June, it is of interest to know that a committee was formed committed to serving EDI.

Chair Nicholson said he would reach out to trustees to see who may be interested.

Governance Work Group Recommendation (Action)

Vice Chair Santos began by stating what a pleasure it was to work with Trustees Bullock and Lightman, along with the support of Mr. Catz and Ms. Prud'homme. Overall, the Governance Work Group recommends keeping the governance function in the Executive and Audit Committee. The recommendation, as presented in detail in the materials, is to maintain the work group, invite trustees or others to be guests pertaining to the scheduled work, and continue to report back to the board on progress through June 2022 when the board would decide on whether to create a governance committee.

Vice Chair Santos moved to approve the recommendations of the Governance Work Group as presented in the materials. Trustee Lightman seconded the motion, which passed unanimously.

Presidential Search Matters

Before delving into search matters, Chair Nicholson reminded the board that on the matter of presidential compensation, the board's prior action was predicated on furloughs that were scheduled to end in March, but now the furloughs will be extended through September. Chair Nicholson proposed no action today, but proposed extending the president's current salary level and furlough through June, when the item could be revisited at the June meeting. President Schott stated that she was a willing participant in this endeavor.

Policy on Executive Searches, Appointments, and Management (Action)

Chair Nicholson explained that for the 2016 presidential search, the board previously adapted a policy that transferred from the Oregon University System. For today's consideration, that policy is being converted to a board statement and a few modifications are being proposed, as presented in the materials. Some highlights include the need to reference explicitly, equity, diversity, and inclusion; contracting with a search firm; designating additional employees of the university to support the search committee in an advisory capacity; defining the role of the EAC in this process; and separating the sections of selecting the interim president versus an acting president to the role of a regular president since those processes differ.

Trustee Wilson moved the recommendations as presented. Trustee Rosenberg seconded the motion, and it passed unanimously.

Presidential Search Guidelines

Chair Nicholson relayed that for the 2016 presidential search, a set of guidelines was adopted to guide the activities and membership of the search committee. As the board prepares to identify a committee, input is needed to define its work.

Trustee Vincent asked what happens if SOU cannot get an Oregon university president to sit on the committee? Chair Nicholson said the statute requires one on the committee but a community college president also may be added.

Trustee Hennion said that the more people on the committee, the greater the risk of leaks, and it complicates scheduling. The last search had 15 people and yielded perfection.

Trustee Thorndike thought a graduate student would be helpful, as well as someone to represent the student body. In the community, he suggested that someone involved with OLLI would be a great addition.

Chair Nicholson discussed the search committee composition, referring to the EAC meeting earlier today, leaning towards three of each type of member, which trustees affirmed. Danny Santos, Steve Vincent, Bill Thorndike, and Janelle Wilson graciously have agreed to serve on the committee. Vice Chair, Danny Santos, will chair the committee. Chair Nicholson is still seeking one more trustee to serve. The university board secretary, Sabrina Prud'homme, will serve as coordinator of the search. The board will be seeking several more members from the diversity of constituent groups on and off campus. Appointing members of the search committee will be completed by the board chair; the committee's formation and membership following their appointment will be announced to campus. If anyone would like to volunteer or nominate a colleague for the committee, Chair Nicholson is accepting nominations.

Engagement of Executive Search Firm (Action)

Mr. Catz led the discussion beginning with whether it makes sense to go directly to hiring a search firm without an RFP. Mr. Catz cited and displayed an exemption in the procurement code for hiring the search firm without an RFP that is based on Use of Another Public Contract: FAD.058 (580-062)D(9)(b): "The university may [...] utilize other public contracts [...] if it is determined, in writing, that the solicitation and award process used to award the contract was reasonably equivalent to the respective processes established in these rules." Meaning, when an effective competitive bid already is utilized, SOU can piggyback on that.

Chair Nicholson proposed moving forward expeditiously with the organization that is known and available under the contract: Parker Executive Search. Trustee Hennion highly recommended sticking with Parker who accomplished a remarkable job for SOU in 2016, took pride in the last search, were wonderful to work with, and will save the time and teaching of a new firm. Trustee Thorndike agreed and said the firm reflects equity and diversity, and it is favorable to begin the search as quickly as possible. President Schott did not recall anything bad with Parker and she appreciated the sensitivity of confidentiality that was imparted, communication went well with her as a candidate, and the search seemed to go properly.

Trustee Hennion moved to enter into a contract directly with Parker Executive Search. Trustee Thalden seconded the motion, and it passed unanimously.

General Timeline

Chair Nicholson reviewed a sample timeline that had been prepared for the committee's consideration. It illustrated the possibilities for key milestones in the search and when each of those might take place, with an appreciation for President Schott's deep value of a strong transition. Immediate next steps are securing the services of an executive search firm, appointment of a committee, and several communications activities.

Future Meetings

In the fall when the board affirmed its calendar for this year, a special meeting of the board was established for May 20, 4:30 to 6:00 p.m. The board might need this meeting for presidential search matters.

Adjournment

The meeting adjourned at 5:08 p.m.

President's Report

Committee Reports

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

Student Leadership Report

Faculty Senate Report

Equity, Diversity, and Inclusion Report



EQUITY, DIVERSITY, & INCLUSION

SOUTHERN OREGON UNIVERSITY

Jonathan Chavez Baez
Kylan Mattias de Vries
Patricia Syquia McCarthy



2020-2021 End of AY Updates

- EDI Leadership Team & Future Outlook
- Campus Training
- Land Acknowledgement
- Committee for Equity & Diversity
- Initiatives in the Works



Team Update



**EQUITY,
DIVERSITY, &
INCLUSION**

SOUTHERN OREGON UNIVERSITY



Special Acknowledgment

Thank you Sabrina!



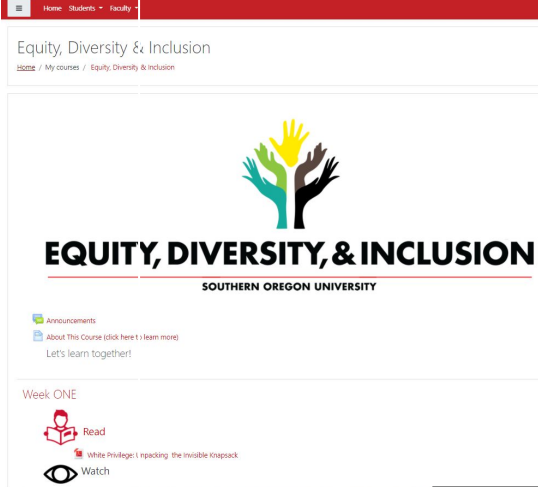
Vice President for EDI Search

- Posted June 1 | Priority consideration July 31
- Search Committee Co-chairs
 - Dr. Alma Rosa Alvarez and Patricia Syquia McCarthy
- Committee will be composed by
 - SOU Faculty, Staff, Students & Community members

Training and Education

EDI Modules

- Module 1
 - Anti-Blackness in Oregon
 - Reality of Immigrants in the US
 - Institutionalized Racism
 - Healing from Racial Trauma
- Module 2
 - LGBTQ+
 - Asian American Perspectives
 - Indigeneity

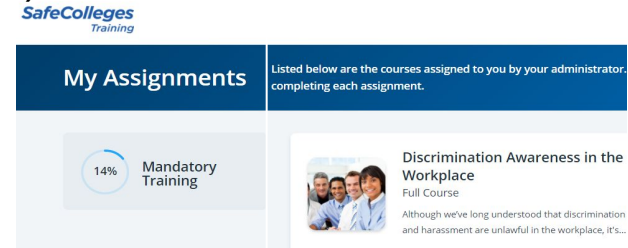


The screenshot shows a course page for 'Equity, Diversity & Inclusion' at Southern Oregon University. The page features a navigation bar with 'Home', 'Students', and 'Faculty' links. Below the navigation bar, the course title 'Equity, Diversity & Inclusion' is displayed, along with a breadcrumb trail: 'Home / My courses / Equity, Diversity & Inclusion'. The main content area includes the course logo, which consists of three stylized hands in green, yellow, and black, with the text 'EQUITY, DIVERSITY, & INCLUSION' and 'SOUTHERN OREGON UNIVERSITY' below it. There is an 'Announcements' section with a link to 'About This Course (click here to learn more)' and the text 'Let's learn together!'. The 'Week ONE' section includes a 'Read' icon and a link to 'White Privilege: Impacting the Invisible Knapsack', and a 'Watch' icon.

Training and Education

Vector Solutions [formerly Safe Colleges] (Faculty & Staff)

- Diversity and Inclusion: Faculty and Staff
- Implicit Bias and Microaggression Awareness
- Making Campus Safe for LGBTQ+ Students



The screenshot shows the 'SafeColleges Training' dashboard. At the top, it says 'SafeColleges Training'. Below that is a section titled 'My Assignments' with a sub-header: 'Listed below are the courses assigned to you by your administrator, completing each assignment.' There are two assignment cards. The first is 'Mandatory Training' with a progress indicator of 14%. The second is 'Discrimination Awareness in the Workplace' Full Course, which includes a small photo of a group of people and a quote: 'Although we've long understood that discrimination and harassment are unlawful in the workplace, it's...'

Dr. Sam Museus

- Integrating Racial Equity into Our Lives
- **Asian American Perspectives**
- Fostering Civil Discourse in the Classroom (Faculty)
- JPR Interview





Committee for Equity and Diversity

Collaborations

- HB 2864
- Website Development
- EDI Policy Review
- Cultural Celebrations & Holidays
- Faculty & Staff of Color Gatherings (Virtual)



Initiatives in the Works

- Module 3.0 (Fall 2021)
- Climate Survey (Winter 2022)
- The USC Equity Institute (Senior Leadership | Spring 2022)



Questions?

University Advancement Report

Presidential Search Update

Presidential Search Position Profile



PRESIDENT

THE POSITION

Southern Oregon University (SOU) Board of Trustees and Presidential Search Committee seek a ***bold and audacious*** President who will add momentum towards SOU's long-term vision, while inspiring students, faculty, staff, alumni, community members and business and industry leaders, legislators and policy makers, to work together for the good of the University. The President will be visible, accessible, and approachable to all university constituents internal and external to the institution (i.e., students, employees, legislators, alumni, donors, neighbors, local employers, and others). Operating in an environment of shared governance, the President will be responsible for academic leadership, strategic planning, and the administration of academic, personnel, fiscal, and student life/development policies of the university.

Reporting to the Board of Trustees and serving as an ex-officio member of the board, the next President, in addition to demonstrated administrative leadership abilities, should possess qualities to include: impeccable integrity, adept communication and interpersonal skills, a commitment to public higher education and access and completion, vision and ingenuity, an unwavering commitment to equity diversity, and inclusion, and an overall personality that engenders trust, confidence and respect.

CANDIDATE QUALIFICATIONS

It is preferred the successful candidate have an earned doctorate or terminal degree as well as the following qualifications:

- **Servant Leader.** Vision, integrity, honesty, kindness, fairness, accountability, optimism, and experience to engage the entire campus community in leveraging the strengths of SOU, building on the foundation of its mission and core values, and ensuring the highest standards of quality and academic excellence in an atmosphere of collegiality and consensus building;
- **Effective Team Leader.** Deep appreciation for public higher education; and the integral, highly-collaborative role it plays in the region;
- **Innovative.** An entrepreneurial spirit to foster necessary changes within the academic enterprise to reflect the University's mission of being Oregon's university for the future and a liberal arts institution with STEAM programs;
- **Change Agent:** A deep understanding of the components of the change process and the role of the president in facilitating change in a dynamic environment;
- **Transformational.** Familiarity with higher education policies and best practices in a changing environment particularly as it relates to increasing enrollments and revenues in challenging environments;
- **Committed.** An unwavering commitment to the students of SOU and support for enhancing diversity in all its forms while creating an equitable, accessible, inclusive community;

- **Just.** A strong commitment to diversity, inclusion, multiculturalism and proven track record of developing and implementing programs to support first generation, minority, BIPOC, AAPI student and others who may be underrepresented students;
- **Collaborative.** Skillsets to lead and develop collaborative relationships with the University's many constituencies including faculty, staff, students, alumni, local community members and friends, Southern Oregon Higher Education Consortium, and Oregon state policy makers;
- **Passionate.** Enthusiasm for creating an atmosphere inclusive of a dynamic higher education experience including, academic success, campus life experiences, athletics, cultural exposure, service opportunities, etc.;
- **Trustworthy.** A genuine sensitivity to institutional culture and interest in building engagement and trust with the local and broader communities through inclusive discourse, collaboration and mutually beneficial initiatives;
- **Conversant.** Commitment to the use of competency-based education as well as online & distance modalities to support and protect educational and administrative processes and outcomes;
- **Results-Oriented.** Ability to leverage data to lead improvement of academic performance in retention and graduation rates and increasing student success outcomes;
- **Stewardship.** Fiscal acumen with demonstrated success in navigating amongst the shifting financial landscapes;
- **Resourceful.** Successful track record in fundraising and cultivating relationships from both public and private sources;
- **Character.** Environmentally aware followed by commitment to environmental and social sustainability;
- **Collegial.** A strong appreciation for and commitment to shared governance, and experience working in a collective bargaining environment and building healthy, collaborative relationships with represented employees;
- **Motivated.** A commitment to developing strong, innovative academic programs and experiences that support SOU's 7 strategic directions;
- **Driven.** An unwavering support for the academic and athletic success and well-being of student-athletes at a winning NAIA school.
- **Community Focused.** Understands the role and importance of a highly engaged, regional university in its surrounding community. Commitment to serving as a resource and collaborative partner for the economic, cultural, artistic, and social betterment of the region.

APPLICATION PROCESS

The SOU Board of Trustees and Presidential Search Committee invites letters of nomination, applications (letter of interest, complete CV, and references) or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to September 15, 2021:

Laurie C. Wilder, President
 Porsha L. Williams, Vice President

Parker Executive Search Five Concourse Parkway Suite 2875
Atlanta, GA 30328
lwilder@parkersearch.com || pwilliams@parkersearch.com
Phone: 770-804-1996 x 109

DRAFT

opportunities await

SO Southern OREGON
UNIVERSITY

2021 PRESIDENTIAL SEARCH

DRAFT

Southern Oregon University wants to take this moment to acknowledge that Southern Oregon University is located within the ancestral homelands of the Shasta, Takelma, and Latgawa peoples who lived here since time immemorial. These Tribes were displaced during rapid Euro-American colonization, the Gold Rush, and armed conflict between 1851 and 1856. In the 1850s, discovery of gold and settlement brought thousands of Euro-Americans to their lands, leading to warfare, epidemics, starvation, and villages being burned. In 1853 the first of several treaties were signed, confederating these Tribes and others together - who would then be referred to as the Rogue River Tribe. These treaties ceded most of their homelands to the United States, and in return they were guaranteed a permanent homeland reserved for them. At the end of the Rogue River Wars in 1856, these Tribes and many other Tribes from western Oregon were removed to the Siletz Reservation and the Grand Ronde Reservation. Today, the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org>) and the Confederated Tribes of Siletz Indians (<http://www.ctsi.nsn.us/>) are living descendants of the Takelma, Shasta, and Latgawa peoples of this area. Southern Oregon University encourages YOU to learn about the land you reside on, and to join us in advocating for the inherent sovereignty of Indigenous people.

State colleges and universities like Southern Oregon University are a smart investment for students and the State of Oregon, offering a high-quality, accessible and affordable option to earning a four-year degree that prepares graduates for success.

Principal photography by Mikell Nielsen, Jared Hall, Stephan Babuljak, and Al Case. Oregon Shakespeare Festival photo by Kim Budd.



land acknowledgement

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 additional information regarding Affirmative Action at SOU, contact Human Resources at 541-552-8553.

raiderpride



OUR 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.

OUR 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.

OUR 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

ARIANNA DANIEL > ELK GROVE, CALIFORNIA > BIOLOGY + MINOR IN PSYCHOLOGY > CLASS OF 2020



I was initially drawn to SOU by sports then chose to pursue my education here because of the numerous opportunities SOU provides.

#1

SOU was ranked #1 in Best Schools for a K-12 Education Degree by Schools.com. This marks the third year in a row the School of Education earned national recognition—last year Best Education Degrees rated us among both the **Best Online Bachelor's in Early Childhood Education** and the **Most Affordable Masters in Curriculum and Instruction Degrees**. The year prior it was #3 for Most Affordable Online Bachelor's in Early Childhood Education.



In addition to some 6,000 matriculated students, SOU serves the region through these *annual milestones*:

| | | |
|---|---|--|
| <p>3,000 youth inspired toward college achievement through SOU camps, classes, and academic competitions</p> | <p>Almost 15,000 college credits earned by high school students, providing a jump start on college success</p> | <p>1,300 regional employees advancing their skills through professional development workshops</p> |
| <p>25,000 patrons entertained by SOU music, theater and art shows</p> | <p>332 CLASSES FOR THE 2,000 members of our Osher Lifelong Learning Institute, keeping older adults engaged and active</p> | |

One-on-one business counseling plus training workshops reaching almost **1,000** participating business owners and leading to **more than 50 business starts or jobs created**—*all this, every year!* Regional universities bring economic prosperity and cultural capital to all corners of the state; invest in Oregon!



Southern Oregon University chemistry professor **Hala Schepmann** will co-direct a five-year, \$999,899 National Science Foundation project to support mid-career women faculty members nationwide in science, technology, engineering and mathematics (STEM) fields.



The Southern Oregon University Raiders softball team, united all year in its focus on a national title, brought home the second National Championship in as many years, becoming **SOU's first back-to-back NAIA National Champions**.

The legislature is considering honoring these student athletes via SCR 201 in the 2020 legislative session, which notes *"the Raiders finished the season with a remarkable 52-8 overall record due to the spirit, skill and unyielding determination of the entire team, each of whom played a key role over the course of the Raiders' title-winning season."*

strategic plan

SOUTHERN OREGON UNIVERSITY STRATEGIC DIRECTIONS AND 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.



academic excellence

Southern Oregon University is a learning community committed to being the educational provider of choice for learners throughout their lives. Focused on the achievement of our students, SOU promotes intellectual growth, continuous improvement, excellence, innovation, and creativity. From the first meeting with an advisor, to the final capstone project, SOU aims to inspire students' big ideas and critical thinking while preparing them for professional success.

STAND OUT PROGRAMS

ACCELERATED BACCALAUREATE DEGREE PROGRAM. Also known as "Degree in Three", the Accelerated Baccalaureate Program allows qualified students to earn a bachelor's degree in just three years, saving one year's worth of tuition while maintaining a regular course load. sou.edu/abp

THE HONORS COLLEGE AT SOU. As part of the Honors College at SOU, students start making a difference from day one. Combining real world projects with intellectual rigor, the Honors College aims to provide an amazing academic experience—in the classroom and throughout the community. sou.edu/honorscollege

MCNAIR ACHIEVEMENT PROGRAM. Named for the late physicist and NASA astronaut, Ronald Erwin McNair, the program readies eligible students for success in graduate programs. Through research practice and other scholarly activities, McNair scholars are prepared for eventual doctoral studies. sou.edu/mcnair

majors sou.edu/academics

MAJORS

If offered, concentrations are listed under the corresponding major.

- Online option is available
- Participates in the three-year Accelerated Baccalaureate Degree Program
- Participates in the three-year Jackson/Josephine Pledge Program
- Degree Completion Program requires special admission

BACHELOR OF ARTS OR SCIENCE

Art

Biology

Business Administration ●●●
Accounting, Hospitality & Tourism Management, Management, Marketing

Chemistry
Biochemistry, Chemistry, Forensic Chemistry

Communication ●●
Communication Studies, Social Media & Public Engagement

Computer Science ●●

Criminal Justice ●●●

Digital Cinema ●●

Early Childhood Development ●●

Economics ●●

Education Studies ●●●

Emerging Media & Digital Arts ●●

English ●●

Environmental Science & Policy

Financial Mathematics

Gender, Sexuality, & Women's Studies ●● **NEW**

Health & Physical Education ●●

Healthcare Administration

History ●●

Human Service ●

Innovation & Leadership ●

Interdisciplinary Studies

International Studies ●●

Mathematics ●●

Mathematics – Computer Science

Music

Nursing (offered via OHSU)

Outdoor Adventure Leadership ●●

Political Science ●●

Psychology ●●●

Sociology & Anthropology ●●

Spanish Language & Culture ●●

Theatre Arts

BACHELOR OF APPLIED SCIENCE

Management ●

BACHELOR OF FINE ARTS

Art

Creative Writing ●●

Theatre Arts

Design, Management/Direction, Performance, Technology

BACHELOR OF MUSIC

Music

MINORS

Applied Statistics

Art

Art History

Biology

Business Administration

Chemistry

Communication Studies ●

Computer Science

Creative Writing

Criminal Justice

Digital Cinema

Digital Journalism

Early Childhood

Development

Economics

Education

Emerging Media & Digital Arts

English

Environmental Science & Policy

Esports **NEW**

Ethics

Gender, Sexuality, & Women's Studies

Health Promotions **NEW**

History

International Studies

Latin American Studies

Mathematics

Mathematics Education

Military Science

Music

Musical Theatre

Native American Studies

Outdoor Adventure

Leadership

Philosophy

Political Science

Psychology

Rhetoric & Reason

Shakespeare Studies

Social Justice

Social Science

Sociology & Anthropology

Spanish

PRE-PROFESSIONAL PROGRAMS

Pre-professional programs of one to four years are available in the following areas to students intending to transfer to professional schools.

Chiropractic Medicine

Dental Hygiene

Education

Law

Medical Technology

Medicine and Dentistry

Occupational Therapy

Optometry

Pharmacy

Physical Therapy

Physician's Assistant

Psychology, Counseling, Social Work, or Human Service

Veterinary Medicine

Some of these programs are offered in cooperation with various professional schools and institutions.

Chiropractic: University of Western States

Dental Hygiene: Oregon Institute of Technology

Medical Technology: OHSU

Optometry: Pacific University

Pharmacy: Oregon State University

GRADUATE DEGREES

Accelerated Bachelor's to Master's in Nursing—Family Nurse Practitioner (offered via OHSU)

Master of Arts in French Language Teaching

Master of Arts in Spanish Language Teaching

Master of Arts in Teaching

Master of Arts or Science in Clinical Mental Health Counseling

Master of Arts or Science in Education ●

Master of Arts or Science in Interdisciplinary Studies

Master of Business Administration ●

Master of Education ●

Master in Management—Dual Degree with University of Guanajuato

Master of Music in Performance

Master of Outdoor Adventure and Expedition Leadership

Master of Science in Environmental Education

Master of Theatre Studies in Production & Design

CERTIFICATES

Accounting ●

Applied Finance and Economics

Business Information Systems ●

Cultural Resource Management

Hospitality & Tourism Management

Interactive Marketing and E-Commerce

Management of Human Resources

Music Industry **NEW**

Native American Studies

Nonprofit Management

Regional Studies and Applied Research

Sound Design **NEW**

Sustainability Leadership

Sustainable Tourism

Transgender Studies **NEW**

Wine Business

MICROCREDENTIALS

Environmental Research and Data Analysis

Cinema Production Technology

Community Planning

Digital Security

Foundations of Professional Writing

Foundations of School Mental and Behavioral Health

Foundations of Sustainability and Tourism

Gender, Indigeneity, & Sexuality

Geographic Information Systems (GIS)

Network Technology

Project Management

Set Skills for Cinema Production

Story Development for Screenwriting

Social Media Strategy

Sustainable Food Systems

Team Leadership and Collaboration

Values-Based Leadership

equity, diversity & inclusion



Welcome Home

An important value on the campuses of Southern Oregon University is that of equity, diversity, and inclusion. SOU continues to create the infrastructure necessary to support its students and employees from diverse racial, ethnic, social, socio-economic, and other backgrounds. SOU proudly offers a broad range of student centers, student clubs, activities and staff programs dedicated to supporting individuals from diverse backgrounds and creating allies.

OUTSIDE THE BOX

One size does *not* fit all!

Students who need flexibility, want enhanced support, or seek unique experiences can find the right fit at SOU.

CULTURAL COMPETENCY

Cultural competency is 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. SOU meets Oregon's cultural competency standards.

BRIDGE PROGRAM

The Bridge Program at SOU is a first-year experience that supports students' social, emotional, and academic strengths during the transition to college. Open to graduates of Oregon high schools, especially underrepresented students, Bridge includes a free, pre-Fall session, up to seven tuition-free credits, mentoring, and more. sou.edu/bridge

SUCCESS AT SOUTHERN

The Success at Southern/TRIO Student Support Services (SSS) program is committed to increasing college retention, academic standing and graduation rates of participating students. Through intentional advising, mentoring and advocacy, SSS staff support students as they pursue and complete their academic, personal and career goals. sou.edu/success

The community at SOU will support you in whatever endeavor you embark on. You'll always find someone, be that a professor or a friend, who believes in your abilities and is willing to help you achieve your goals.

DESTERY EPLING > HILLSBORO, OR
PSYCHOLOGY + MINORS IN CRIMINOLOGY & CRIMINAL JUSTICE & ART > CLASS OF 2022





The primary reason I came to SOU is because it's not too far from home, I could experience all the different seasons as I never have before, and it offers so many things that I value.

JASON TAKARABE > LOS ANGELES, CA > HEALTH AND PHYSICAL EDUCATION + PSYCHOLOGY > CLASS OF 2020



SOU infuses environmental, social, and economic sustainability across all areas including academics, facilities and policies, and student activities. A leader in sustainability in higher education and a strong partner in the region, SOU models innovation, global citizenry, and sustainable living.

SUSTAINABILITY IN ACTION

- SOU was the original Bee Campus USA in 2015, and has been recertified every year since.. In addition, Sierra Club named SOU as the top pollinator-friendly college in the nation.
- SOU is an accredited Tree Campus as designated by the Arbor Day Foundation six years running.
- Lithia Motors Pavilion, the Student Recreation Center, McLoughlin and Shasta residence halls, and The Hawk dining facility hold LEED Gold certification, and SOU's Higher Education Center in Medford is certified Platinum.
- SOU generates 340,000 kilowatts of solar power each year.
- In 2018, SOU accepted the Real Food Challenge by agreeing to spend 20% of the campus food budget on ecologically sound, fair, humane, or locally sourced items by 2023.

sou.edu/sustainable



THE FARM AT SOU

This student-run organic farm produces healthy, locally-harvested food for the SOU community. Projects at The Farm inspire ecologically-committed leaders through education, research, and outreach to the Rogue Valley.

sou.edu/thefarm

sustainability



In 2019, SOU received the Excellence and Innovation Award for Sustainability and Sustainable Development from the American Association of State Colleges and Universities.

2020-2021 Tuition & Fees

\$10,917

In-State

\$28,197

Non-Resident

\$15,327

WUE States

Room & Board

\$14,780

Personal

\$1,698

Books & Supplies

\$999

Transportation

\$999

20/1

student:
faculty ratio

630

incoming
freshmen

359

incoming
transfer

5869

total
enrollment

1010

avg SAT score
(ERW+M)

22

avg ACT
score

3.32

avg high
school GPA

38

degree
programs

13

athletics
teams
in NAIA

46

of states
SOU students
are from

60

% of students
receiving
financial aid

105

international
students
at SOU

193

of students
who are veterans

90+

of student
organizations

175

campus size
in acres

Official Fall 2020 data



SOU is ranked one of the **30 Most Affordable Colleges** in the Pacific Northwest by College Values Online.



I love the small class sizes, getting to know my professors outside of the classroom and the small town feel of SOU.

PAIGE TAMBOURY > PETALUMA, CA > SOCIOLOGY AND ANTHROPOLOGY > CLASS OF 2021



Ashland Oregon

There is lots to do in and around Ashland, which is a really special thing for a small town. There is also a thriving artistic community here in Ashland that is truly magical. Being an actor, sharing a zip code with one of the most renowned professional theaters in America, the Oregon Shakespeare Festival, is really amazing.



KEELY GALBREATH > COTTAGE GROVE, OR > THEATRE + MINOR IN SPANISH + CERTIFICATE IN MANAGEMENT OF HUMAN RESOURCES > CLASS OF 2023



SOU's main campus is located in vibrant Ashland, Oregon. Selected as a top 10 finalist in *Outside* magazine's search for the "Best Town in America", Ashland is a culturally rich mecca for tourism, entertainment, entrepreneurship, and breathtaking outdoor experiences.



Ashland's **LITHIA PARK** was designated one of 10 Great Public Spaces in America.

Ashland's population is **21,000**.

The City of Ashland ranks among the "Friendliest Cities in the US" by *Condé Nast Traveler*.



Just 15 minutes north of Ashland, **MEDFORD (population 81,000)** offers an international airport, shopping, corporate internships, and more.



GETTING HERE

DRIVE TIMES FROM SOU

- California Border: 15 mins
- Medford: 15 mins
- Medford Airport: 30 mins
- Mt. Ashland: 30 mins
- Pacific Crest Trail: 30 mins
- Klamath Falls: 1.5 hrs
- Crater Lake: 1.5 hrs
- Oregon/California Coast and Redwoods: 2.5 hrs
- Eugene: 3 hrs
- Sacramento: 4.5 hrs
- Portland: 4.5 hrs
- Reno: 5 hrs
- San Francisco/Bay Area: 5+ hrs

Flight Information at jacksoncountyor.org/airport

MUSIC AND THEATRE

OREGON SHAKESPEARE FESTIVAL
Experience Ashland's world-renowned professional theatre venue.

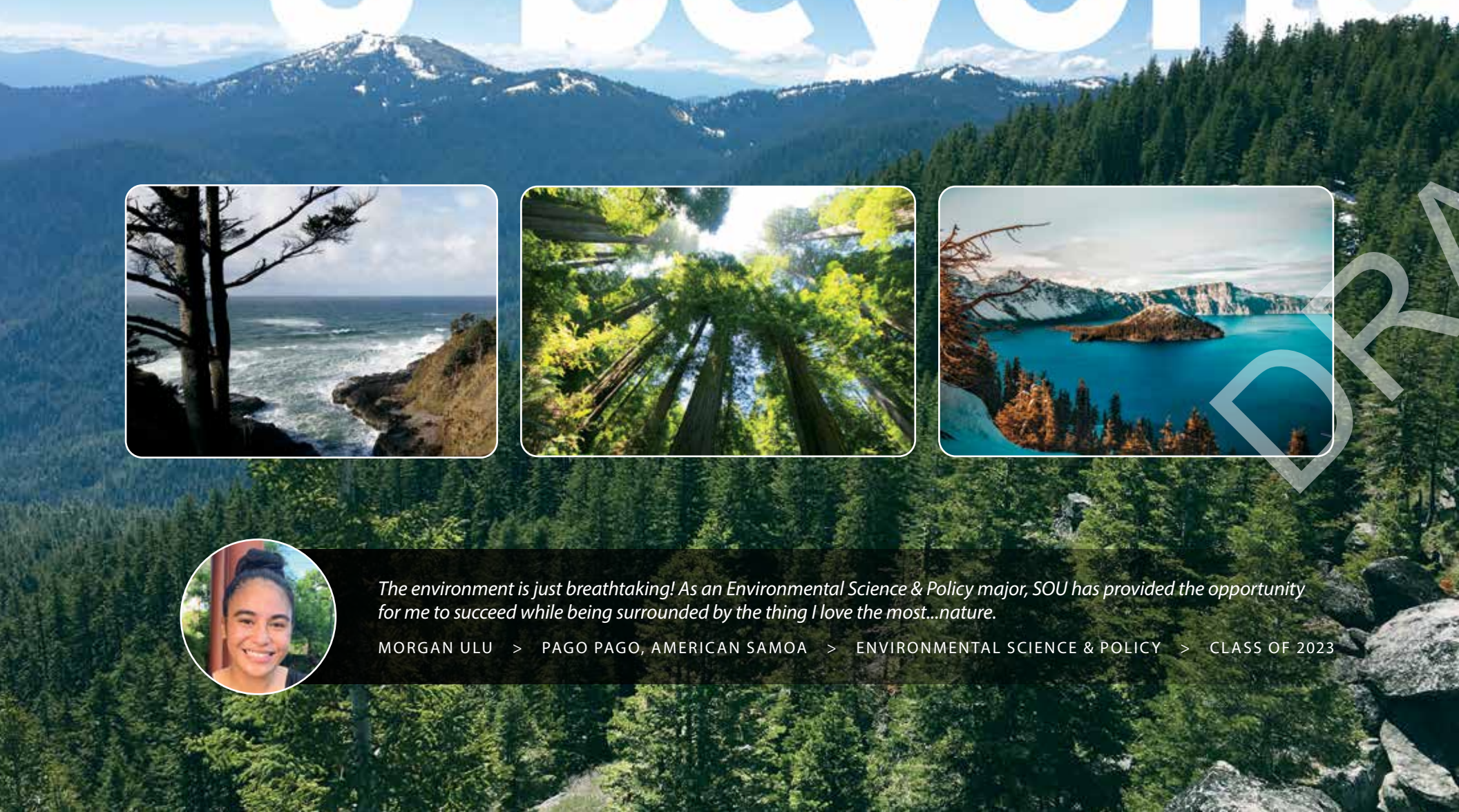
OREGON CABARET THEATRE
Enjoy dinner and a dynamic musical cabaret performance or comedy show.

BRITT MUSIC AND ARTS FESTIVAL
Attend an open-air concert in charming Jacksonville, 30 minutes away.

EVENTS

- SOUTHERN OREGON PRIDE FESTIVAL.** Celebrate national "coming out" month.
- ASHLAND HALLOWEEN PARADE.** A real scream!
- ASHLAND CULINARY FESTIVAL.** Taste the talents of our local chefs.
- FESTIVAL OF LIGHT.** Ashland lights up the town to celebrate the holidays.
- OREGON CHOCOLATE FESTIVAL.** For all of you chocoholics . . . you're welcome!
- ASHLAND INDEPENDENT FILM FESTIVAL.** A five day celebration of filmmaking.
- A TASTE OF ASHLAND.** Enjoy great pairings from local restaurants and wineries.
- 4TH OF JULY PARADE.** A classic small-town, city-wide celebration.

Oregon & beyond



SOU is listed on Great Value Colleges as one of the 50 Great Affordable Colleges for Outdoor Enthusiasts.

4 distinct, perfectly mild seasons

In the foothills of the Cascade & Siskiyou Mountains

200+ days of sun annually

BEAR CREEK GREENWAY
Get out your bike or walking shoes! This 21-mile paved path follows Bear Creek, linking the major cities of Jackson County.

EMIGRANT LAKE
Boating, camping, stand-up paddleboarding, and dual 280-foot water slides are only 10 minutes away.

HOWARD PRAIRIE LAKE
A 30 minute drive from campus, this reservoir offers boat rentals and access to Pacific Crest National Scenic Trail.

SKY LAKES BASIN
A key destination for backpackers, this is a 116,300-acre national forest wilderness area.

CRATER LAKE
The deepest lake in the US, where some of the purest lake water in the world has been detected. Get ready to be blue-dazzled!

OREGON CAVES
A national monument managed by the National Park Service, Oregon Caves offers guided tours from March to November.

KLAMATH RIVER
Rafting on the upper Klamath is among the most challenging in Oregon, with 19 rapids rated Class III or higher in a single 5-mile stretch.

ROGUE RIVER
Rafting, fishing, jet boats, lodges—the Rogue River has just about every type of river recreation.

MOUNT MCLOUGHLIN
A challenging but rewarding hike: 11 miles round trip with a 4,000-ft gain to the 9,495-ft summit!

OREGON COAST HIGHWAY
This scenic drive winds along all 363 miles of the coastline, from the California border to the Columbia River.

JEDEDIAH SMITH REDWOODS STATE PARK
A 2+ hour drive from SOU, this park boasts 18 miles of hiking trails and over 100 campsites along the Smith River.

CRESCENT CITY, CA
Named for its crescent-shaped sandy beach, Crescent City is a popular destination for surfers.



GET OUT!

Sierra magazine ranked SOU one of the top "Cool Schools" in the US.

The Princeton Review named SOU one of the most environmentally responsible colleges in the US and Canada.

Outside magazine named Ashland the Best Town for Trail Running for its 25 miles of singletrack trails connecting to the Pacific Crest Trail system and the Siskiyou National Forest.

The League of American Bicyclists ranked SOU as a silver-level Bicycle Friendly University.

SOU is recognized by Backpacker magazine as one of the best hiking colleges in America.

SOU is included in College Consensus' list of "25 Best Mountain Colleges."



The environment is just breathtaking! As an Environmental Science & Policy major, SOU has provided the opportunity for me to succeed while being surrounded by the thing I love the most...nature.

MORGAN ULU > PAGO PAGO, AMERICAN SAMOA > ENVIRONMENTAL SCIENCE & POLICY > CLASS OF 2023

position profile



If you are interested in a small learning community where you can make genuine connections with other students, faculty, and staff then SOU is the place for you.

LAUREN FELDSTEIN > NAPA, CA > COMMUNICATION STUDIES + MINOR IN BUSINESS +
CERTIFICATE IN MANAGEMENT OF HUMAN RESOURCES > CLASS OF 2020



Sample Text

Id quaspid essunt ratem volorro est et, is delibustis mi, officab oreritatur?Ibus maios res et inim dollis autem que as aut et enti consenis ducium que este sequis cullut omnimusae. Nam qui quis evel idi dolorest quam a iditaquatur sit quo volore et ut unt viducim oluptam, cor restinciis dolorepta nustent am, ut dere occupta pre nit ent que nimet dolorib usdandellut officie nihitio molore dolupti onserfernati voluptat quae pla invendam venis dus.Ugit volupti onsequi tem. Nequas accus aut ligent, simusant as es voloren demporiaspid min et ut et pro quasperspel ipsandam ium essitat quibus endent aped ex eaturi rest aut offictiis aliquat estiscit ullabo. Tatemqu aerovid ullit, comnitius estia consequibus aliquid eribusa nihicid molorum as solupta sum quasi doles volor accab ius porporecto quis non poreped magnimi nctotati culpa voluptiat.Dolorrovidel et eosanim olecat iassinihicat voluptatent fuga. Minullaborem dolorectotam in con con pro tempelit, sintur moluptat arum qui repudis magnis expla ipsunt aut velicie ndenihiliae. Ication plam fugit accatem lanis eturis nam, culparchit di cus.

The SOU board is committed to excellence in governance.

Established by legislation effective July 1, 2015, the 15-member Board of Trustees of Southern Oregon University has broad authority to supervise and manage the affairs of the university. Now with local control of the university and more autonomy to support the mission of the institution, the award-winning SOU board is committed to excellence in governance.

Application Process

The Board of Trustees of Southern Oregon University invites letters of nomination, applications (letter of interest, complete CV and references) or expressions of interest to be submitted to the search firm assisting the Board. Please submit all nominations and applications prior to <<INSERT DATE>>, 2021, to:

Laurie C. Wilder, President
lwilder@parkersearch.com
Porsha L. Williams, Vice President
pwilliams@parkersearch.com

Parker Executive Search
Five Concourse Parkway
Suite 2875
Atlanta, GA 30328
Phone: 770-804-1996



leadership expectations

Sample Text

The presidency at SOU is an exciting opportunity to lead, grow, create, and innovate boldly.

The culture at SOU is vibrant, the opportunities at SOU abound.

Approaching its 150th anniversary, SOU is seeking its 15th president in the history of the university.

SOU is an award-winning, national leader in sustainability in higher education.

Sample Text

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I love the environment and community that surrounds me at all times. I love how I can feel comfortable here, when most other schools made me feel anxious and stressed out.

GAVIN PASNIK > ST. LOUIS, MISSOURI
HEALTHCARE ADMINISTRATION, COMMUNITY PUBLIC HEALTH CONCENTRATION > CLASS OF 2021





**you're
invited!**

Join us for a virtual
tour at sou.edu/#virtualltour



SO | **Southern OREGON**
U | **UNIVERSITY**

LEADERSHIP BEGINS HERE

BOARD OF TRUSTEES • 1250 SISKIYOU BOULEVARD • ASHLAND, OREGON 97520

PRESIDENTIALSEARCH@SOU.EDU • PHONE 541-552-6060 • [SOU.EDU/PRESIDENTIALSEARCH](https://sou.edu/presidentialsearch)

University President's Compensation

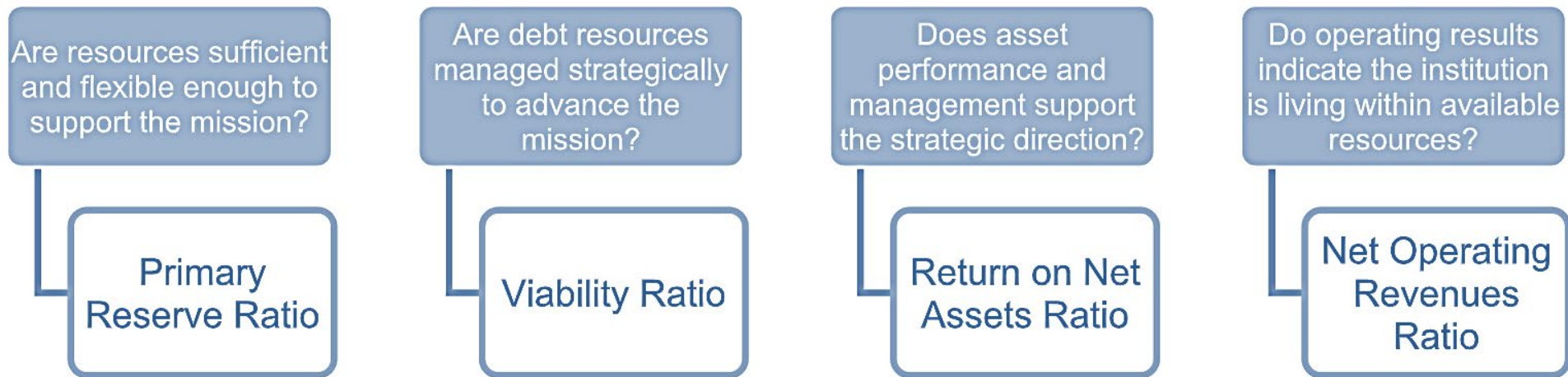
Legislative Update

Board Statement on Managing Fund Reserves

Roadmap

- Purpose: Review Reserve concept and authorize work effort to operationalize (how to implement)
- Update to Draft – Board Statement on Financial Reserves
- How will we operationalize the statement?
- Discussion
 - Reporting?
 - Monitoring?
 - Risks and Unintended Consequences
- Summary

Ratios of Financial Health



Are resources sufficient
and flexible enough to
support the mission?

Primary
Reserve Ratio

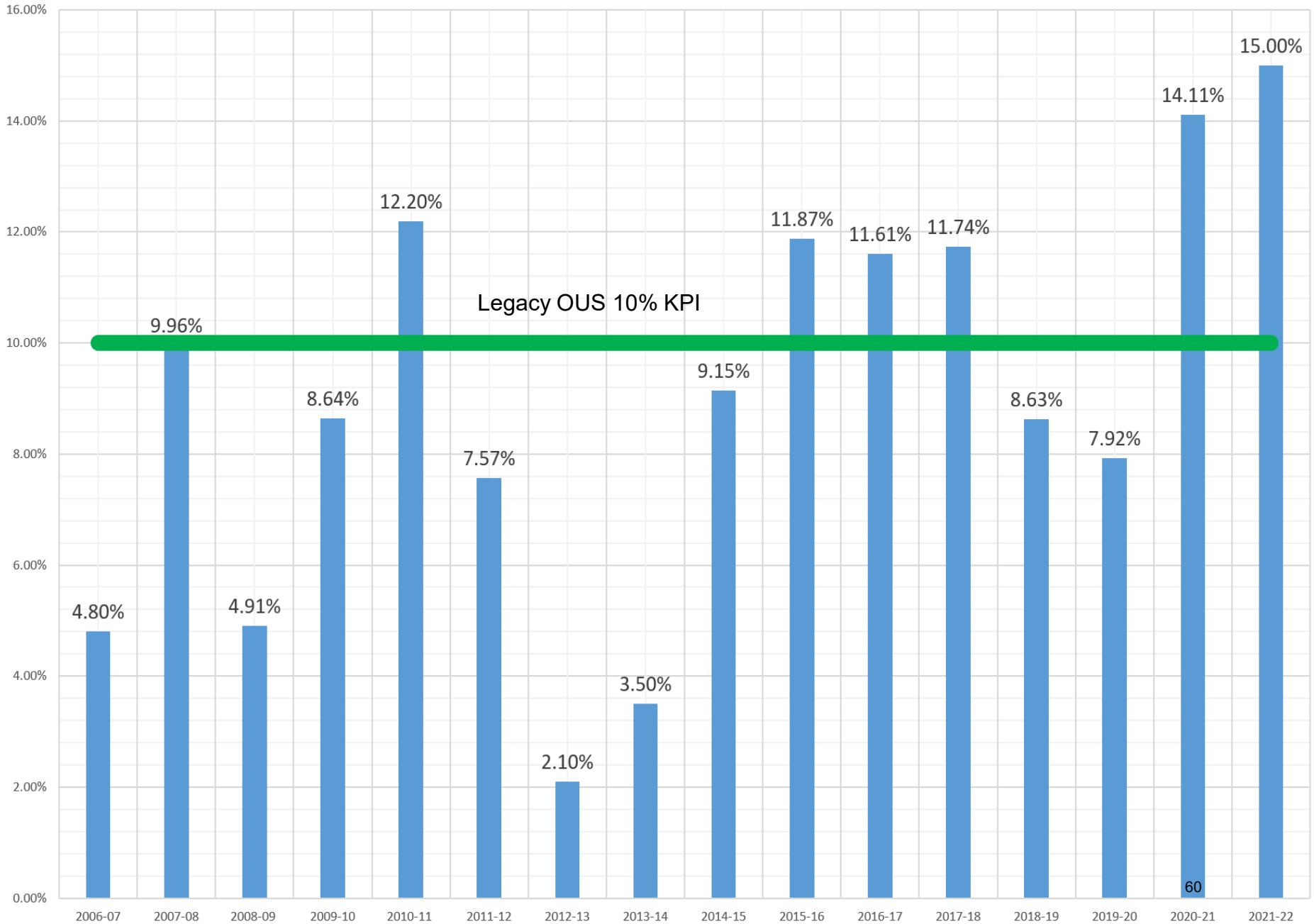
Expendable Net Assets

—————
Total Expenses

This ratio measures the financial strength and flexibility of the institution by comparing expendable net assets to total expenses, providing a snapshot of how long the institution could continue operating without additional revenue. A decline in the primary

reserve ratio indicates expenses are growing faster than revenues and certainly faster than the growth in expendable net assets.

E&G Ending Fund Balance as % of Revenue FY07 - FY22



Board Statement on Managing Fund Reserves Board of Trustees of Southern Oregon University

Commented [JL1]: Updated to look like the standard board statements/policy per request from Sabrina

1.0 Board Vision for Reserves

1.1 Southern Oregon University's ability to fulfill its mission for the benefit of current and future students depends on sound fiscal management and the maintenance of adequate University reserves. University operations are susceptible to the volatility of primary revenue streams, operational cost drivers beyond the University's control, contractual obligations that are difficult to minimize during periods of financial distress, the business cycles of disparate business enterprises, and the risk of complete or partial interruption of University services.

1.2 The Board finds that adequate reserves are necessary for:

- the long-term health and sustainability of University operations;
- the proper custodianship of all physical plant assets necessary for operations;
- the delivery of University services;
- the prudent coverage of outstanding debt;
- to enable the University to make strategic investments;
- to ensure that the University can perform day-to-day operations in the event of unforeseen shortfalls;
- to shield the University in the event of a catastrophe or natural disaster and
- to safeguard the continued educational access and support the wellbeing of traditionally under-represented student populations.

Commented [JL2]: Added per request from Paul; encapsulates broad BIPOC support

1.3 This Statement sets forth proactive principles governing the establishment and maintenance of University reserves, and describes the framework for establishing those reserves through the set-aside or restriction of financial assets. While this is a stand-alone statement, the Statement on Managing Fund Reserves should be considered in conjunction with other University budgets, debt, and financial management policies and procedures.

Commented [JL3]: Added to emphasize the importance

2.0 Purpose

2.1 The purpose of this Statement on Managing Fund Reserves for Southern Oregon University is to build and maintain an adequate level of net assets, without donor restrictions, to support the organization's day-to-day operations in the event of unforeseen shortfalls. The reserve may also be used for one-time, nonrecurring expenses that will build long-term capacity, such as staff development, research and development, or investment in infrastructure.

2.2 Broadly speaking, the Board maintains that reserves are not intended to replace a permanent loss of funds or eliminate an ongoing budget gap. The Board of Trustees intends for reserve funds to be used and replenished within a reasonable period of time. This Statement on Managing Fund Reserves will be implemented in conjunction with other financial policies of the University and is intended to support the goals and strategies contained in those related policies and in strategic and operational plans.

Commented [JL4]: Per Shelia's suggestion "Rationale"

2.0 Definitions

2.1 Throughout the Statement of Managing Fund Reserves, the following definitions apply:

- **“Board”** means the Board of Trustees of Southern Oregon University or the Executive and Audit Committee when authorized to act on behalf of the Board.
- **“Capital Reserves”** means funds restricted for the repair or replacement of existing physical plant and equipment.
- **“Central Reserve”** means the unallocated E&G Fund balances held centrally and managed by Finance and Administration.
- **“Direct Expenses”** means those expenses directly attributable to revenue generating schools and colleges of the university.
- **“Debt-Paying Entity”** means a department of the University directly responsible for the generation of revenues for the payment of principal and interest on a distinct issuance of University-paid debt.
- **“Educational and General (E&G) Fund”** means the family of funds utilized for the core mission of the University—including funds appropriated by the state, tuition and fees, indirect cost recovery, and other miscellaneous income derived through the normal course of business.
- **“Indirect Expenses”** means those expenses attributable to the administration and infrastructure supporting revenue generating schools and colleges of the university.
- **“Maximum Annual Debt Service”** means the greatest amount of principal and interest required to be paid during any fiscal year for a department’s current debt portfolio and existing debt service schedule.
- **“Operating Reserves”** means E&G fund balances held and managed at the divisional level.
- **“Primary Reserve Ratio”** is a ratio measuring the financial strength of the University by comparing expendable net assets to total expenses. Expendable net assets represent those assets that the University can access quickly and spend to satisfy its debt and operating expense obligations. This ratio provides a snapshot of financial strength and flexibility by indicating how long the University could operate using existing expendable funds only (where “expendable” represents liquid or unencumbered funds).
- **“Risk Management Claims Reserve”** means the fund through which the University’s property and casualty claim expenses are paid, within any applicable deductible.
- **“Treasury Reserve”** means the fund through which all University-Paid Debt services and associated treasury fees are processed for payment to outside agencies. Additionally, this fund acts as the repository for cash balances equal to the Maximum Annual Debt Service for each Debt Paying Entity.
- **“University-Paid Debt”** means borrowings that are expected to be repaid from revenues of the University. This includes Article XI-F (1) Bonds, certain Article XI-Q Bonds, certain Certificates of Participation (COPs), certain State Energy Loan Program (SELP) loans, revenue bonds, bank products, commercial paper, and alternative financing structures, such as public-private partnerships, that would be included in the University’s balance sheet or considered on-credit by rating agencies.
- **“Working Capital”** means current assets minus current liabilities.

Commented [JL5]: This is a new definition that will qualify the 'central reserve'

Commented [JL6]: This is a new definition that will qualify the 'central reserve'

Commented [JL7]: Maybe add 'liquid' or 'unencumbered' here for clarity of exactly which are being included

Commented [JL8]: Confusing...are they saying the deductibles s/b in reserve – 'including all applicable deductibles'?

Commented [GP9R8]: Really good question. I think they are. Let's get feedback on whether or not this reserve even exists in our account structure. If not, we could create it.

Commented [JL10]: May need to pull this into its own category b/c CHF is technically holding the reserves now...

Commented [GP11R10]: I agree. There was an accounting change last year that affected how CHF revenue and expenses hit our books...and we now have <<financial institution>> as a trustee of the reserve account structure.

3.0 Roles and Responsibilities {Authority to Use Operating Reserves}

3.1 The Board retains authority and responsibility for:

- Reviewing annual reports on the University’s Primary Reserve Ratio and component reserves.
- Approval of the set-aside and restriction of cash to achieve the goals and requirements of this Statement, generally as part of the annual budget process.
- Establishment and approval of a plan to increase the Primary Reserve Ratio, generally as part of the annual budget process, if the Primary Reserve Ratio is below the minimum required by this Statement.

3.2 The Board delegates to the President, who may further delegate to other University officers and officials, authority and responsibility for:

- Implementing this Statement and overseeing the management of daily activities related thereto.
- Establishing a comprehensive program for Central, Operating, Working Capital, Capital, Treasury, and Risk Management Claims Reserve establishment, management, and reporting. Such a program is to assign responsibilities within the University and require regular monitoring to satisfy reserve requirements.
- During annual budget processes, recommending corrective action when reserve levels are below the minimum target.
- Recommending appropriate action and use of reserve balances if unforeseen events and economic factors require short-term deficit spending and a reduction to the Primary Reserve Ratio.
- Analyzing and presenting recommendations to the Board regarding Operating and Capital Reserve levels and their emergency use.

4.0 Reserve Goals & Objectives

4.1 The Primary Reserve Ratio is the measure by which the Board monitors the University’s long-term financial sustainability and the adequacy of University reserves. The Board establishes 0.25 as the target minimum Primary Reserve Ratio for the University. This is roughly equal to maintaining expendable net assets adequate to cover at least three months of University expenses.

4.2 The Board recognizes that the National Association of College and University Business Officers (NACUBO), an organization representing more than 2,500 colleges, universities, and higher education service providers with a mission to advance the economic viability, business practices, and support of higher education institutions, recommends a Primary Reserve Ratio of 0.4 or greater. The Board establishes 0.4 as an aspirational Primary Reserve Ratio.

Commented [JL12]: New title suggestion – section should match what is in BOT delegation of authority statements

~

Commented [GP13]: This could be a key aspect of the Budget Committee’s “work”

Commented [JL14R13]: Agreed – each area will require a ‘workgroup’ to define what goes into each respective reserve

Commented [GP15]: I just publicly said 15% for E&G and 2 months. Trustee Clough said “that’s still low / minimal...” so maybe we propose a higher # based on trustee input?

5.0 Funding of Reserves

5.1 Reserves are to be funded from any operating funds without donor restrictions. The Board may, from time to time, direct that a specific source of revenue be set aside into reserve funds. Examples may include one-time gifts or bequests not endowed to the SOU Foundation, property sales, special grants, special appeals, special federal or state allocations, or monetary awards resulting from litigation.

5.2 The President and/or Vice President of Finance and Administration will identify the need for access to reserve funds and confirm that the use is consistent with the purpose of the reserves as described in this Statement. Determination of need requires analysis of the sufficiency of the current level of reserve funds, the availability of any other sources of funds before using reserves, and evaluation of the time period for which the funds will be required and replenished.

Commented [JL16]: Attempt to address the 'seeding/funding' questions

6.0 Component Reserve Standards

6.1 Central Reserves

6.1.1 As a target minimum, for the Central Reserve managed by the Finance and Administration division, the University will hold in fund balance:

- 15% of the annual E&G Fund direct expense budgets of each revenue generating fund and additionally
- 15% of the annual E&G Fund indirect expense budgets of central University administrative support and service areas.

Commented [JL17]: IDEA: This should be 'scraped' from the top before tuition/state revenue redistribution process.

Commented [JL18]: Updated the language to address 'central' reserve as distinct and different from just E&G fund balance as they originally had written.

6.2 Operating Reserves

6.2.1 Each University division within the E&G Fund shall, on behalf of their units, establish 10% of their respective annual E&G Fund expenditure budget as an Operating Reserve target minimum. **[Need to add ceiling to carryover target]**

Commented [JL19]: Could be funded in two ways: Overhead expense reallocation and savings from unused S&S and/or Labor.

Commented [JL20]: Changed to 10%; easier for units to wrap heads around

6.2.2 [The University may, if necessary, transfer some or all funds from Operating Reserves if Central Reserves are inadequate to meet University needs.]

Commented [JL21]: This is a 'sweep' process that will happen annually until such point as the reserves are adequately provisioned. Then, the units will have their own 'carry forward' reserves they can dip into. This is how we can actually LET units use their reserves once all central reserves are adequately full

6.3 Working Capital for Auxiliary Enterprises and Service Departments

6.3.1 Auxiliary enterprises and service departments shall maintain sufficient Working Capital to promote the efficient and effective operation of the unit, avoid significant fluctuations in fees charged for services, and minimize the potential for unanticipated financial shortfalls that may impact other funds of the institution. As a target minimum, auxiliary enterprises and service departments are to hold **three months** of total annual departmental expense as a Working Capital balance. This will be based on actual expenditures in each auxiliary's primary operating fund(s), excluding depreciation, and independent of any balances held in Building or

Equipment Reserves.

Commented [JL22]: Modified to recognize independent nature and how to calculate effectively

6.4 Capital Reserves for Auxiliary Enterprises, Service Departments and Self-Liquidating Activities

6.4.1 Auxiliary enterprises, service departments, and other self-liquidating activities shall maintain building/Improvements Other Than Building (IOTB) repair and equipment replacement reserves to fund the repair or replacement of depreciable assets. Such reserves shall be sufficient to promote the efficient and effective operation of the related operating unit, avoid significant fluctuations in fees charged for services, and minimize the potential for unanticipated financial shortfalls that may impact other funds of the University. Each auxiliary enterprise, service department, and self-liquidating activity with capital assets of \$150,000 (recorded cost) or more shall prepare and adhere to a plan to implement the requirements of this paragraph, as directed by the Vice President of Finance and Administration.

6.5 Treasury Reserves

6.5.1 All Debt-Paying Entities, having been assigned the responsibility to direct revenues towards some portion of the annual principal and interest requirements of University-Paid Debt, shall set aside and restrict cash balances equal to their respective Maximum Annual Debt Service. Cash balances equal to Maximum Annual Debt Service are to be set aside and restricted within four fiscal years of the issuance of any new University-Paid Debt and its assignment to a Debt-Paying Entity. This requirement shall continue until all outstanding principal balances assigned to the Debt-Paying Entity are fully liquidated.

6.6 Risk Management Claims Reserve

6.6.1 The University shall maintain sufficient funds, set aside within the Risk Management Claims Reserve, necessary to pay anticipated property and casualty claims, within any applicable deductible. This amount shall be determined annually, in the course of the University's budget process, based on prior years' claims experience and actuarial forecasts of anticipated claims expenses.

Commented [JL23]: From whom? Our insurers?

Commented [GP24R23]: We would probably get this from B&R who help PURMIT manage the trust (and 'shop' the market on our behalf)

7.0 Measurement Principles

7.1 All ratio or reserve measurements and calculations will use a fiscal year ending June 30 and be based on industry standards and generally accepted accounting principles (GAAP). Calculations will utilize the information contained in annual financial statements and/or data available from the University's Enterprise Resource Planning software system, concurrent to the release of the University's independently audited financial statements.

8.0 Reporting and Monitoring Requirements

Commented [JL25]: Expanded & enhanced this section

8.1 The President and/or Vice President of Finance and Administration is responsible for ensuring that the all reserves described herein are maintained and used only as described in this Statement. **[May need language around enrollment declines here – to define 'dipping' into reserve]** Upon approval of the use of reserves, the President and/or Vice President of Finance and Administration will maintain records of the use of reserve funds and a plan for

replenishment.

8.2 Upon release of the University's annual audited financial statements, the President and/or Vice President of Finance and Administration will provide to the Finance and Administration Committee and the full Board, a report regarding the University's Primary Reserve Ratio as identified in Section IV above. This report will include at a minimum, those key factors which influenced the Ratio which occurred in the prior fiscal year.

Commented [GP26]: We should define what is in this report (so we don't break our own back...and give the committee and board what they need)

8.3 At least annually, and when additionally requested, the Finance and Administration Committee is to be provided a report regarding the status of each of the component reserves detailed above.

Commented [GP27]: IBID

8.4 Finally, the President and/or Vice President of Finance and Administration will annually discuss what additional risk factors might be considered for the University, the impact of budgeting on reserve levels, and any requirements or changes with external funding sources.

Commented [JL28R27]: Not actually – the paragraph above speaks to the Primary Reserve – this one covers 'the rest of the story' of campus reserves

9.0 Periodic Review of the Statement on Managing Fund Reserves

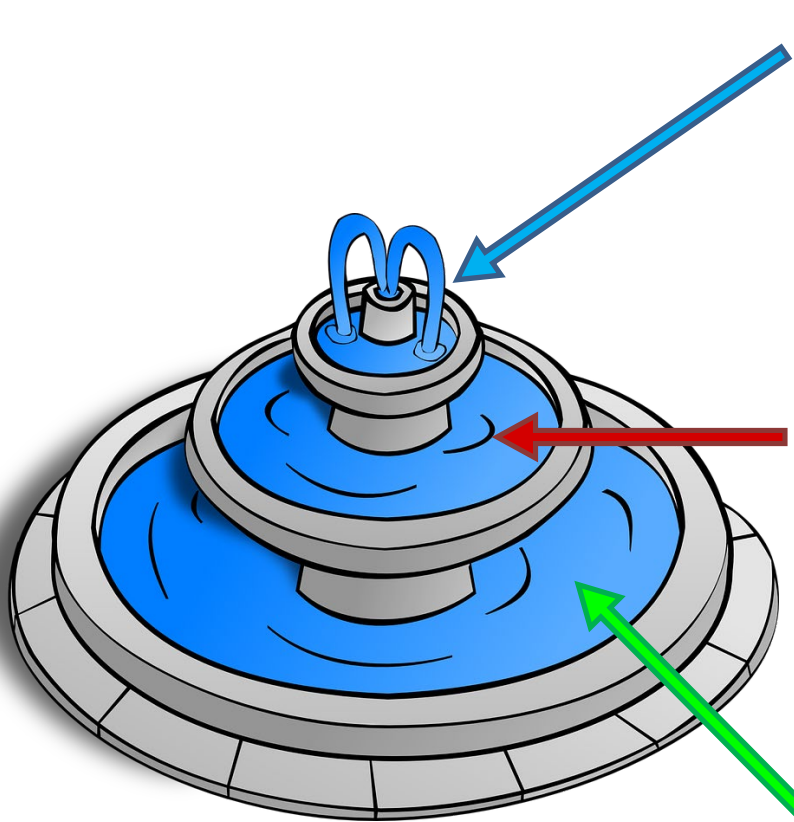
9.1 This Statement will be reviewed by the Finance and Administration Committee annually at a minimum, or sooner if warranted by internal or external events or changes. Changes to the Statement will be recommended by the Finance and Administration Committee to the Board of Trustees for approval. This Statement, upon revision hereof, must be distributed by the Board Secretary to the following individuals/entities: *[list of officers, staff Collective Bargaining units, advisors, who else?]*

9.2 The Finance and Administration Committee was established by the Board of Trustees of Southern Oregon University to recommend financial policies, strategies, and budgets that support the mission, values and strategic plan of the University. Its purpose is to ensure the continued financial health and integrity of the institution in pursuit of its mission to be "a regionally-engaged learning community committed to being the educational provider of choice for learners throughout their lives."

Commented [JL29]: Added a review clause; per AICPA and NACUBO guidance

Who all will we want this policy sent out to?

E&G Reserves Summary



- Revenue Streams
 - SSCM (State Support)
 - Tuition & Fees
 - Misc. Revenues
- Central Reserves
 - 15% Target for revenue producing programs and an additional
 - 15% for Indirect support areas
- Operational Reserves
 - 10 – 20% of Expense Budgets
 - Carry Forward ability for larger initiatives and spending goals

Ultimate goal – enable programs to dip into their operational reserve at their discretion

Schematic

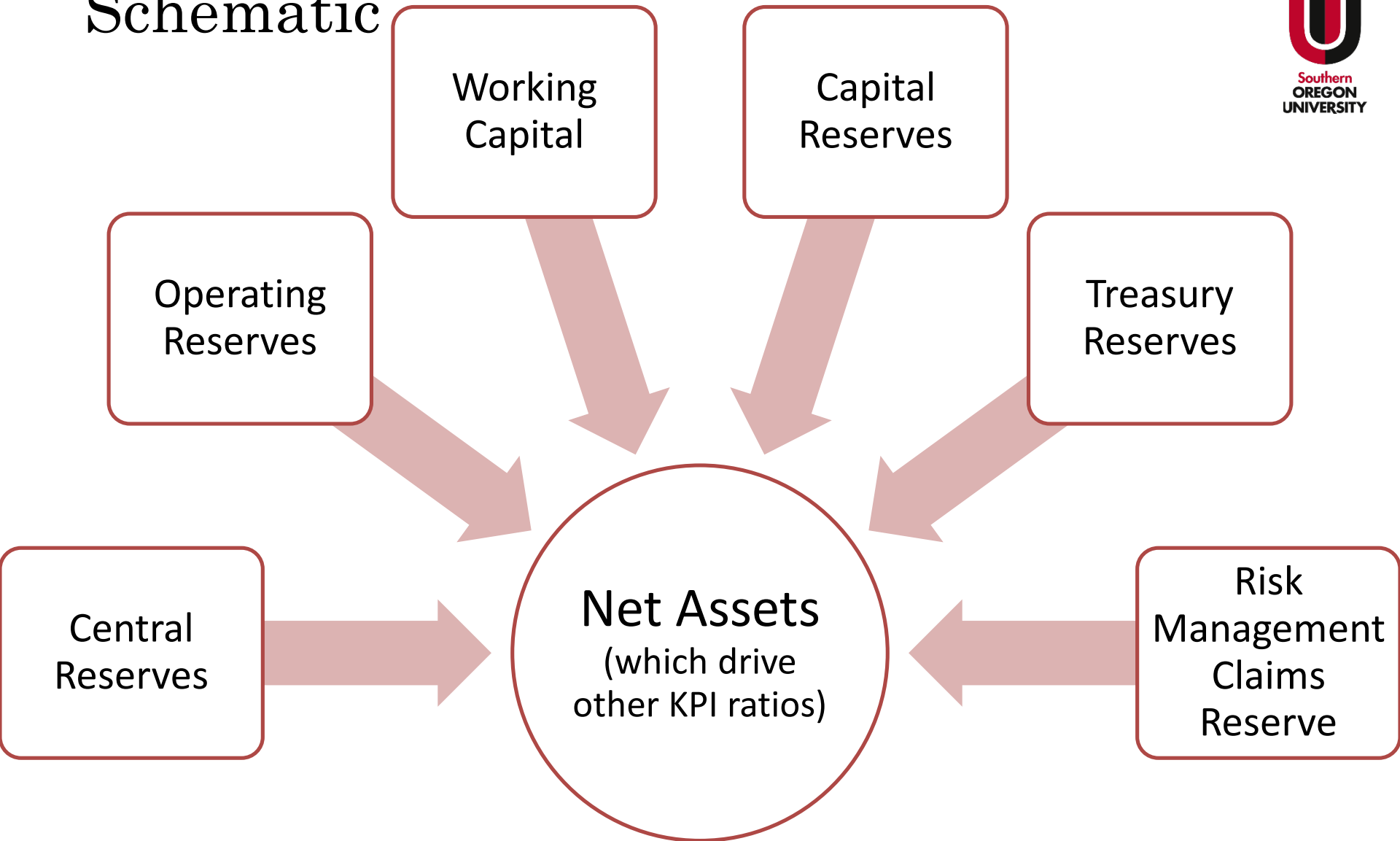


Chart of Reserve Funds

| Fund | Current Value (\$000) | Target value (\$000) | Remarks |
|--------------------------------|-----------------------|----------------------|--|
| Central Reserves | \$7.6m | \$9.0m | 15% of total expenses |
| Operating Reserves | \$0 | \$3.0m | 10% of direct expense (Academic Units) |
| Working Capital | \$100k | \$4.0m | Impacted by pandemic and fires. Federal relief pending. |
| Capital Reserves | \$4.7m | * | * Defined by each Auxiliary or Service Center |
| Treasury Reserves | \$2.5m | \$2.5m | Funds held in preparation for deposit at Treasury for upcoming Bond payments |
| Risk Management Claims Reserve | \$100k | All Deductibles | Would cover 20 claims. PURMIT has reserves. |

Discussion

- Previously heard strong support for the concept...is it ready for the board?
 - Issues? (eg. Communication, teaching and training w/ campus)
 - Risks?
 - Opportunities?
- We think the Budget committee can develop the operational parameters (structure, monitoring rhythm, reporting, etc.)
- Bottom line (intent): create “sustainability” and smooth-out the previous fund-balance ups and downs...

SOU Excess Properties Recommendations

Properties Task Force Update

<https://sou.edu/president/properties-task-force/>

Overview of Properties Task Force Recommendations

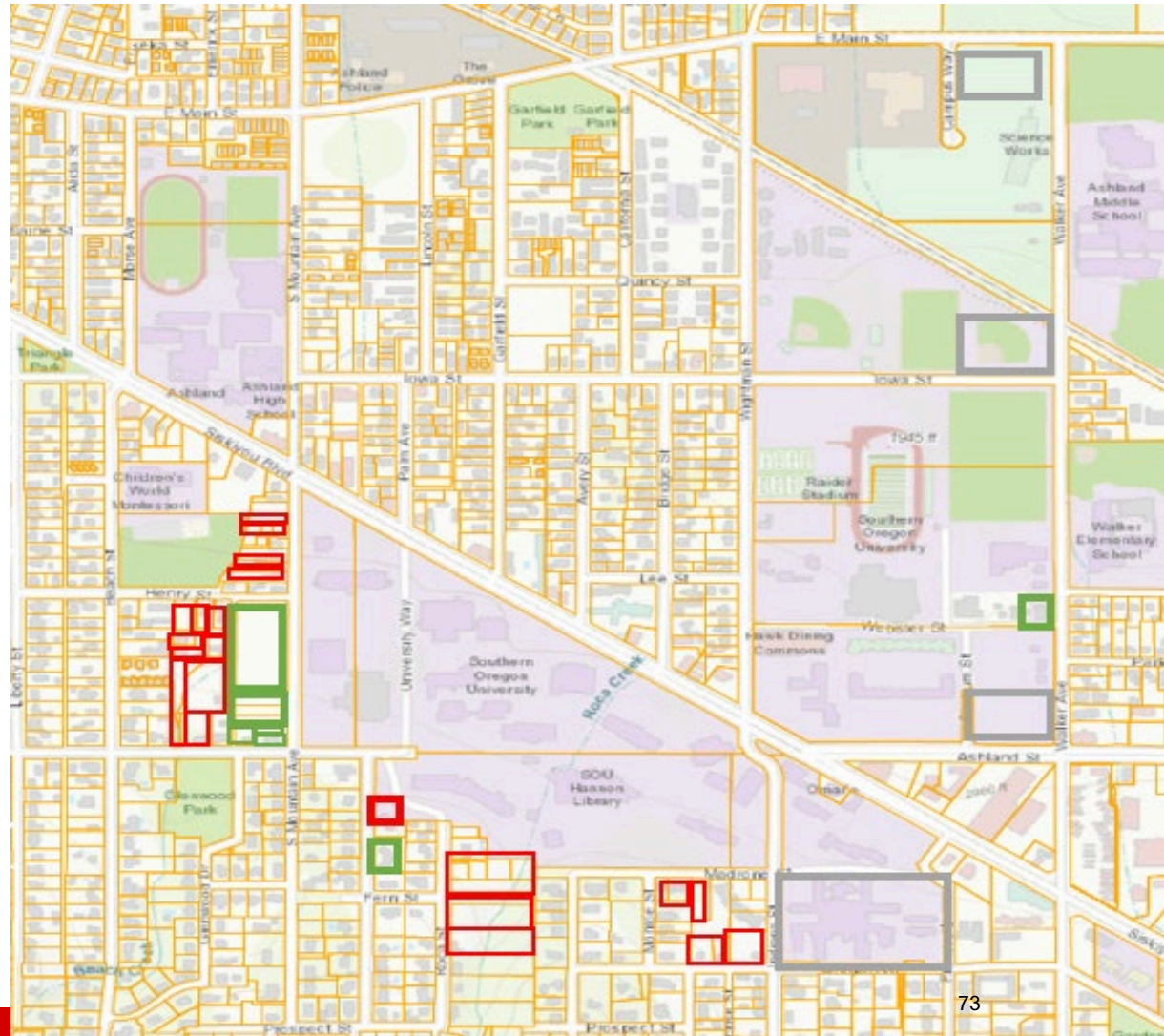
- SOU President Linda Schott [hosted a webinar](#) on Wednesday, June 2, 2021 for community members regarding university-owned properties. The webinar featured the recommendations made by a task force Schott convened to examine all contiguous SOU properties and identify the highest and best use of these assets. The task force reviewed a number of properties on the outskirts of campus – some of which are vacant and/or need significant renovation and others that house small university or affiliate programs.
- “Real property is one of the university’s most important assets, and the task force took great care as it worked through the options for each parcel. As with any significant decision that ultimately may impact the university and the City of Ashland, we welcome an opportunity to share the findings and recommendations of the task force with our larger community,” said Schott.
- The webinar is just the first piece of a conversation about how best to use these properties. The university intends to engage many external stakeholders (city planners, community groups, and other interested parties) to help determine the most appropriate path forward. The SOU Governing Board of Trustees is the ultimate authority on any final decisions that may be made.

[WATCH JUNE 2, 2021 WEBINAR](#)

Properties Task Force Key Objectives

<https://sou.edu/president/properties-task-force/>

- Generate funds that can be used for strategic purposes or to enhance financial reserves at SOU
- Help address Ashland's housing shortage by providing additional housing or space for the development of additional housing



Properties Task Force Recommendations



Phase One:

1. Sell single family homes adjacent to Residential zoning
 - Homes and parking lot on South Mountain
 - Home and some portion of open space on Roca
 - Homes on Indiana, Oregon and Madrone
2. Consider using a portion of the revenue from sales to raze dilapidated houses on Walker St
3. Study the possibility of developing multifamily housing on the Henry St properties through a partnership with a private entity

Phase Two:

- Integrate additional discussion of properties into the revision of University Master Plan

SOU Properties Task Force

Charge: To identify properties that are not certain to the core of the University's mission and propose their highest and best future use. This information will be provided to the Committee updating the SOU Campus Master Plan.

In evaluating the properties on the periphery of campus, I looked at what I would call "low hanging fruit". Those properties that could be sold and/or utilized in a partnership that also appear not to be critical to the University's core mission in the future. This is an outsider's observation, and there definitely could be different opinions on the future need for these properties to be a part of the University.

Listed below is a list of perceived "lowest hanging fruit" starting with what would be "easiest" to sell off down to what would take more time and resources. The categories in bolded font are grouped in perceived optimal future potential use: Residential; Multi-Family; Mixed-Use (Commercial/Residential); Other.

Residential

| | | |
|----------|------------|---|
| 668 Roca | 0.91 acres | Home on the property. Looks to be vacant. In very rough shape, but could be rehabbed. |
| 620 Roca | 0.13 acres | Open land |
| 624 Roca | 0.16 acres | Flag lot open land |
| 628 Roca | 0.25 acres | Flag lot open land |
| 630 Roca | 0.22 acres | Landlocked? Open land |
| | 0.45 acres | Directly south of 620 through 630 Roca parcels |

The above listed parcels (620, 624, 628, 630 and the 0.45 acres) could be combined in a way to sell off for residential homes. The land slopes to the East into a ravine, but it appears you could build on the front part of the lot. It doesn't appear to be in a flood plain.

| | | |
|-------------|------------|--|
| 648 Roca | 0.89 acres | Open land. Appears to be a good parcel to sell for residential |
| 580 Elkader | | Home used as a rental. Looks to be in good condition. Could easily be sold off. Triangle |

| | | |
|----------------------------|------------|--|
| | | piece of land below it could possibly be sold and built upon. |
| 381 Mountain | 0.26 acres | Single family rental. Could be sold for a rehab or acquire 391 Mountain as well and build multifamily. |
| 391 Mountain | 0.26 acres | Single family rental. Could be sold for a rehab project or acquire 381 Mountain as well and build multifamily. |
| 1349 Oregon Street | 0.27 acres | Occupied rental home on the property. Good opportunity to sell individually. |
| 1383 Oregon Street | 0.19 acres | Vacant home. House needs exterior paint. Good opportunity to sell individually. |
| 681 Indiana | 0.52 acres | Corner of Indiana and Oregon. Vacant house on 0.52 of an acre that extends down into the parking lot of student housing. Blue house that looks to have a newer roof but paint peeling and shed is in disrepair. Could be sold for a rehab project. |
| 1352 Madrone | 0.23 acres | Rental home on the property. Looks to be in good condition and could be sold. |
| 349 S Mountain Parking Lot | 0.18 acres | 349 S Mountain and adjacent parking lot could be combined to build multifamily or sold separately and build residential. |
| S Mountain Parking Lot | 0.20 acres | S Mountain parking lot and 349 S mountain Parking lot could be combined to build multifamily or sold separately and build residential. |
| 610 Elkader | 0.48 acres | President's residence. 4 Bedroom, 4 bath. 3,587 square feet. Good condition. Definitely has value. |

Multi-family

| | | |
|---------------------|------------|--|
| 1038 Henry Street | 0.28 acres | Open Land |
| 1038 Henry Street | 0.14 acres | County has it as the same address. Home |
| 1040 Henry Street | 0.33 acres | |
| 1056 Henry Street | 0.19 acres | Boarded up home. Blue. |
| 1058 Henry Street | | Boarded up home. Grey House |
| 1060 Henry Street | 0.24 acres | |
| 1066 Henry Street | 0.22 acres | Corner lot. Vacant home that is in rough condition. |
| 1066 ½ Henry Street | | Looks to be occupied? Small home. |
| 1049 Ashland Street | 0.46 acres | 1600 square foot single family rental, could be combined for multifamily if you combined with the garden and Henry Street. Occupied. |

The Henry Street parcels seem to make the most sense for multifamily. You could combine all of the parcels including the Community Garden and 1049 Ashland Street and have 3.43 acres to build a large multifamily project.

Mixed Use

Corner of Walker and Ashland Corner section of large lot of 1554 Webster would be a great place for a mixed-use type of development. Commercial/retail on the bottom floor and residential above.

435 Walker Vacant home on the large 1554 Webster lot. Home is near the corner of Webster and Walker. In disrepair, needs ext paint, siding and older roof.

455 Walker Vacant home on the large 1554 Webster lot. Just south of 435 Walker and in disrepair.

Needs exterior paint, siding issues and an older roof.

467 Walker

Vacant house on the large 1554 Webster lot. Just south of 455 Walker and in disrepair.

Needs exterior paint, siding issues and an older roof.

Residential and/or Multi Family

| | | |
|---------------------|------------|--|
| 519 S Mountain | 0.14 acres | Faculty Writing building may partially be on this lot as well. |
| 521 S Mountain | 0.14 acres | Faculty Writing Building. Good condition. |
| 1079 Ashland Street | 0.18 acres | Rental home occupied. |
| 495 S Mountain | 0.23 acres | Parking lot |
| 495 S Mountain | 0.23 acres | Parking lot |
| 495 S Mountain | 0.23 acres | Parking lot |
| 485 S Mountain | 2.01 acres | Large Parking lot. If needed, maybe could utilize this for a large Multi family project in conjunction with the parcels South of it. |

Other

Indiana/Madrone
Affordable housing?

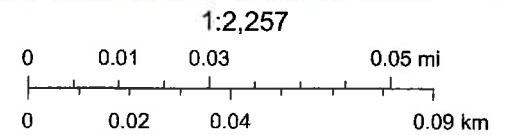
Cascades Student Housing. Currently not occupied. Future Multi-generational Housing?

155 Walker 3.16 acres The Farm. Located down by Science Works. On the table?



3/17/2021

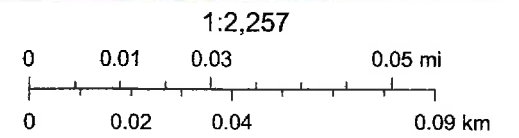
-  Taxlots
-  County





3/17/2021

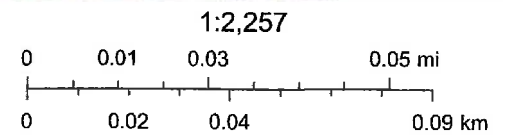
-  Taxlots
-  County





3/17/2021

-  Taxlots
-  County

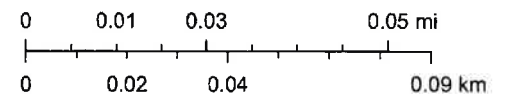


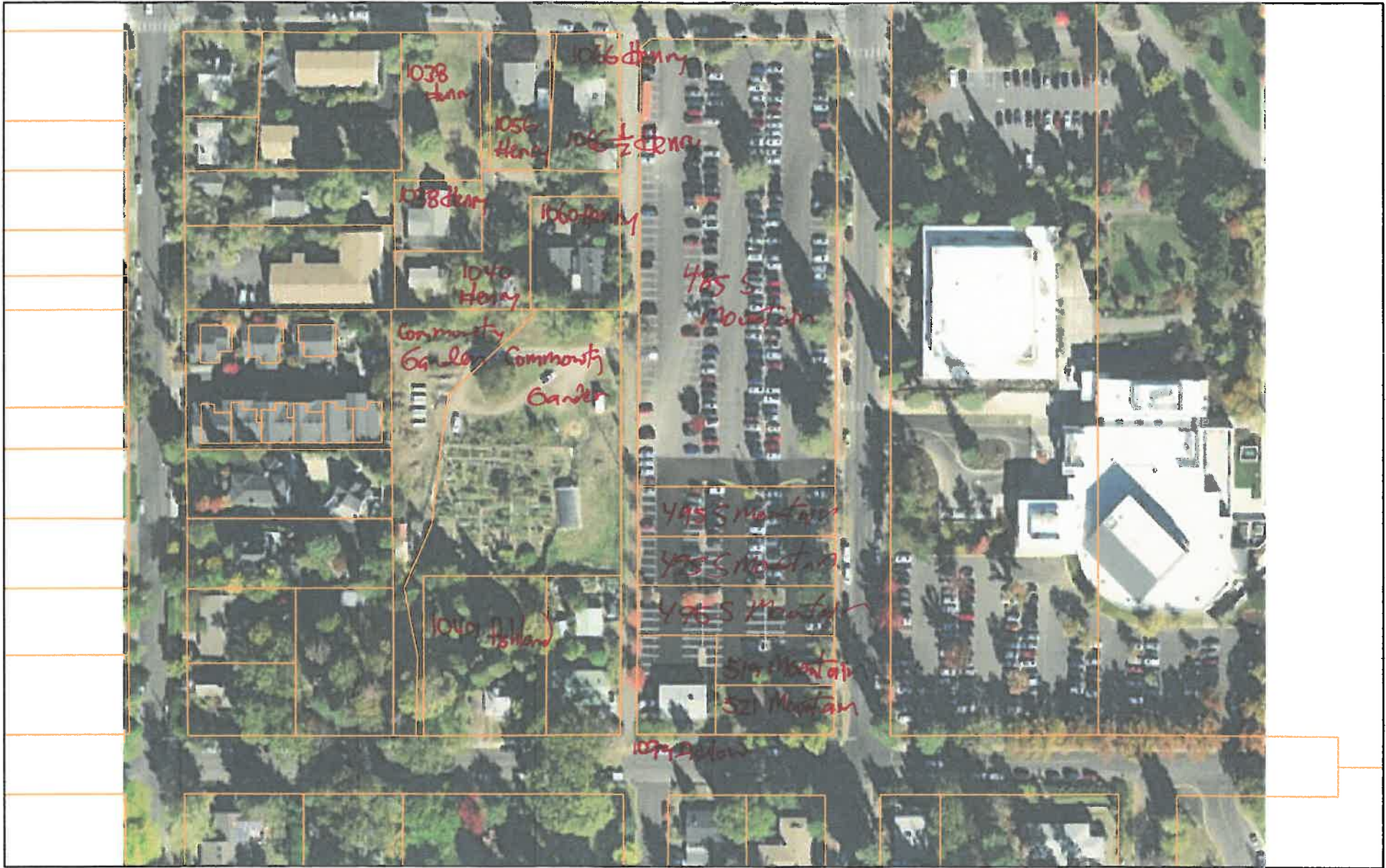


3/18/2021

- Taxlots
- County

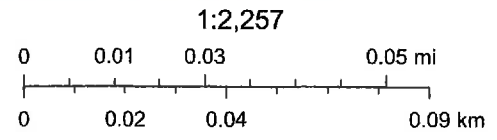
1:2,257





3/17/2021

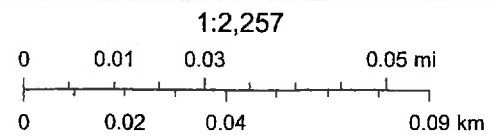
- Taxlots
- County





3/17/2021

-  Taxlots
-  County



Revenue Drivers: Enrollment and State Funding Discussion

National Picture

- College enrollment down approx. 8% since fall 2016
 - Fall 2020 lost 2.5% (400,000) students
 - New freshmen down 13% in both 2020 and 2019
 - Community College enrollment down 10.1% in fall 2020 and 19% since 2016
-
- Source: National Student Clearinghouse Research Center

National Picture: High School to College

- 22 percent fewer students from the Class of 2020 went to college immediately after high school compared to the Class of 2019
- The overall immediate college enrollment rate fell from 35.3 percent to 27.7 percent, a drop that is 10 times greater than the decline between 2018 and 2019.
- “However, the pandemic impacted high school graduates in their immediate college enrollment, and those from high poverty, low income, and urban high schools have been hit the hardest. The enrollment gaps appear to be widening because of COVID-19.”

Source: National Student Clearinghouse Research Center



Fall 2021 SOU Snapshot: New Freshmen



| | Fall 2021 YTD | Fall 2020 YTD | # Change | % Change |
|----------------------|---------------|---------------|------------|--------------|
| Confirm Total | 582 | 625 | -43 | -6.9% |
| In-state | 346 | 325 | 21 | 6.5% |
| WUE | 205 | 262 | -57 | -21.8% |
| Other Non-Resident | 26 | 32 | -6 | -18.8% |
| International | 5 | 6 | -1 | -16.7% |

Fall 2021 Snapshot: New Transfers

| | Fall 2021 YTD | Fall 2020 YTD | # Change | % Change |
|--------------------------|------------------|------------------|------------|--------------|
| Confirm Total | 243 | 264 | -21 | -8.0% |
| In-state | 134 | 139 | -5 | -3.6% |
| WUE | 97 | 105 | -8% | -7.6% |
| Other Non- Resident | 12 | 20 | -8 | -40% |
| International | 0 | 0 | 0 | 0 |

Fall 2021 SOU Snapshot: Total New Students



| | Fall 2021 YTD | Fall 2020 YTD | # Change | % Change |
|----------------------|---------------|---------------|------------|--------------|
| Confirm Total | 825 | 889 | -64 | -7.2% |
| In-state | 480 | 464 | 16 | 3.4% |
| WUE | 304 | 367 | -65 | -17.7% |
| Other Non-Resident | 38 | 52 | -14 | -26.9% |
| International | 5 | 6 | -1 | -16.7% |

Local Factors (Non-controllable)

- Fire (lost estimated 43 FTE; \$900k per year in tuition loss)
- 67% of Medford School District on track to graduate 2021
 - North HS 90% (2020)
 - South HS 89% (2020)
 - Logos 95% (2020)
- Admissions wasn't able to travel/in person recruiting

Regional Factors (Non-controllable)

- California Investment
 - No tuition increase for 2021-22 in UC, CSU, and community colleges
 - \$4 billion for college affordable housing
 - \$115 million to eliminate textbook costs
 - \$1 billion to offer career opportunities to students related to their fields of study
 - CSU's
 - Specifically receiving \$514.9 million restoring \$299 million in last year's budget cuts and adding \$215.9 million in mental health and basic services
- UO, OSU, PSU admitting more
- No travel this past year

Positive Indicators

- Oregon New Freshmen ahead (up by 6.5%)
- New OR students
- Graduate enrollments growing (up by 5.2%)
- Melt likely to be improved
 - 2020: 23% melt rate (confirm to enroll)
 - Typical melt rate is 10-12%

All Students (Headcount): 15 Weeks from Start of Term

| | Fall 2020 | Fall 2021 | # Change | % Change |
|-------------------------|-----------|-----------|----------|----------|
| Continuing Students | 1,904 | 1,797 | -107 | -5.6% |
| Returning Students | 109 | 118 | 9 | 8.3% |
| Non-admitted | 36 | 17 | -19 | -52.5% |
| Grand Total – Headcount | 2,102 | 1,987 | -115 | -5.5% |
| Grand Total - FTE | 1,743 | 1,261 | -111 | -6.4% |

All Students by Residency: 15 Weeks From Start of Term



| | Fall 2020 | Fall 2021 | # Change | % Change |
|------------------|-----------|-----------|----------|----------|
| Alaska | 23 | 22 | -1 | -4.3% |
| California | 526 | 489 | -37 | -7.0% |
| Hawaii | 36 | 20 | -16 | -44.4% |
| Idaho | 16 | 16 | 0 | 0.0% |
| Oregon | 1,326 | 1,281 | -45 | -3.4% |
| Washington | 88 | 71 | -17 | -19.3% |
| All Other States | 87 | 88 | 1 | 1.1% |



University Formula Funding: Student Success and Completion Model (SSCM)

Postsecondary Finance and Capital

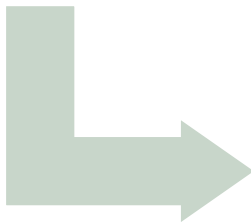
May 2021

Overview of Funding

\$836.9 Million

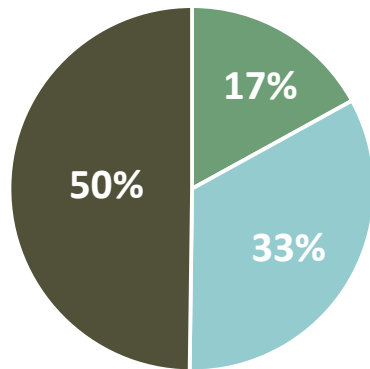
- Appropriated for FY2020-21 biennium
- HB 5024, 2019 Regular Session

Authority/Rules
ORS 350.075
OAR 715-013-0025
715-013-0040



\$410.1 Million (FY2020)

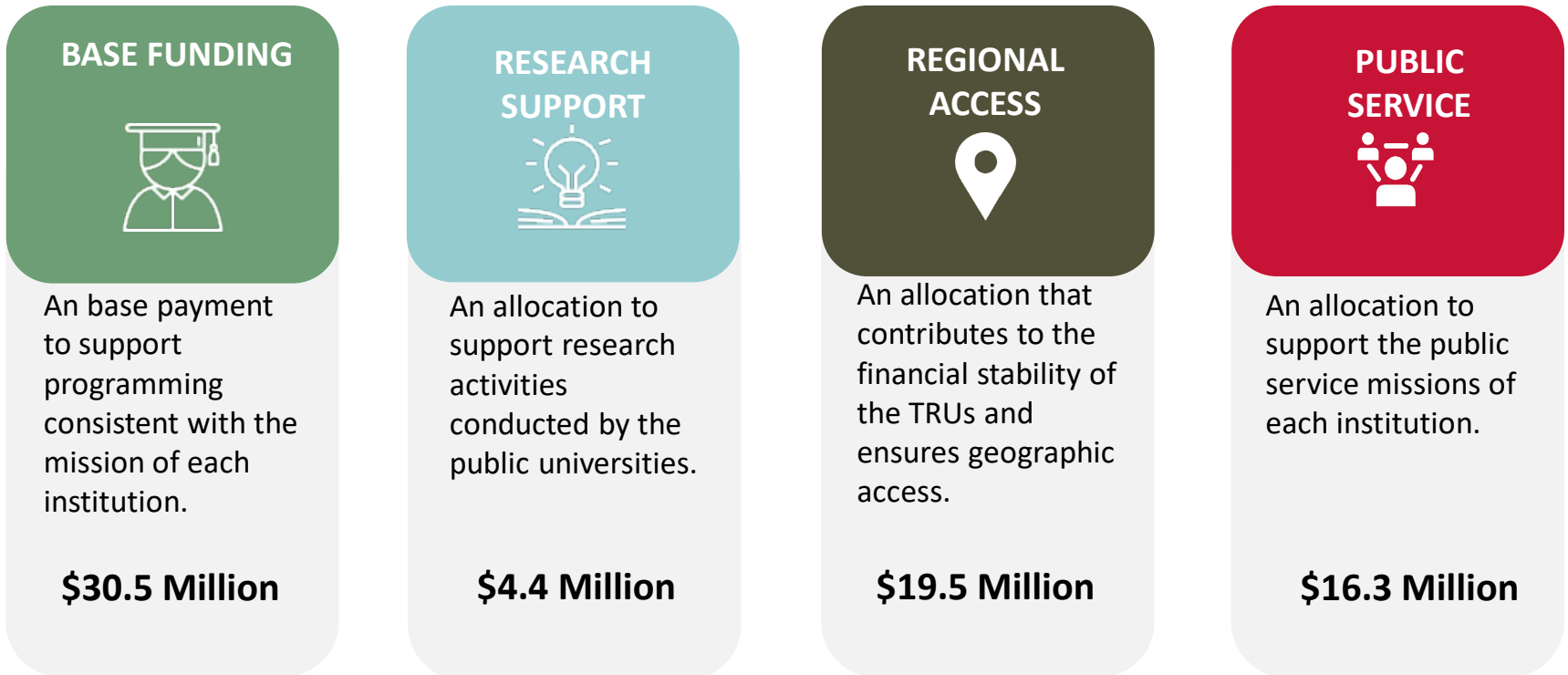
- \$410.1M – 49% of the total for FY2020
- \$426.8M – 51% of the total for FY2021



- Mission Support, \$68.1M, 17%
- Activities, \$136.8M, 33%
- Outcomes, \$205.2M, 50%

Mission Support

Taken off the top and grows by the lesser of inflation or the growth in the total funding allocated to the public university support fund (PUSF).



28

Note: SOU saw gains in Base Funding and Regional Access

Funding for Outcomes and Activities – FY2020

\$410.1 million
(68.1 million)

Total Allocation

Mission Support

\$342 million

Available for Outcomes and Activities

Outcomes

60%

\$205.2 million

Activities

40%

\$136.8 million

Outcomes and Activities Data

OUTCOMES BASED ALLOCATION



- Resident degree completions* (3-year average)
 - Degrees completed by level and discipline
 - Transfer degree discount
 - Community College transfer degree bonus
 - Underrepresented student completions
- Points are awarded and weighted by:
 - Degree level
 - Academic discipline
 - Targeted population group
 - Area of study bonus (STEM, bilingual education)

*Doctoral completions for both resident and non-residents are included in the formula data

ACTIVITY BASED ALLOCATION



- Number of resident student credit hours completed by level and discipline (3-year average)
- Summer, fall, winter and spring quarters for the three prior academic years (2017, 2018 and 2019)
- Cost weights applied by level (baccalaureate, master's, doctoral) and academic discipline to get weighted hours

Data Collection Example – Activities

- The example below includes hypothetical data.
- All resident student completed hours are collected for all levels of instruction across all disciplines.
- Cost weights are applied for each level/discipline combination.

| Course Level | Academic Discipline | Avg Credit Hours | Cost Weight | Weighted Hours |
|-------------------------------------|---------------------|------------------|-------------|----------------|
| Freshman / Sophomore | Engineering | 5,000 | 1.98 | 9,900 |
| Junior / Senior | Psychology | 2,500 | 0.92 | 2,300 |
| Master's | Education | 2,250 | 1.38 | 3,105 |
| Doctoral | History | 1,100 | 2.96 | 3,256 |
| Total Points for Institution | | 10,850 | | 18,561 |

Funding by Institution – Activities

- All weighted hours for all institutions are added up.
- The total of weighted hours is divided into the available funding to get a dollar value per weighted hour.
- The dollar value per weighted hour is then multiplied by the total weighted hours for each institution to get the funding for each institution.

\$136.8 million / 4,413,486 weighted hours = \$30.99 per weighted hour

Calculation of Funding (\$30.99 per weighted hour)

| Institution | Weighed Hours | Dollars |
|---------------|------------------|----------------------|
| EOU | 109,204 | \$3,384,951 |
| OIT | 249,383 | \$7,730,034 |
| OSU | 1,567,496 | \$48,586,959 |
| PSU | 1,141,424 | \$35,380,179 |
| SOU | 184,302 | \$5,712,715 |
| UO | 913,149 | \$28,304,442 |
| WOU | 248,528 | \$7,703,512 |
| TOTALS | 4,413,486 | \$136,802,792 |

Points for the Outcomes Based Allocation

Degree Weights

| | |
|---------------|-----|
| Baccalaureate | 2.0 |
| Master's | 1.0 |
| Professional | 1.0 |
| Doctoral | 1.4 |
| Certificate | 0.2 |

Cost Weights

By level of degree and
academic discipline

Area of Study Bonus

STEM + Health 20%
Bilingual Education 120%

Targeted Populations

Low Income (Pell)
Underrepresented
Minority
Rural
Veteran

Data Collection Example – Outcomes

- The example below includes hypothetical data.
- All resident student degrees are collected for all levels of instruction across all disciplines. Degree weights are applied by type of degree.
- Cost weights are applied by level/discipline combination.
- The area of study bonus, transfer discount, transfer bonus and the targeted populations bonus are applied as well.

| Type of Degree | Academic Discipline | Avg Degrees | Degree Weight | Cost Weight | Area of Study Bonus | Transfer Discount | Transfer Bonus | Targeted Population | Points |
|-------------------------|---------------------|-------------|---------------|-------------|---------------------|-------------------|----------------|---------------------|--------------|
| Non-transfer bachelor's | Engineering | 1.00 | 2.00 | 2.10 | 0.4 | 0.00% | 0.00% | | 4.6 |
| PU Transfer | History | 1.00 | 2.00 | 1.24 | 0 | 37.50% | 0.00% | | 1.55 |
| CC Transfer | History | 1.00 | 2.00 | 1.24 | 0 | 37.50% | 37.50% | | 2.48 |
| Master's | Education | 1.00 | 1.00 | 1.18 | 0 | 0.00% | 0.00% | | 1.18 |
| Doctoral | Psychology | 1.00 | 1.40 | 2.35 | 0 | 0.00% | 0.00% | | 3.29 |
| Underrepresented 34 | | 1.00 | | | | | | 1.0 | 1.0 |
| | | | | | | | | Score: | 14.10 |

Funding by Institution – Outcomes

- All outcomes points for all institutions are added up.
- The total points is divided into the available funding to get a dollar value per point.
- The dollar value per point is then multiplied by the total points for each institution to get the funding for each institution.

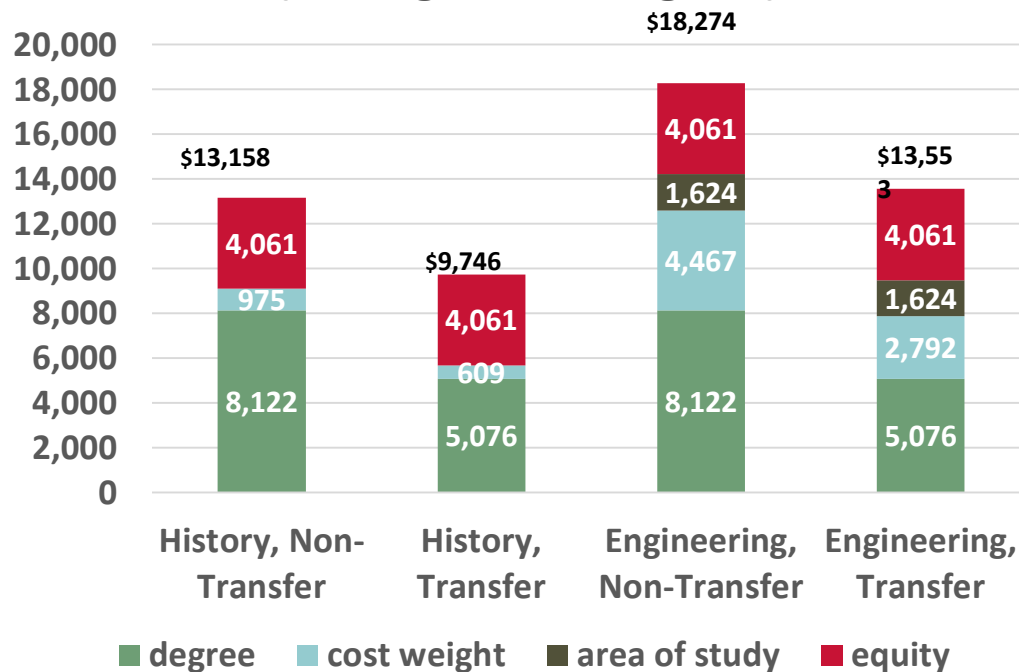
**\$205.2 million / 50,528 points =
\$4,061.19 per point**

Calculation of Funding (\$4,061.19 per point)

| Institution | Points | Dollars |
|---------------|---------------|----------------------|
| EOU | 1,510 | \$6,135,524 |
| OIT | 2,667 | \$10,832,998 |
| OSU | 16,512 | \$67,059,238 |
| PSU | 14,779 | \$60,021,166 |
| SOU | 2,069 | \$8,403,215 |
| UO | 10,156 | \$41,246,226 |
| WOU | 2,833 | \$11,505,820 |
| TOTALS | 50,528 | \$205,204,187 |

What's a degree worth?

Degree Component Values (Undergraduate Degrees)



- This is for undergraduate, transfer and non-transfer degrees in history and engineering; for transfers from another public university, private institution, or from out-of-state
- The general value of the degree and cost weight is reduced as a result of the transfer discount
- The value of the area of study and equity bonuses remains the same; the equity bonus assumes one characteristic

SSCM Working Group Recommendations



- Status: Initiatives developed and presented to President and VPs for a “vector check”
- Next steps:
 - Consolidate initiatives, then present to Academic Affairs Division Directors (for feedback)
 - Develop training and education program, reinforcing key observation: ***Retention and Completion are critical***
 - Conduct administrative cross-check on CIP codes (maximize cost weighting changes)
 - Continue to recruit “targeted populations”...then fully engage student services to ensure their success

Fiscal Year 2021-2022 Budget

Overview of All Funds

1. Budgeted Operations (also called E&G)
 - Academic Units
 - Support Areas
2. Auxiliaries
 - Housing
 - Excludes: NCV (Agency)
 - Student Health and Wellness Center (SHWC)
 - SRC
3. Designated Operations & Service Centers
 - Copy & Print Center
 - Jefferson Public Radio (JPR)

1. E&G Budget

Key Assumptions and Observations

- Labor increases appear magnified due to furloughs and hiring freeze during pandemic
- S&S increases
 - IT cost increases incurred during pandemic
 - (i.e. ZOOM, Firewall, etc.)
 - Legacy review of contra-expense accounts
 - 2.25% S&S Increase to address CPI
- Transfers
 - See Consent Agenda for detailed transfer breakdown

2. Auxiliaries Budget

Key Assumptions and Observations

- Fee revenues projected to be down; some auxiliary fund balance use may be necessary for operations
- Lottery support decreasing *LESS* than expected
- Labor increases appear magnified due to furloughs and hiring freeze during pandemic
- S&S increases
 - Largely travel and equipment replacement cycle
 - Athletics return to normal sports operations &
 - Cost escalations for health & safety
- Housing losses magnified by pandemic; support from relief acts will be necessary

3. Designated Operations and Service Centers

Key Assumptions and Observations

- Labor increases appear magnified due to furloughs and hiring freeze during pandemic
- S&S scaling back some as programs reduce need
- Largely stable but some concern around revenue generation coming out of the pandemic will require careful monitoring
- Some expense offsets in FY21 will not repeat in FY22
- Growth in IT expenses directly tied to pandemic

Southern Oregon University

Budgeted Operations



| | 2020 Actuals ¹ | FY21 Adopted + Adjustments | FY21 Year End Est Projection ² | FY22 Proposed Budget |
|---------------------------------------|---------------------------|-------------------------------|--|-------------------------|
| REVENUES | | | | |
| Enrollment Fees | 38,567,336 | 36,870,222 | 36,139,950 | 36,357,504 |
| Gov't Resources and Allocations | 23,073,821 | 23,666,814 | 23,937,470 | 25,238,920 |
| Misc. Other Revenues | 2,453,413 | 2,146,475 | 1,090,982 | 2,101,195 |
| REVENUES Total | 64,094,570 | 62,683,511 | 61,168,402 | 63,697,619 |
| LABOR | | | | |
| Unclassified | (25,627,230) | (24,064,050) | (22,576,025) | (27,132,720) |
| Classified | (6,362,496) | (5,605,001) | (5,188,029) | (6,689,985) |
| Grad Assist | (197,735) | (194,220) | (174,150) | (166,490) |
| Student Labor | (1,247,413) | (1,293,282) | (824,397) | (1,448,501) |
| Benefits & OPE | (18,541,274) | (19,291,727) | (16,865,264) | (19,746,534) |
| LABOR Total | (51,976,148) | (50,448,280) | (45,627,865) | (55,184,230) |
| SUPPLIES AND SERVICES | (10,377,890) | (10,926,424) | (10,277,910) | (12,160,282) |
| CAPITAL EXPENSES | (99,152) | (253,251) | (128,075) | (260,013) |
| TRANSFERS | | | | |
| Transfers In | 60,988 | 105,807 | 620,497 | 105,807 |
| Transfers Out | (1,974,426) | (1,867,666) | (2,207,285) | (2,618,576) |
| TRANSFERS Total | (1,913,438) | (1,761,859) | (1,586,788) | (2,512,769) |
| Total Expenditures | (64,366,628) | (63,389,814) | (57,620,638) | (70,117,294) |
| Federal Relief, Cost Cutting, Savings | | | | 7,345,669 |
| FY22 Net Expenditures | | | | (62,771,625) |
| Total Revenue - Expenses | (272,058) | (706,303) | 3,547,764 | 925,994 |

¹FY20 is exceptional due to furloughs and S&S savings in Qtr 4 stemming from start of COVID pandemic in March 2020

²FY21 is exceptional due to furlough and S&S savings from pandemic 7/1/20 – 6/30/21

Southern Oregon University

Auxiliary Operations



| | 2020 Actuals ¹ | FY21 Adopted + Adjustments | FY21 Year End Est Projection ² | FY22 Proposed Budget |
|---------------------------------------|---------------------------|-------------------------------|--|-------------------------|
| REVENUES | | | | |
| Enrollment Fees | 5,791,563 | 6,525,181 | 5,525,760 | 6,431,849 |
| Gov't Resources and Allocations | 927,413 | 1,073,844 | 1,073,844 | 1,073,844 |
| Misc. Other Revenues | 6,650,731 | 7,966,633 | 3,630,386 | 5,948,737 |
| REVENUES Total | 13,369,707 | 15,565,658 | 10,229,990 | 13,454,430 |
| LABOR | | | | |
| Unclassified | (2,741,800) | (2,907,258) | (2,187,212) | (3,249,713) |
| Classified | (1,097,492) | (1,113,843) | (812,810) | (1,071,988) |
| Grad Assist | 0 | 0 | 0 | 0 |
| Student Labor | (942,100) | (1,061,851) | (559,796) | (1,196,060) |
| Benefits & OPE | (2,399,118) | (1,319,962) | (1,966,155) | (2,847,525) |
| LABOR Total | (7,180,510) | (6,402,914) | (5,525,973) | (8,365,286) |
| SUPPLIES AND SERVICES | (8,629,331) | (8,429,123) | (6,425,663) | (8,741,161) |
| CAPITAL EXPENSES | 0 | 0 | 0 | 0 |
| TRANSFERS | | | | |
| Transfers In | 3,987,277 | 2,355,507 | 1,700,423 | 3,321,355 |
| Transfers Out | (2,353,162) | (1,138,545) | (765,656) | (1,259,918) |
| TRANSFERS Total | 1,634,115 | 1,216,962 | 934,767 | 2,061,437 |
| Total Expenditures | (14,175,726) | (13,615,075) | (11,016,869) | (15,045,010) |
| Federal Relief, Cost Cutting, Savings | | | | 2,662,231 |
| FY22 Net Expenditures | | | | (12,382,779) |
| Total Revenue - Expenses | (806,019) | 1,950,583 | (786,879) | 1,071,651 |

¹FY20 is exceptional due to furloughs and S&S savings in Qtr 4 stemming from start of COVID pandemic in March 2020

²FY21 is exceptional due to furlough and S&S savings from pandemic 7/1/20 – 6/30/21

Southern Oregon University

Designated and Service Center Operations



| | 2020 Actuals | FY21 Adopted + Adjustments | FY21 Year End Est Projection | FY22 Proposed Budget |
|---------------------------------------|--------------------|-------------------------------|---------------------------------|-------------------------|
| REVENUES | | | | |
| Enrollment Fees | 958,136 | 1,226,517 | 838,952 | 1,001,594 |
| Gov't Resources and Allocations | 0 | 0 | 0 | 0 |
| Misc. Other Revenues | 3,837,579 | 4,222,365 | 2,905,201 | 4,199,365 |
| REVENUES Total | 4,795,715 | 5,448,882 | 3,744,153 | 5,200,959 |
| LABOR | | | | |
| Unclassified | (1,673,126) | (1,705,531) | (1,185,000) | (1,754,121) |
| Classified | (399,010) | (421,935) | (348,722) | (419,121) |
| Grad Assist | 0 | 0 | 0 | 0 |
| Student Labor | (144,945) | (179,721) | (82,370) | (192,257) |
| Benefits & OPE | (1,184,705) | (1,228,516) | (913,688) | (1,297,623) |
| LABOR Total | (3,401,786) | (3,535,703) | (2,529,780) | (3,663,122) |
| SUPPLIES AND SERVICES | (2,026,045) | (2,212,852) | (1,585,869) | (2,193,800) |
| CAPITAL EXPENSES | (274,883) | (12,086) | (95,823) | (12,086) |
| TRANSFERS | | | | |
| Transfers In | 769,558 | 670,653 | 1,211,171 | 678,087 |
| Transfers Out | (339,189) | (226,755) | (775,087) | (226,755) |
| TRANSFERS Total | 430,369 | 443,898 | 436,084 | 451,332 |
| Total Expenditures | (5,272,345) | (5,316,743) | (3,775,387) | (5,417,676) |
| Federal Relief, Cost Cutting, Savings | | | | 350,000 |
| FY22 Net Expenditures | | | | (5,067,676) |
| Total Revenue - Expenses | (476,630) | 132,139 | (31,234) | 133,283 |

¹FY20 is exceptional due to furloughs and S&S savings in Qtr 4 stemming from start of COVID pandemic in March 2020

²FY21 is exceptional due to furlough and S&S savings from pandemic 7/1/20 – 6/30/21

Southern Oregon University

Combined Operations



| | 2020 Actuals ¹ | FY21 Adopted + Adjustments | FY21 Year End Est Projection ² | FY22 Proposed Budget |
|---------------------------------------|---------------------------|-------------------------------|--|-------------------------|
| REVENUES | | | | |
| Enrollment Fees | 45,317,035 | 44,621,920 | 42,504,662 | 43,790,947 |
| Gov't Resources and Allocations | 24,001,234 | 24,740,658 | 25,011,314 | 26,312,764 |
| Misc. Other Revenues | 12,941,723 | 14,335,473 | 7,626,569 | 12,249,297 |
| REVENUES Total | 82,259,992 | 83,698,051 | 75,142,545 | 82,353,008 |
| LABOR | | | | |
| Unclassified | (30,042,156) | (28,676,839) | (25,948,237) | (32,136,554) |
| Classified | (7,858,998) | (7,140,779) | (6,349,561) | (8,181,094) |
| Grad Assist | (197,735) | (194,220) | (174,150) | (166,490) |
| Student Labor | (2,334,458) | (2,534,854) | (1,466,563) | (2,836,818) |
| Benefits & OPE | (22,125,097) | (21,840,205) | (19,745,107) | (23,891,682) |
| LABOR Total | (62,558,444) | (60,386,897) | (53,683,618) | (67,212,638) |
| SUPPLIES AND SERVICES | (21,033,266) | (21,568,399) | (18,289,441) | (23,095,243) |
| CAPITAL EXPENSES | (374,035) | (265,337) | (223,898) | (272,099) |
| TRANSFERS | | | | |
| Transfers In | 4,817,823 | 3,131,967 | 3,532,091 | 4,105,249 |
| Transfers Out | (4,666,777) | (3,232,966) | (3,748,028) | (4,105,249) |
| TRANSFERS Total | 151,046 | (100,999) | (215,937) | 0 |
| Total Expenditures | (83,814,699) | (82,321,632) | (72,412,894) | (90,579,980) |
| Federal Relief, Cost Cutting, Savings | | | | 10,357,900 |
| FY22 Net Expenditures | | | | (80,222,080) |
| Total Revenue - Expenses | (1,554,707) | 1,376,419 | 2,729,651 | 2,130,928 |

¹FY20 is exceptional due to furloughs and S&S savings in Qtr 4 stemming from start of COVID pandemic in March 2020

²FY21 is exceptional due to furlough and S&S savings from pandemic 7/1/20 – 6/30/21

Summary of Expenditures by Fund Type



| Fund | 2019 Actuals | 2020 Actuals ¹ | FY21 Year End Estimate Projection ² | FY22 Proposed Budget |
|---|--------------|---------------------------|--|----------------------|
| Budgeted Ops (Fund Type 11) | \$63,815,682 | \$64,366,628 | \$57,622,802 | \$70,117,294 |
| Auxiliary Ops (Fund Type 20) | \$14,825,608 | \$14,175,726 | \$11,016,869 | \$15,045,010 |
| Designated Ops & Service Centers (Fund Types 12 & 13) | \$5,386,667 | \$5,272,345 | \$3,775,387 | \$5,417,676 |
| Combined Ops | \$84,027,957 | \$83,814,699 ¹ | \$72,412,894 ² | \$90,579,980 |

- Relief Funding will offset many expenses in FY22
- Critical 1 year window
- Pathway toward sustainability involves:
 - Continued focus on enrollment growth and retention,
 - Strategic investments where possible,
 - Emphasis on eliminating structural deficit that is hindering success

¹FY20 is exceptional due to furloughs and S&S savings in Qtr 4 stemming from start of COVID pandemic in March 2020

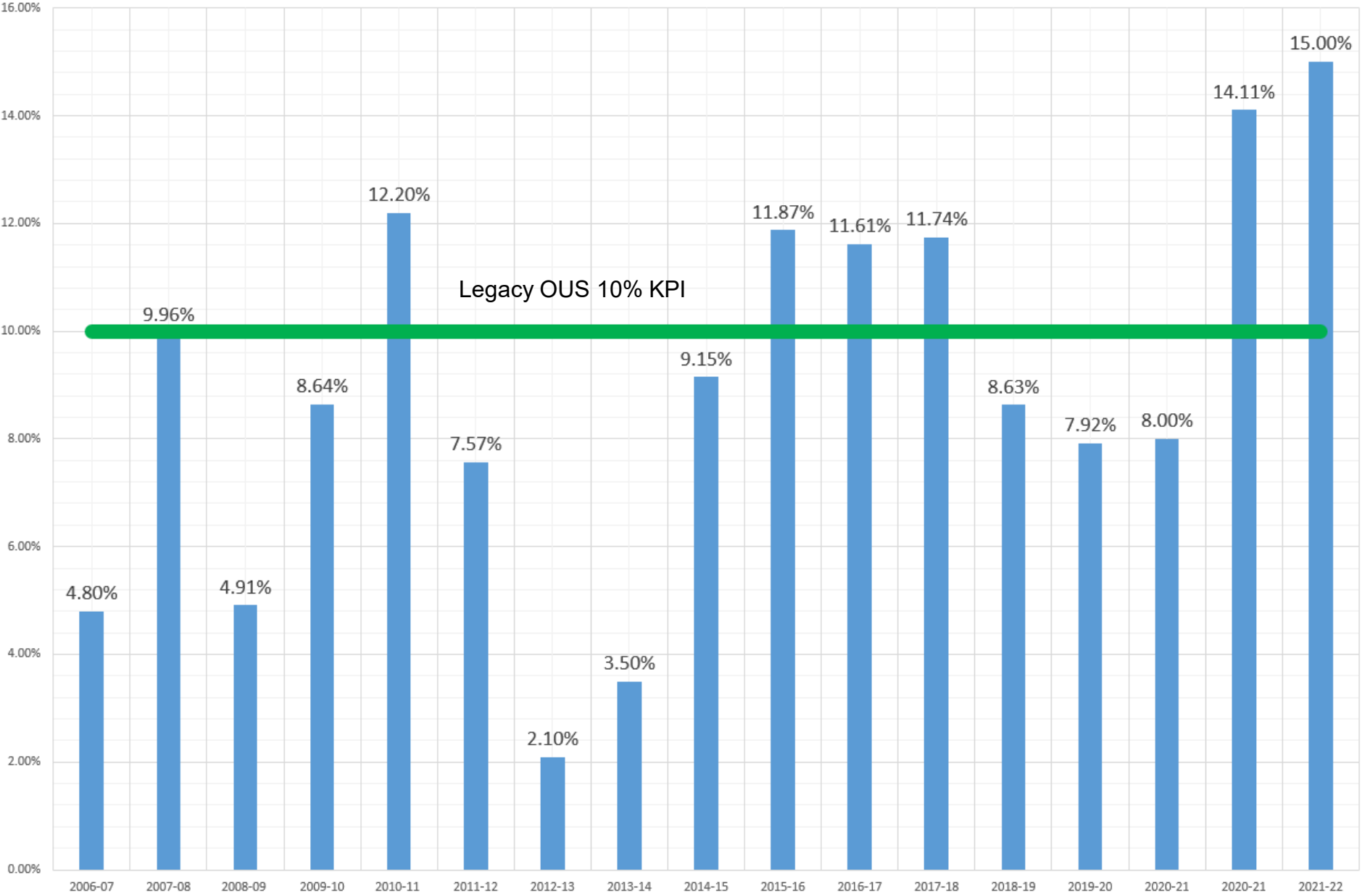
²FY21 is exceptional due to furlough and S&S savings from pandemic 7/1/20 – 6/30/21

FY22 E&G Budget w/o Federal Relief

- Year to date actuals and Estimate to complete FY21
- Furlough savings YTD and FY22 budgeted through 9/4/2021
 - Admin and Classified where available
- Does not include projected CRRSSA or ARP federal relief (ROE)
- **Outcome: Roughly 11 days “run time” (making payroll)**
 - **Completely consumes all fund balance gains made in FY21**
- Revenues **will not** keep pace with expenses as we return to normal Face-2-Face operations
- Projected \$2.2M ending fund balance and **3.47%** KPI (NACUBO recommendation is 40%)

| | 2019-20 | 2020-21 | 2021-22 |
|--|-------------------------------------|---------------|--------------|
| | Actual | FY Forecast | FY22 BUDGET |
| | (000's) | (000's) | (000's) |
| Education and General <input type="checkbox"/> | | | |
| <i>(in thousands of dollars)</i> | | | |
| Revenue | | | |
| State Appropriations: SSCM | 22,696 | 23,559 | 24,861 |
| <i>One-time Funding Changes</i> | | | |
| Total State Funding (SSCM,ETSF,SELP) | 23,074 | 23,937 | 25,239 |
| Tuition | 39,365 | 35,978 | 36,340 |
| Fees | 3,167 | 3,421 | 3,293 |
| Raider Aid | (3,965) | (3,259) | (3,276) |
| <i>Oth tuition & fee adjustments</i> | | | |
| Tuition, net of Raider Aid | 38,567 | 36,140 | 36,358 |
| <i>Growth Opportunities</i> | | | |
| <i>Revenue External to modeling</i> | | | |
| Misc. Other Revenue | 2,453 | 1,091 | 2,101 |
| TOTAL REVENUES | 64,095 | 61,168 | 63,698 |
| Personnel Services | | | |
| Faculty | (16,083) | (14,578) | (17,118) |
| Admin | (9,617) | (7,998) | (10,261) |
| Classified | (6,362) | (5,188) | (6,900) |
| Student (& Other) | (1,445) | (999) | (1,615) |
| Salaries Total | (33,508) | (28,763) | (35,894) |
| Retirement (PERS + ORP) | (7,881) | (6,983) | (8,355) |
| PEBB | (7,312) | (7,044) | (7,780) |
| Other | (3,275) | (2,838) | (3,612) |
| OPE | (18,469) | (16,865) | (19,747) |
| <i>Vacancy Adj.</i> | | | |
| <i>Other Adj. to Labor</i> | | | 456 |
| Net Personnel | (51,977) | (45,628) | (55,184) |
| Supplies & Services | (10,477) | (10,278) | (12,160) |
| Capital Expenses | | (128) | (260) |
| <i>Program Investment</i> | | | |
| <i>S&S Adjustments</i> | | | |
| Total Supplies & Services, Capital Expenses | (10,477) | (10,406) | (12,420) |
| <i>Cost Reductions, Savings, Outside Support</i> | | | |
| TOTAL EXPENDITURES | (62,454) | (56,034) | (67,605) |
| Net from Operations Before Transfers | 1,641 | 5,135 | (3,907) |
| Budgeted Transfers | (1,913) | (1,587) | (2,513) |
| <i>Transfers Adjustments</i> | | | |
| NET TRANSFERS | (1,913) | (1,587) | (2,513) |
| <i>Change in Fund Balance</i> | <input checked="" type="checkbox"/> | | |
| | (273) | 3,548 | (6,420) |
| Beginning Fund Balance | 5,354 | 5,449 | 8,629 |
| Ending Fund Balance | 5,081 | 8,629 | 2,209 |
| % Operating Revenues | 7.92% | 14.11% | 3.47% |

E&G Ending Fund Balance as % of Revenue FY07 - FY22



FY22 E&G Draft Budget w/ CRRSAA & ARP

- Year to date actuals and Estimate to complete FY21
- Furlough savings YTD (including new savings thru end of FY)
- **INCLUDES \$7.3M CRRSSA and ARP federal relief**
 - Target for 15% EFB
- Remaining relief funding allocated across other funds
- Outcomes: **one-time funding** provides shock absorber for next biennium and 50 days “run time” (making payroll); and coverage for other operational losses
- Projected \$9.6M ending fund balance and **15.0%** KPI (NACUBO recommendation is 40%)

| | 2019-21 Biennium | | 2021-23 Biennium |
|--|---|---------------------------------------|---------------------------------------|
| Education and General <input type="checkbox"/> | 2019-20 Actual (in thousands of dollars) (000's) | 2020-21 FY Forecast (000's) | 2021-22 FY22 BUDGET (000's) |
| Revenue | | | |
| State Appropriations: SSCM | 22,696 | 23,559 | 24,861 |
| <i>One-time Funding Changes</i> | | | |
| Total State Funding (SSCM,ETSF,SELP) | 23,074 | 23,937 | 25,239 |
| Tuition | 39,365 | 35,978 | 36,340 |
| Fees | 3,167 | 3,421 | 3,293 |
| Raider Aid | (3,965) | (3,259) | (3,276) |
| <i>Oth tuition & fee adjustments</i> | | | |
| Tuition, net of Raider Aid | 38,567 | 36,140 | 36,358 |
| <i>Growth Opportunities</i> | | | |
| <i>Revenue External to modeling</i> | | | |
| Misc. Other Revenue | 2,453 | 1,091 | 2,101 |
| TOTAL REVENUES | 64,095 | 61,168 | 63,698 |
| Personnel Services | | | |
| Faculty | (16,083) | (14,578) | (17,118) |
| Admin | (9,617) | (7,998) | (10,261) |
| Classified | (6,362) | (5,188) | (6,900) |
| Student (& Other) | (1,445) | (999) | (1,615) |
| Salaries Total | (33,508) | (28,763) | (35,894) |
| Retirement (PERS + ORP) | (7,881) | (6,983) | (8,355) |
| PEBB | (7,312) | (7,044) | (7,780) |
| Other | (3,275) | (2,838) | (3,612) |
| OPE | (18,469) | (16,865) | (19,747) |
| <i>Vacancy Adj.</i> | | | |
| <i>Other Adj. to Labor</i> | | | 456 |
| Net Personnel | (51,977) | (45,628) | (55,184) |
| Supplies & Services | (10,477) | (10,278) | (12,160) |
| Capital Expenses | | (128) | (260) |
| <i>Program Investment</i> | | | |
| <i>S&S Adjustments</i> | | | |
| Total Supplies & Services, Capital Expenses | (10,477) | (10,406) | (12,420) |
| Cost Reductions, Savings, Outside Support | | | 7,346 |
| TOTAL EXPENDITURES | (62,454) | (56,034) | (60,259) |
| Net from Operations Before Transfers | 1,641 | 5,135 | 3,439 |
| Budgeted Transfers | (1,913) | (1,587) | (2,513) |
| <i>Transfers Adjustments</i> | | | |
| NET TRANSFERS | (1,913) | (1,587) | (2,513) |
| Change in Fund Balance | <input checked="" type="checkbox"/> (273) | 3,548 | 926 |
| Beginning Fund Balance | 5,354 | 5,081 | 8,629 |
| Ending Fund Balance | 5,081 | 8,629 | 9,555 |
| % Operating Revenues | 7.92% | 14.11% | 15.00% |

Governance Work Group Recommendations

New Trustee Orientation Goals

WHY ARE WE HERE?

- Welcome, Introductions
- Objectives for orientation
- Why are YOU here?

GETTING TO KNOW SOU

About SOU

- General information (enrollment, programs overview, etc.)
- Core strengths, signature programs, points of pride
- Mission, Vision, Values, Strategic Plan
- Equity, diversity, and inclusion at SOU
- Presidential search process update

Organizational Structure, Shared Governance

- President's Office and the Importance of the Board-President Partnership
- VPs and the Cabinet, Direct Reports
- Faculty and governance
 - Faculty Senate
 - Curriculum
- Students and governance
 - Associated Students of Southern Oregon University
 - Student Life, activities
- All Staff and Governance
 - Staff Senate
 - University Policies

Meet the Vice Presidents and Cabinet Members

(overview of the areas each is responsible for along with board intersections)

- Provost and Vice President for Academic Affairs
- Vice President University Advancement and Executive Director of the SOU Foundation
- Vice President for Finance and Administration
- Vice President for Enrollment Management and Student Affairs
- Vice President for Equity, Diversity, and Inclusion
- Associate Vice President, Government Relations & Outreach
- General Council
- Director, Information Technology

Transition to Independent Governing Boards

- Oregon University System and the State Board of Higher Education
- Board Authority and Formation
- Higher Education Coordinating Commission

FUNDAMENTALS OF TRUSTEESHIP

Board Structure and Support

- Board Composition
- Board Committees

Roles and Responsibilities of Trustees

- Legal Orientation
- Public Meetings
- Public Records
- Personal Responsibility
- Government Ethics

Office of the Board of Trustees

- Office of the Board of Trustees
- Internal Audit Function

OTHER ORIENTATION COMPONENTS /ONGOING EDUCATION

- Board Mentors [Also call(s) with board officers]
- Campus/Facilities Tours
- Enrollment
- The Funding Model
- Finances and the Budget
- Invitations and Events: get to know each other, students, faculty, staff, other trustees/boards as appropriate.
- Ongoing education (AGB, EAB, HECC, SOU, Etc.)

ADDITIONAL NOTES:

The work group discussed the importance of starting with a peer-to-peer pre-meeting/call to welcome trustees and talk about “what is the job of being a board member?” and “what will you do as a trustee?” Also deemed important was underscoring the importance of each and every trustee’s voice (regardless of CEO, student, Ph.D., or anyone in between) and ensuring time for Q&A and discussion, not just presentations.

Board of Trustees Self-Evaluation

1. For recording purposes, please provide your name.

2. Expectations for board members are described in the board's "Resolution on the Responsibilities of Individual Trustees." Please rate yourself on the following.

| | Not Effective at All | Slightly effective | Moderately effective | Very effective | Extremely effective |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Evaluation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fiduciary Duties | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Respect | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal Behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Please indicate your current participation, your professional expertise and your future interest in the following committees.

| | Currently Serve | Professional Expertise | Future Interest |
|------------------------------|--------------------------|--------------------------|--------------------------|
| Academic and Student Affairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Executive and Audit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Finance and Administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. ~~Have you participated in other activities aside from required board and committee meetings?~~

Yes

No

Display This Question:

If 4= Yes:

4.b. If so, please indicate all of the SOU activities you have attended in the past year:

- Commencement
- Convocation
- Student Activities (ex.: Luau)
- ROARs
- ASSOU Meetings
- Faculty Senate Meeting
- Athletic Events
- SOU-related Community Events
- Fundraising Events
- Others

5. Are there barriers to your participation and/or fulfillment of your board responsibilities? (e.g., conflict in work schedule, increased family commitments, residence out-of-town, evolving personal health issues, other commitments)

Yes
No

Display This Question:

If 5 = Yes

5.b. If yes, please explain.

Display This Question:

If yes, please explain. Text Response Is Displayed

5.c. If any, are there ways that you think the board or university staff can help with addressing these barriers?

~~6. Please indicate your level of professional expertise in the following areas and check the area(s) in which you would like additional training/information.~~

| | No Experience | Limited Experience | Moderate Experience | Extensive Experience | Additional Training/Information |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------|
| Strategic planning and execution (<i>mission, goal-setting, measurement</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic affairs (<i>faculty matters, curriculum, academic support programs</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student affairs (<i>student life, student government, student success, issues</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Higher education (<i>trends, issues, history, nuances, emergent issues</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Board-president/CEO relationships (<i>management, development, evaluation, employment</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enterprise management (<i>internal/external audits, business affairs, internal controls, processes</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial management (<i>financial auditing, budgets, investing, bonding</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Philanthropy (<i>fundraising, stewardship, endowment investment</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Government relations (<i>federal affairs, state affairs, appropriations, legislative process</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Legal affairs (<i>policies, risk, litigation, employment matters</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical plant and planning (<i>construction, capital projects, maintenance, planning</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research (<i>grants, federal funding, commercialization, internal review board/safety</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Compliance (<i>state statutes, policy development, performance assessment</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. How would you rate the overall performance of the board?

| | Not Effective | Slightly Effective | Moderately Effective | Very Effective | Extremely Effective |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Performance Rating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. In the year ahead, I would like to see the board:

9. In the year ahead, I would like to personally engage with or focus on:

10. Please indicate the board leadership position(s) in which you would be interested in serving in the future, if any (select all that apply).

- Board Chair and Executive and Audit Committee Chair
- Vice Chair
- Academic and Student Affairs Committee Chair
- Finance and Administration Committee Chair
- Special Committee Chair (e.g., *Presidential Search Committee Chair, Work Group Chair*)
- I am not interested in serving in a board leadership position.

11. Please provide feedback for the following individuals with respect to their board leadership performance (*feedback on areas strength and opportunity*). *Feedback will be provided to the individual only and not shared with the full board.*

- Chair Nicholson
- Vice Chair Santos
- ASAC Chair Bullock
- EAC Chair Nicholson
- FAC Chair Clough

12. What are your suggestions to improve the performance of the board?

13. Do you have any additional comments or suggestions regarding the board, in general?

14. What can staff members do to better serve the board? *(Please provide general comments rather than comments directed at a specific individual.)*

15. What do you think about the number of board and committee meetings in 2020-21?

| | Too Few | Too Many | Just Enough | Too Many (but unavoidable under the circumstances) |
|------------------------------|-----------------------|-----------------------|-----------------------|--|
| Board of Trustees | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic and Student Affairs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Finance and Administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Executive and Audit | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Are you comfortable returning to meeting in person in September?

17. If we are meeting in person again in the 2021-22 academic year, would you like for the board to consider holding occasional board and/or committee meetings at SOU locations other than in the Hannon Library?

- Yes, I would like us to consider meeting in other places.
- Yes, I would like us to consider meeting in these or other places. but only if it logically makes sense with our agenda to hold meetings in these places.
- No. For consistency and ease of access, I would like us to meet in the same place.

18. Please provide any additional feedback you may have regarding our board's meetings or schedule.

19. How should board members suggest or request agenda items to the chairs?

- We should email the chairs and/or board secretary with our suggestions.
- The chairs should invite suggestions for future topics as an agenda item at the end of each meeting.
- Both methods should [continue to] be used.
- I would like to suggest another way to introduce agenda items.

Display This Question:

If 19 = I would like to suggest another way to introduce agenda items.

19.b. . . . and my suggestion is:

20. Are the meeting materials and related information presented to the board by the administrative units and staff relevant and helpful to the board in their decision making and in meeting their fiduciary responsibilities?

- Yes
- No

20.b. Please provide any additional feedback you have about presentation materials.

21. The board uses common parliamentary procedures to conduct meetings. Would you like to see more procedures implemented?

- No, our meetings procedures are fine/too much procedure gets in the way of progress.
- Yes, our meeting procedures need to be more structured/our meetings would benefit from additional procedures.
- I suggest the following specific improvements to meeting procedures:

Display This Question:

If 21 = I suggest the following specific improvements to meeting procedures:

21.b. Specific procedures:

22. At full board meetings, how would you describe the amount of time spent discussing recommendations/seconded motions from committees?

- Too much
- Not enough
- The appropriate amount of time

23. Please provide feedback on the **When meeting in person, educational items are usually presented at lunchtime in full board meetings (e.g., *Student Tuition, Debt and Affordability, Academic Resource Management, Governance and Ethics Refresher, etc.*). Should we continue this practice? Is there anything you would like to see or learn more about?**

24. The online materials we receive in preparation for meetings:

- Need to be simplified and made shorter.
- Should be more in-depth.
- Are fine the way they are and provide the appropriate information that I need.

25. Are you interested in a different or more formal format of meeting materials?

- Yes, a more formal format would be a welcome change.
- No, more formality would be an unwelcome change.
- I'm not sure/I'm comfortable with our current format.

~~**26. Would you like to complete a short assessment survey at more frequent intervals or following quarterly meetings to gauge progress and/or performance of the board?**~~

- ~~Yes~~
- ~~No~~

27. What do you think of the amount of communication from the board office?

- Too much
- Too little
- The appropriate amount

28. Suggestions for improving communication:

29. Please use the space below to provide additional feedback regarding any item(s) in this evaluation or on items not otherwise addressed.

Schedule of Agenda Items for Governance Topics

June 2021

- Board Composition Matrix (Knowledge, Skills, Abilities) instrument
- Board evaluation instrument
- Board Orientation Goals
- Schedule of Governance Agenda Items

September/October 2021

- Board Skills and Abilities Matrix
(Administration in September, review in October)
- Identify and connect board mentors and mentees

October 2021

- Consider revisions to [Board Statement on Recommending Candidates for At-Large Board Positions](#)
- Review results of board evaluation
- Make recommendations to EAC/BOT on schedule for policy review

January 2022

- Board chair initiates officer elections process by January 30 or as soon as practicable thereafter
- Create/update board legacy plans
- Make recommendations for AGB annual conference attendees

April 2022

- Trustees/staff to attend AGB Annual Conference on Trusteeship
- Adopt board legacy plans

June 2022

- Administration of annual board evaluation
- Board elections
- Board decision about continuation of work group or establishment of a standalone committee

Equity, Diversity, and Inclusion Work Group Update

Future Meetings

Adjournment