



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 14, 2022

TO: Southern Oregon University Board of Trustees

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Board of Trustees

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

The university president will deliver a report including a presidential transition update. Additional reports include those from board committees, the student body leadership, the Faculty Senate, the Staff Assembly, university advancement, and equity, diversity, and inclusion (EDI). The EDI report will include information on the USC Equity Institutes.

Action items on the agenda include a consent agenda with past meeting minutes, amendments to the Board Statement on Policies, and a legal services report. Additional action items include a review of the audited financial statements and acceptance of the SOU 2021 Annual Financial Report; the process for setting tuition and mandatory fees; and amendments to the Board Statement on the Process for Officer Election and the appointment of an election work group.

Updates will be provided on the budget, COVID plans and protocols, government relations, the Higher Education Coordinating Commission, the board's EDI Work Group, and the board's Governance Work Group. Other information and discussion items include a strategic plan discussion, and update on the Banner student information system-enterprise resource planning as well as communications process.

The board also will discuss a collective bargaining update. Pursuant to ORS 192.660 (2)(d), an executive session will be held to conduct deliberations with persons designated by the governing body to carry on labor negotiations. No final action will be taken in executive session.

The meeting will occur as follows:

Friday, January 21, 2022

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

Visit governance.sou.edu for meeting materials.

To join or view the proceedings, visit <https://sou.zoom.us/j/89438607899> at the time of the meeting.

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to submit their comments in writing at least 24-hours in advance of the meeting during this period of pandemic protocols. Please send written comments 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, or hand delivered to Churchill Hall, Room 107, at this address.

If special accommodations are required, please contact Pamela Tomac at (541) 552-8055 at least 72 hours in advance.



Board of Trustees
January 21, 2022

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, January 21, 2022
12:00 – 5:00 p.m. (or until business concludes)

<https://sou.zoom.us/j/89438607899>

AGENDA

Persons wishing to provide public comment shall do so in writing.
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 Daniel Santos
- 1.2 Roll and Declaration of a Quorum Sabrina Prud'homme,
SOU, Board Secretary
- 1.3 Agenda Review Chair Santos

2 Public Comment

5 min.

3 Consent Agenda

- 3.1 June 18, 2021 Meeting Minutes Chair Santos
- 3.2 October 14, 2021 Meeting Minutes
- 3.3 October 18, 2021 Meeting Minutes
- 3.4 October 21, 2021 Meeting Minutes
- 3.5 October 25, 2021 Meeting Minutes
- 3.6 October 27, 2021 Meeting Minutes
- 3.7 November 2, 2021 Meeting Minutes
- 3.8 November 9, 2021 Meeting Minutes
- 3.9 November 19, 2021 Meeting Minutes
- 3.10 Amendment to Board Statement on Policies
- 3.11 Legal Services Report

4 Reports

25 min.

- 4.1 President's Report President Richard Bailey
 - 4.1.1 Presidential Transition Update

Board of Trustees Meeting
Friday, January 21, 2022
12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

4.1.2 Other General Updates

20 min.	4.2	Committee Reports	Vice Chair Bullock; Trustee Clough; Chair Santos
5 min.	4.3	Student Body Leadership Report	Gabrielle Slyfield, ASSOU, President
5 min.	4.4	Faculty Senate Report	Dr. Melissa Anderson, SOU, Faculty Senate Chair
5 min.	4.5	Staff Assembly Report	Dr. Matt Stillman, SOU, Staff Assembly Chair
10 min.	4.6	Equity, Diversity, and Inclusion (EDI) Report	Toya Cooper, SOU, Vice President for Equity, Diversity, and Inclusion
		4.6.1 USC Equity Institutes	
10 min.	4.7	University Advancement Report	Janet Fratella, SOU, Vice President for University Advancement & SOU Foundation Executive Director
	5	Action, Information and Discussion Items	
30 min.	5.1	Review of Audited Financial Statements and Acceptance of Annual Financial Report for Fiscal Year 2020-21 (Action)	Jean Bushong, CLA, Principal
15 min.	5.2	Budget Update	Greg Perkinson, SOU, Vice President for Finance and Administration; Josh Lovern, SOU, Director of Budget and Planning
10 min.		-Break-	Chair Santos

**Board of Trustees Meeting
Friday, January 21, 2022
12:00 – 5:00 p.m. (or until business concludes)**

AGENDA (Continued)

5 min.	5.3 Update to COVID Plans and Protocols	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs; Anna D’Amato, SOU, Executive Director for Student Health and Wellness Center
20 min.	5.4 Banner Student Information System-Enterprise Resource Planning Update and Communications Process	Tom Battaglia, SOU, Chief Information Officer
10 min.	5.5 Higher Education Coordinating Commission Update	Greg Perkinson; Dr. Susan Walsh
15 min.	5.6 Process for Setting Tuition and Mandatory Fees (Action)	Dr. Susan Walsh, SOU, Provost; Greg Perkinson; Josh Lovern
10 min.	5.7 Government Relations Update	Jeanne Stallman, SOU, Associate Vice President of Government and Corporate Relations
30 min.	5.8 Strategic Plan Discussion	Chair Santos
10 min.	-Break-	Chair Santos
10 min.	5.9 Board Equity, Diversity, and Inclusion Work Group Update	Trustee janelle wilson, Associate Dean of Students/Director of Engagement and Support Programs
5 min.	5.10 Board Governance Work Group Update	Vice Chair Jonathon Bullock
10 min.	5.11 Amendments to Board Statement on the Process for Officer Election (Action)	Vice Chair Bullock
	5.11.1 Appointment of Elections Work Group	Chair Santos

Board of Trustees Meeting
Friday, January 21, 2022
12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

- | | | | |
|--------|------|---|---|
| 5 min. | 5.12 | Future Meetings | Chair Santos |
| 30 min | 5.13 | Collective Bargaining Update [Executive Session Pursuant to ORS 192.660 (2)(d)] | Jason Catz, SOU, General Counsel; Brian Caufield, USSE, Director of Labor Relations; Christine Meadows, USSE, Assistant Director Labor Relations Services |
| | 5.14 | Adjournment | |

Public Comment

Consent Agenda

**Board of Trustees Special Meeting
October 14, 2021**

MINUTES

Call to Order and Preliminary Business

Chair Santos called the meeting to order at 5:00 p.m. in the Meese Room of the Hannon Library.

Board Members present for the meeting and dinner (* indicates attendance only at the meeting portion of the interview):

Daniel Santos	Present	Lyn Hennion	Present
Jonathon Bullock	Present	Shaun Franks	Present
Barry Thalden	Present*	Debra Lee	Absent
Paul Nicholson	Present*	Mimi Pieper	Present
Deborah Rosenberg	Present	Steve Vincent	Present
Bill Thorndike	Present	Sheila Clough	Absent
janelle wilson	Present*		

Other meeting guests included: Dr. Chris Gilmer, presidential candidate; Sabrina Prud'homme, Board Secretary; and Pamela Tomac, Executive Assistant.

Public Comment

No one offered public comments.

Candidate Interview for the Position of University President [Executive Session Pursuant to ORS 192.660 (2)(a)]

After welcoming Dr. Chris Gilmer, Chair Santos said the board would interview Dr. Chris Gilmer for the position of SOU President and would then move to the Ashland Springs Hotel for dinner and further discussion with Dr. Gilmer. Chair Santos advised those in attendance that the board would enter into executive session to consider the employment of a public officer, employee, staff member or individual agent.

Chair Santos then recited applicable statutory provisions. Pursuant to ORS 192.660 (2)(a), the governing body of a public body would hold an executive session to consider the employment of a public officer, employee, staff member or individual agent. Pursuant to ORS 192.660 (6), no final action would be taken nor final decision made in the executive session.

In addition to SOU board members, only the following persons were permitted to remain for the executive session: Dr. Chris Gilmer; University Board Secretary, Sabrina Prud'homme; and Executive Assistant, Pamela Tomac.

Although no members of the media were present, Chair Santos stated, for the record, pursuant to ORS 192.660(4), representatives of the news media shall be allowed to

attend this executive session. Representatives of the news media were specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. In addition, members of the media were respectfully directed not to record the executive session.

The board then began its executive session. At the conclusion of the executive session, Chair Santos returned the meeting to open session and welcomed attendees back into the room, though none were present. Chair Santos then temporarily adjourned the meeting to transition to dinner.

Dinner and Discussion with Candidate


After arriving at 212 E. Main Street, Ashland, OR, the board reconvened. Trustee Debra Lee and guest Peter Sage joined dinner. Discussion ensued on various university, regional, and social topics among the trustees, Dr. Gilmer and invited guests.

Adjourn

Chair Santos adjourned the meeting at approximately 8:30 p.m.

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

**Board of Trustees Special Meeting
October 18, 2021**

MINUTES

Call to Order and Preliminary Business

Chair Santos called the meeting to order at 5:00 p.m. in the Meese Room of the Hannon Library.

Board Members present for the meeting and dinner (* indicates attendance only at the meeting portion of the interview):

Daniel Santos	Present	Lyn Hennion	Present
Jonathon Bullock	Present	Shaun Franks	Present
Barry Thalden	Present*	Debra Lee	Present
Paul Nicholson	Absent	Mimi Pieper	Present
Deborah Rosenberg	Present	Bill Thorndike	Present
Steve Vincent	Present*	Sheila Clough	Absent
janelle wilson	Present*		

Other meeting guests included: Dr. Brock Tessman, presidential candidate; Sabrina Prud'homme, Board Secretary; and Pamela Tomac, Executive Assistant.

Public Comment

No public comments were offered.

Candidate Interview for the Position of University President [Executive Session Pursuant to ORS 192.660 (2)(a)]

After welcoming Dr. Brock Tessman, Chair Santos said the board would interview Dr. Brock Tessman for the position of SOU President and would then move to the Ashland Hills Hotel for dinner and further discussion with Dr. Tessman. Chair Santos advised those in attendance that the board would enter into executive session to consider the employment of a public officer, employee, staff member or individual agent.

Chair Santos then recited applicable statutory provisions. Pursuant to ORS 192.660 (2)(a), the governing body of a public body may hold an executive session to consider the employment of a public officer, employee, staff member or individual agent. Pursuant to ORS 192.660 (6), no final action would be taken nor final decision made in the executive session.

In addition to SOU board members, only the following persons were permitted to remain for the executive session: Dr. Brock Tessman; University Board Secretary, Sabrina Prud'homme; and Executive Assistant, Pamela Tomac.

Although no members of the media were present, Chair Santos stated for the record, pursuant to ORS 192.660 (4), representatives of the news media shall be allowed to attend this executive session. All other members of the audience, except designated staff, were asked to leave the room. Representatives of the news media were

specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. In addition, members of the media were respectfully directed not to record the executive session.

The board then began its executive session. At the conclusion of the executive session, Chair Santos returned the meeting to open session and welcomed attendees back into the room, though none were present. Chair Santos then temporarily adjourned the meeting to transition to dinner.

Dinner and Discussion with Candidate


After arriving at 2525 Ashland Street, Ashland, OR, the board reconvened. Other attendees included Alex Bellen, Peter Sage, and Kristin Tessman. Discussion ensued on various social topics among the trustees, Dr. Tessman and invited guests.

Adjourn

Chair Santos adjourned the meeting at approximately 8:30 p.m.

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

**Board of Trustees Special Meeting
October 21, 2021**

MINUTES

Call to Order and Preliminary Business

Chair Santos called the meeting to order at 5:00 p.m. in the Meese Room of the Hannon Library.

Board Members present for the meeting and dinner (* indicates attendance only at the meeting portion of the interview):

Daniel Santos	Present	Lyn Hennion	Present
Jonathon Bullock	Present	Shaun Franks	Present
Barry Thalden	Present*	Debra Lee	Present
Paul Nicholson	Present*	Mimi Pieper	Present
Deborah Rosenberg	Present	Bill Thorndike	Absent
Steve Vincent	Present*	Sheila Clough	Present
janelle wilson	Present*		

Other meeting guests included: Dr. Curtis Bridgeman, presidential candidate; Sabrina Prud'homme, Board Secretary; and Pamela Tomac, Executive Assistant.

Public Comment

No one offered public comments.

Candidate Interview for the Position of University President [Executive Session Pursuant to ORS 192.660 (2)(a)]

After welcoming Dr. Curtis Bridgeman, Chair Santos said the board would interview Dr. Curtis Bridgeman for the position of SOU President and would then move to the Ashland Springs Hotel for dinner and further discussion with Dr. Bridgeman. Chair Santos advised those in attendance that the board would enter into executive session to consider the employment of a public officer, employee, staff member or individual agent.

Chair Santos then recited applicable statutory provisions. Pursuant to ORS 192.660 (2)(a), the governing body of a public body may hold an executive session to consider the employment of a public officer, employee, staff member or individual agent. Pursuant to ORS 192.660 (6), no final action would be taken nor final decision made in the executive session.

In addition to SOU board members, only the following persons were permitted to remain for the executive session: Dr. Curtis Bridgeman; University Board Secretary, Sabrina Prud'homme; and Executive Assistant, Pamela Tomac.

Although no members of the media were present, Chair Santos stated, for the record, pursuant to ORS 192.660 (4), representatives of the news media shall be allowed to attend this executive session. All other members of the audience, except designated staff, were asked to leave the room. Representatives of the news media were

specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. In addition, members of the media were respectfully directed not to record the executive session.

The board then began its executive session. At the conclusion of the executive session, Chair Santos returned the meeting to open session and welcomed attendees back into the room, though none were present. Chair Santos then temporarily adjourned the meeting to transition to dinner.

Dinner and Discussion with Candidate


After arriving at 212 E. Main Street, Ashland, OR, the board reconvened. Additional attendees included Alex Bellen, Peter Sage, and Beth Graham. Discussion ensued on various social topics among the trustees, Dr. Bridgeman and invited guests.

Adjourn

Chair Santos adjourned the meeting at approximately 8:30 p.m.

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

**Board of Trustees Special Meeting
October 25, 2021**

MINUTES

Call to Order and Preliminary Business

Chair Santos called the meeting to order at 5:00 p.m. in the Meese Room of the Hannon Library.

Board Members present for the meeting and dinner (* indicates attendance only at the meeting portion of the interview):

Daniel Santos	Present	Lyn Hennion	Present
Jonathon Bullock	Present	Shaun Franks	Present
Barry Thalden	Present*	Debra Lee	Present
Paul Nicholson	Present*	Mimi Pieper	Present
Deborah Rosenberg	Present	Steve Vincent	Present
Bill Thorndike	Present	Sheila Clough	Present
janelle wilson	Present*		

Other meeting guests included: Dr. Junius Gonzales, presidential candidate; Sabrina Prud'homme, Board Secretary; and Pamela Tomac, Executive Assistant.

Public Comment

No one offered public comments.

Candidate Interview for the Position of University President [Executive Session Pursuant to ORS 192.660 (2)(a)]

After welcoming Dr. Junius Gonzales, Chair Santos said the board would interview Dr. Junius Gonzales for the position of SOU President and would then move to the Ashland Hills Hotel for dinner and further discussion with Dr. Gonzales. Chair Santos advised those in attendance that the board would enter into executive session to consider the employment of a public officer, employee, staff member or individual agent.

Chair Santos then recited applicable statutory provisions. Pursuant to ORS 192.660 (2)(a), the governing body of a public body may hold an executive session to consider the employment of a public officer, employee, staff member or individual agent. Pursuant to ORS 192.660 (6), no final action would be taken nor final decision made in the executive session.

In addition to SOU board members, only the following persons were permitted to remain for the executive session: Dr. Junius Gonzales; University Board Secretary, Sabrina Prud'homme; and Executive Assistant, Pamela Tomac.

Although no members of the media were present, Chair Santos stated, for the record, pursuant to ORS 192.660 (4), representatives of the news media shall be allowed to attend this executive session. All other members of the audience, except designated staff, were asked to leave the room. Representatives of the news media were

specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. In addition, members of the media were respectfully directed not to record the executive session.

The board then began its executive session. At the conclusion of the executive session, Chair Santos returned the meeting to open session and welcomed attendees back into the room, though none were present. Chair Santos then temporarily adjourned the meeting to transition to dinner.

Dinner and Discussion with Candidate


After arriving at 2525 Ashland Street, Ashland, OR, the board reconvened. Additional attendees included Alex Bellen, Princess Franks, and Peter Sage. Discussion ensued on various social topics among the trustees, Dr. Gonzales and invited guests.

Adjourn

Chair Santos adjourned the meeting at approximately 8:30 p.m.

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

**Board of Trustees Special Meeting
October 27, 2021**

MINUTES

Call to Order and Preliminary Business

Chair Santos called the meeting to order at 5:00 p.m. in the Meese Room of the Hannon Library.

Board Members present for the meeting and dinner (* indicates attendance only at the meeting portion of the interview):

Daniel Santos	Present	Lyn Hennion	Present
Jonathon Bullock	Present	Shaun Franks	Present
Barry Thalden	Present	Debra Lee	Present
Paul Nicholson	Present*	Mimi Pieper	Present
Deborah Rosenberg	Present	Bill Thorndike	Present
Steve Vincent	Present*	Sheila Clough	Present
janelle wilson	Present*		

Other meeting guests included: Dr. Rick Bailey, presidential candidate; Sabrina Prud'homme, Board Secretary; and Pamela Tomac, Executive Assistant.

Public Comment

No one offered public comments.

Candidate Interview for the Position of University President [Executive Session Pursuant to ORS 192.660 (2)(a)]

After welcoming Dr. Rick Bailey, Chair Santos said the board would interview Dr. Rick Bailey for the position of SOU President and would then move to the Ashland Springs Hotel for dinner and further discussion with Dr. Bailey. Chair Santos advised those in attendance that the board would enter into executive session to consider the employment of a public officer, employee, staff member or individual agent.

Chair Santos then recited applicable statutory provisions. Pursuant to ORS 192.660 (2)(a), the governing body of a public body may hold an executive session to consider the employment of a public officer, employee, staff member or individual agent. Pursuant to ORS 192.660 (6), no final action would be taken nor final decision made in the executive session.

In addition to SOU board members, only the following persons were permitted to remain for the executive session: Dr. Rick Bailey; University Board Secretary, Sabrina Prud'homme; and Executive Assistant, Pamela Tomac.

Although no members of the media were present, Chair Santos stated, for the record, pursuant to ORS 192.660 (4), representatives of the news media shall be allowed to attend this executive session. All other members of the audience, except designated staff, were asked to leave the room. Representatives of the news media were

specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. In addition, members of the media were respectfully directed not to record the executive session.

The board then began its executive session. At the conclusion of the executive session, Chair Santos returned the meeting to open session and welcomed attendees back into the room, though none were present. Chair Santos then temporarily adjourned the meeting to transition to dinner.

Dinner and Discussion with Candidate


After arriving at 212 E. Main Street, Ashland, OR, the board reconvened. Other attendees included Alex Bellen, Peter Sage, Beth Graham, and Diana Bailey. Discussion ensued on various social topics among the trustees, Dr. Bailey and invited guests.

Adjourn

Chair Santos adjourned the meeting at approximately 8:30 p.m.

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

**Summary of Southern Oregon University
Office of General Counsel Outside Legal Expenses**

The Southern Oregon University (SOU) Office of General Counsel is staffed by one in-house attorney. Each year, the SOU General Counsel engages outside counsel for legal services that either require specialized legal expertise (e.g., intellectual property, employer visa applications, labor law) or generally require more time than can be capably handled one in-house attorney among their other responsibilities (e.g., litigation and complex transactions). The amount expended each typically varies based on the number, type, and nature of the legal matters arising during the course of given year.

During FY 2021, SOU’s Office of General Counsel spent approximately \$103,530 on outside legal services, inclusive of all attorneys’ fees, flings fees, and other costs associated with services rendered. The fees by matter type were expended as follows:

1. PPP Bond refinancing:	\$15,243
2. Litigation:	\$3,557
3. Intellectual Property/Patent Development:	\$52,719
4. Labor & Employment	\$13,157
5. Immigration/Employer Visa Applications	\$18,854

This information is provided in fulfillment of the university’s obligations under HB2214 (2021). That legislation also requires the university to identify the number of litigation matters handled by outside counsel where such reporting does not reveal attorney-client privileged information or information otherwise protected by law or other confidentiality rules. For FY 2021, there was only one litigation matter handled by outside counsel on behalf of SOU.

President's Report

Committee Reports

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

Student Body Leadership (ASSOU) Report

Faculty Senate Report

Staff Assembly Report

Equity, Diversity, and Inclusion (EDI) Report

Summary of Campus USC Equity Institute Participation

Sourced by Board Secretary Sabrina Prud'homme, developed by the Equity, Diversity, and Inclusion Leadership Team members Jonathan Chavez Baez, Patricia Syquia McCarthy, and Kylan de Vries, and finalized under the leadership of Vice President of Equity, Diversity, and Inclusion Toya Cooper, 23 members of Southern Oregon University staff and faculty, including our new president, Dr. Rick Bailey will participate in the University of Southern California (USC) Equity Institute.

The USC Equity Institute (the "Institute") is a professional, 8-part learning series, expertly and collaboratively developed by scholars and practitioners from across the country. The program is designed to equip campus leaders to effectively address persistent challenges to equity, diversity, and inclusion initiatives and goals. Past participants highlight the strong curriculum, knowledgeable teaching staff, and the "brave spaces" provided for campus leaders to think, learn, and grow in their individual competencies and in their organizational effectiveness.

Beginning Monday, February 14th and every other Monday thereafter through May 23rd (with a pause for Spring Break), teaching faculty from the Institute will synchronously administer one, 2-hour, online learning module with a curriculum designed to enhance our effectiveness in the following areas:

- Monitoring Campus Climate
- Promoting an Inclusive and Welcoming Campus Community
- Providing Opportunities for Diversity Awareness, Education, and Training
- Increasing Recruitment, Retention, and Success of Underrepresented Groups
- Supporting Institutional Climate and Inter-group Relations
- Inventorying, Analyzing, and Establishing Supportive Pathways
- Developing Institutional Infrastructure

Those outcomes should look familiar to you. They are goal related objectives established in connection with SOU's Strategic Direction IV (SDIV) - creating a diverse, equitable, and inclusive community where all learners flourish. We enter into this program with the aim of enhancing current campus initiatives in support of those goals and identifying opportunities to develop new ones, using the tools we will develop.

For more information on the Institute, you can visit the [website](#).

University Advancement Report

Review of Audited Financial Statements and SOU 2021 Annual Financial Report (Action)

Click Here to View

https://inside.sou.edu/assets/bus_serv/docs/accounting/SOUFinancialReport2021.pdf



Southern Oregon University

Fiscal Year 2021

Financial Statement Audit Results

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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

Agenda



Introductions



Scope of Engagements



Responsibilities under GAAS



Unique Items



Financial Statement Audit Results



Required communications



Questions





Financial Statement Audit



Single Audit

Student Financial Aid
Higher Education Emergency Relief Fund



Responsibilities under US Generally Accepted Auditing Standards (GAAS)

Responsible for:

- Expressing an opinion on whether financial statements are in conformity with U.S. GAAP in all material respects.
- Expressing an opinion only over information identified in our report. Other information included will be reviewed, but not subject to testing.
- Performing audit in accordance with required auditing standards, including Government Auditing Standards



Responsibilities under GAAS (continued)

An audit in accordance with GAAS:

- Communication of significant matters related to audit, information required by regulations, or other information agreed upon with University.
- Does not relieve management of responsibilities.
- Includes consideration of internal control as basis for audit procedures; but not to opine on effectiveness of internal controls.



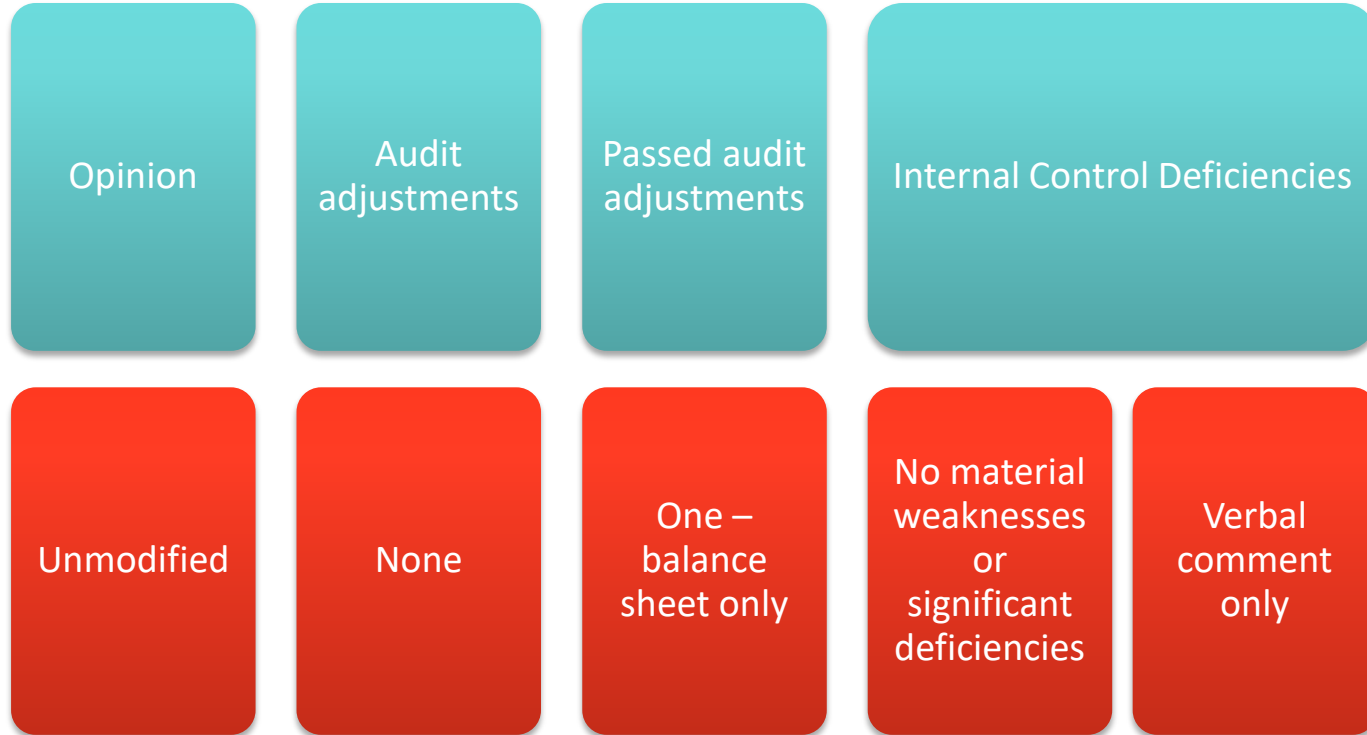
Unique Items

COVID 19

HEERF Funding

**North Campus
Village - \$1.5
Receivable
(Year 2)**

Financial Statement Audit Results



2021 Financial Statements



2021 ANNUAL

FINANCIAL REPORT



Required Communications

Qualitative Aspects of Accounting Practices

- Accounting Policies, Accounting Estimates, and Financial Statement Disclosures

Difficulties Encountered in Performing the Audit

- None

Passed Adjustment

- Accounts Payable / Construction in Progress - \$140,156

Corrected Misstatements

- None



Required Communications (continued)

Disagreements with Management

- None

Management Representations

Management Consultations with other Independent Accountants

- None

Significant Issues Discussed with Management Prior to Engagement

- None

Other Matters





Compliance Supplement was delayed



Updated Single Audit filing deadline - September 30, 2022



Working with management to complete testing as soon as possible



Other Communications

Management and staff
were very cooperative
and helpful





2021 Higher Education Virtual Conference

[2021 Higher Education Virtual Conference : 2020 : Events : CLA \(CliftonLarsonAllen\) \(claconnect.com\)](#)


2021 Higher Education Virtual Conference


Home / Events / 2021 Higher Education Virtual Conference

EVENT DETAIL



 Date February 09, 2021 – February 23, 2021	 Location Virtual Speaking, Hosting
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Event materials

 [2021 Higher Education Virtual Conference](#)



SPEAKERS

 **Kadian Douglas**
PRINCIPAL
 [in](#)
613-384-2735
[View profile](#)

UPCOMING EVENTS

1/14/2022
Compliance and Audits of the Shuttered Venue Operators Grant

1/19/2022
Strengthening Nonprofit Accountability Through Audit-Ready Financials

1/20/2022
Technology Webinar Series

1/25/2022
Audit and Tax Updates for Nonprofits in 2022

1/25/2022
Florida VITA Dashboard



Questions?



Jean Bushong, CPA

Principal

303-265-7884

Jean.Bushong@CLAconnect.com

Bryan Simkanich, CPA

Director

Bryan.Simkanich@claconnect.com

407-802-1235



CLAconnect.com



WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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

Budget Update

Roadmap

- Reminder: Observations and Assumptions
- Financial Planning Guidelines
- Pro Forma: Year to date status update w/no federal aid
- Pro Forma: Year to date status update w/federal aid
- Reminder: Cost levers – “create runway”
- Reminder: Revenue levers – “be creative”
- Pro Forma: Conservative data set (with aid and controls)
- Trend Analysis: Ending fund balance as % of operating revenue over time
- Path forward

E&G Budget Key Assumptions and Observations

Observations

- Revenues projections softer than budgeted; reductions across multiple areas
- Building Fee debt service impacted by pandemic; 2032 into deficit
- 1st quarter labor savings from furloughs realized
- Labor cost estimates assume filling vacant positions; **SEIU labor costs will be adjusted next pro forma, after payroll actuals occur in February**
- Large cost increases in some key S&S categories
 - Utilities (Water, Sewer, Electric), Data Processing Services, Mgmt Consulting, Insurance Rates
- Miscellaneous Revenue impacted by:
 - Increased liability for bad debt on student accounts
 - Reduced housing ground lease income

E&G Budget Key Assumptions and Observations



Modeling Assumptions FY23 – FY25 (preliminary)

- State funding per recent SSCM updates
- 4.99% Tuition Increase modeled; Fee revenues modeled against historic actuals
- Enrollment modeled in coordination w/VPEMSA
- Labor 3% for each group (actual rates **to be updated per contract negotiations for SEIU**)
- S&S 5.4% increases per recent guidance (return to 2.25% for future years)
- PERS retirement – 3.4% | PEBB Healthcare 3.2% for Continuing Service Levels

Approved Financial Planning Guidelines (from last board meeting)

SHORT TERM

1. Allocate federal relief funding to “create runway,” giving the new President time to analyze, plan and implement (using federal funding to cushion cost reductions in the next few years)
2. Continue to leverage investments
3. Identify and balance the expense and revenue levers, then develop a plan

LONG TERM

True up the budget to expected student population--right-size without losing talent

FY22 E&G Budget Forecast (w/Aid)

- Year to date actuals and Estimate to complete FY22
- FY21 Ending Balance adjusted
 - Audited Financial Statements TBD
- Revenues **are not keeping** pace with expenses
- Expenses in Green **do not** account for labor negotiations
 - Existing contract language for this fiscal year projection
- Targeted reductions of \$1M
- Projected \$7.2M ending fund balance leveraging \$3.3M of Federal funding for nearly 12% KPI and roughly 1.5 months of operations
 - NACUBO recommendation is 40%
 - Treasury requires 30 days of available cash on hand

Education and General <input type="checkbox"/> (in thousands of dollars)	2020-21	2021-22	2021-22
	Actual (000's)	FY22 BUDGET (000's)	FYE Forecast (000's)
Revenue			
State Appropriations: SSCM	23,559	24,864	25,720
Total State Funding (SSCM,ETSF,SELP)	23,937	25,242	26,098
Tuition	36,451	36,340	34,381
Fees	3,457	3,293	3,404
Raider Aid	(3,245)	(3,276)	(3,650)
Tuition, net of Raider Aid	36,663	36,358	34,135
Misc. Other Revenue	481	2,101	893
TOTAL REVENUES	61,081	63,700	61,126
<u>Personnel Services</u>			
Faculty	(14,691)	(17,118)	(16,005)
Admin	(8,127)	(10,261)	(9,990)
Classified	(5,309)	(6,900)	(6,559)
Student (& Other)	(1,005)	(1,615)	(1,441)
Salaries Total	(29,132)	(35,894)	(33,996)
Retirement (PERS + ORP)	(7,050)	(8,355)	(7,675)
PEBB	(7,026)	(7,780)	(7,322)
Other	(3,172)	(3,612)	(3,212)
OPE	(17,249)	(19,747)	(18,209)
Net Personnel	(46,381)	(55,184)	(52,205)
Supplies & Services	(10,337)	(12,160)	(11,193)
Capital Expenses	(124)	(260)	(136)
<i>S&S Adjustments</i>			1,000
Total Supplies & Services, Capital Expenses	(10,461)	(12,420)	(10,329)
Cost Reductions, Savings, Outside Support		8,178	3,312
TOTAL EXPENDITURES	(56,842)	(59,427)	(59,222)
Net from Operations Before Transfers	4,239	4,274	1,905
Budgeted Transfers	(1,526)	(2,513)	(2,455)
NET TRANSFERS	(1,526)	(2,513)	(2,455)
Change in Fund Balance	2,713	1,761	(550)
Beginning Fund Balance	5,081	7,794	7,794
Ending Fund Balance	7,794	9,555	7,244
% Operating Revenues	12.76%	15.00%	11.85%
Days of Operations	48.74	56.31	42.87
Months of Operations	1.62	1.88	1.43

Cost Levers – “Create Runway”

- Continued Austerity - \$1+M savings

Labor Savings

- Continue hiring restraint (\$300K - \$1+ M)
- Study organization structure (\$200K - \$2M)
- Consider COLA increase freeze for Admin (\$300K)
- Offer voluntary furloughs (\$100K)

Supplies & Services

- Travel restrictions (VP approval (\$350K)
- Spending and access limits (TBD)
- Limit food on campus (\$100K)
- Limit off-campus events (\$100K - \$200K)
- Energy reduction plan (\$50K)

- Analyzing other levers

Revenue Levers – “be creative”

- Near-term opportunities - \$1M generation

State and Federal Funding

- Implement SSCM initiatives from Pres Task Force
- Develop ERP “ask” for short session

Tuition and Fees

- Pipeline enhancements; e.g., “Strong Start Program”
- Add four athletic teams
- Grad student program refinement (GA program)

Gifts, Grants & PPP

- In silent phase of comprehensive campaign
- Explore Walker and Ashland (mixed use)
- Cascades site P3 for affordable housing
- Liquidate properties

- Analyzing other levers

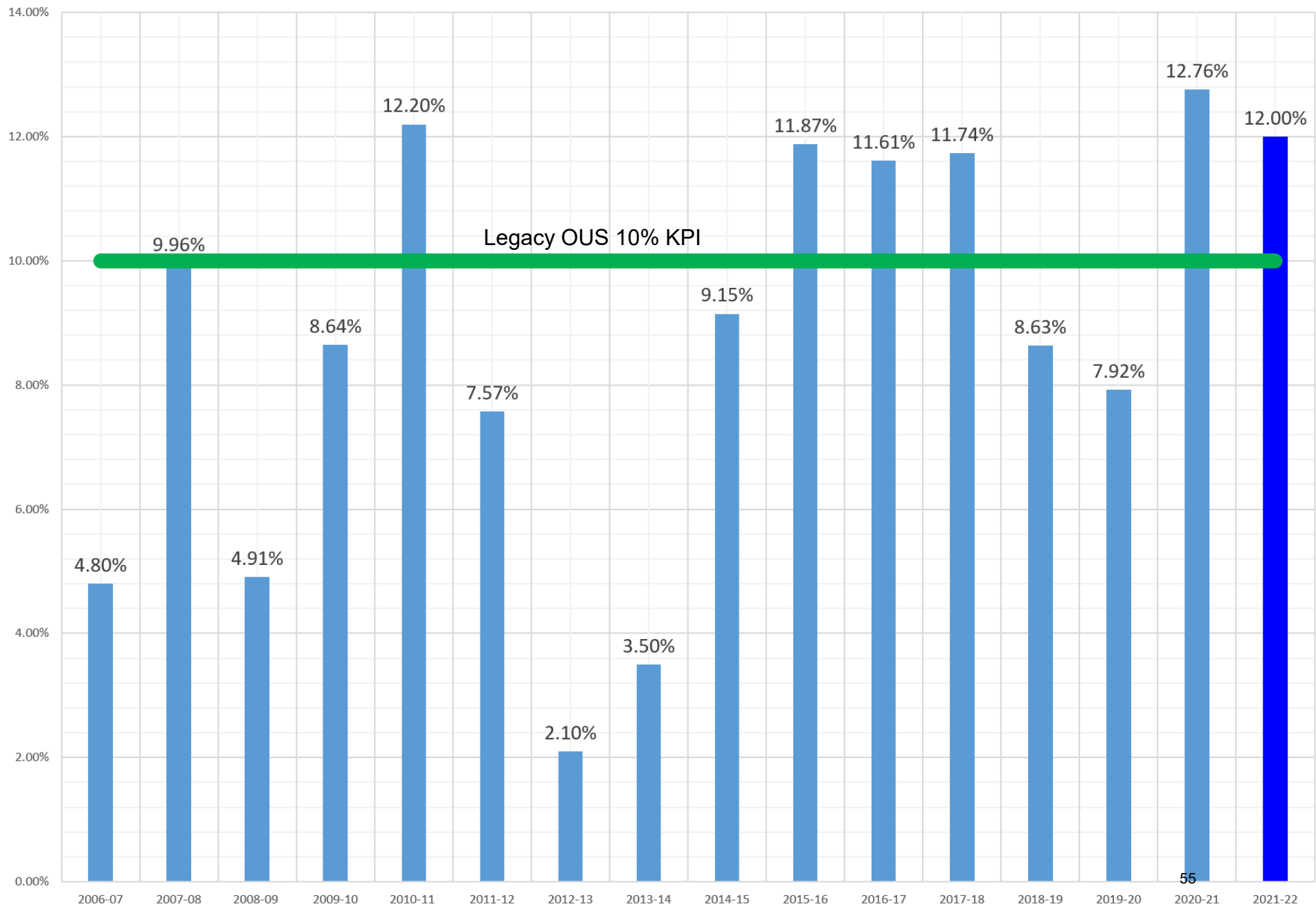
Pro Forma with Aid & Cuts

Education and General

(in thousands of dollars)

	2019-21 Biennium		2021-23 Biennium			2023-25 Biennium	
	2019-20 Actual (000's)	2020-21 Actual (000's)	2021-22 FY22 BUDGET (000's)	2021-22 FYE Forecast (000's)	2022-23 FORECAST (000's)	2023-24 FORECAST (000's)	2024-25 FORECAST (000's)
Revenue							
State Appropriations: SSCM	22,696	23,559	24,864	25,720	27,359	27,340	28,394
Total State Funding (SSCM,ETSF,SELP)	23,074	23,937	25,242	26,098	27,737	27,717	28,771
Tuition	39,365	36,451	36,340	34,381	34,005	33,311	32,860
Fees	3,167	3,457	3,293	3,404	2,975	2,915	2,875
Raider Aid	(3,965)	(3,245)	(3,276)	(3,650)	(3,328)	(3,260)	(3,216)
Tuition, net of Raider Aid	38,567	36,663	36,358	34,135	33,652	32,965	32,519
Misc. Other Revenue	2,453	481	2,101	893	2,148	2,197	2,246
TOTAL REVENUES	64,095	61,081	63,700	61,126	63,537	62,879	63,537
<u>Personnel Services</u>							
Faculty	(16,083)	(14,691)	(17,118)	(16,005)	(16,976)	(17,529)	(18,112)
Admin	(9,617)	(8,127)	(10,261)	(9,990)	(10,343)	(10,836)	(11,482)
Classified	(6,362)	(5,309)	(6,900)	(6,559)	(7,127)	(7,541)	(7,773)
Student (& Other)	(1,445)	(1,005)	(1,615)	(1,441)	(1,730)	(1,754)	(1,786)
Salaries Total	(33,508)	(29,132)	(35,894)	(33,996)	(36,176)	(37,661)	(39,154)
Retirement (PERS + ORP)	(7,881)	(7,050)	(8,355)	(7,675)	(7,978)	(9,498)	(9,874)
PEBB	(7,312)	(7,026)	(7,780)	(7,322)	(8,029)	(8,286)	(8,551)
Other	(3,275)	(3,172)	(3,612)	(3,212)	(3,641)	(3,790)	(3,940)
OPE	(18,469)	(17,249)	(19,747)	(18,209)	(19,648)	(21,574)	(22,365)
Net Personnel	(51,977)	(46,381)	(55,184)	(52,205)	(55,824)	(59,235)	(61,519)
Supplies & Services	(10,477)	(10,337)	(12,160)	(11,193)	(12,817)	(13,105)	(13,400)
Capital Expenses		(124)	(260)	(136)	(139)	(142)	(146)
<i>S&S Adjustments</i>				1,000			
Total Supplies & Services, Capital Expenses	(10,477)	(10,461)	(12,420)	(10,329)	(12,956)	(13,248)	(13,546)
Cost Reductions, Savings, Outside Support			8,178	3,312	3,312	3,312	As Modeled
TOTAL EXPENDITURES	(62,454)	(56,842)	(59,427)	(59,222)	(65,468)	(69,170)	(75,065)
Net from Operations Before Transfers	1,641	4,239	4,274	1,905	(1,931)	(6,291)	(11,528)
Budgeted Transfers	(1,913)	(1,526)	(2,513)	(2,455)	(2,542)	(2,646)	(2,748)
NET TRANSFERS	(1,913)	(1,526)	(2,513)	(2,455)	(2,542)	(2,646)	(2,748)
Change in Fund Balance	(273)	2,713	1,761	(550)	(4,473)	(8,938)	(14,277)
Beginning Fund Balance	5,354	5,081	7,794	7,794	7,244	2,771	(6,166)
Ending Fund Balance	5,081	7,794	9,555	7,244	2,771	(6,166)	(20,443)
% Operating Revenues	7.92%	12.76%	15.00%	11.85%	4.36%	-9.81%	-32.17%
Days of Operations	28.81	48.74	56.31	42.87	14.87	-31.34	-95.89
Months of Operations	0.96	1.62	1.88	1.43	0.50	-1.04	-3.20

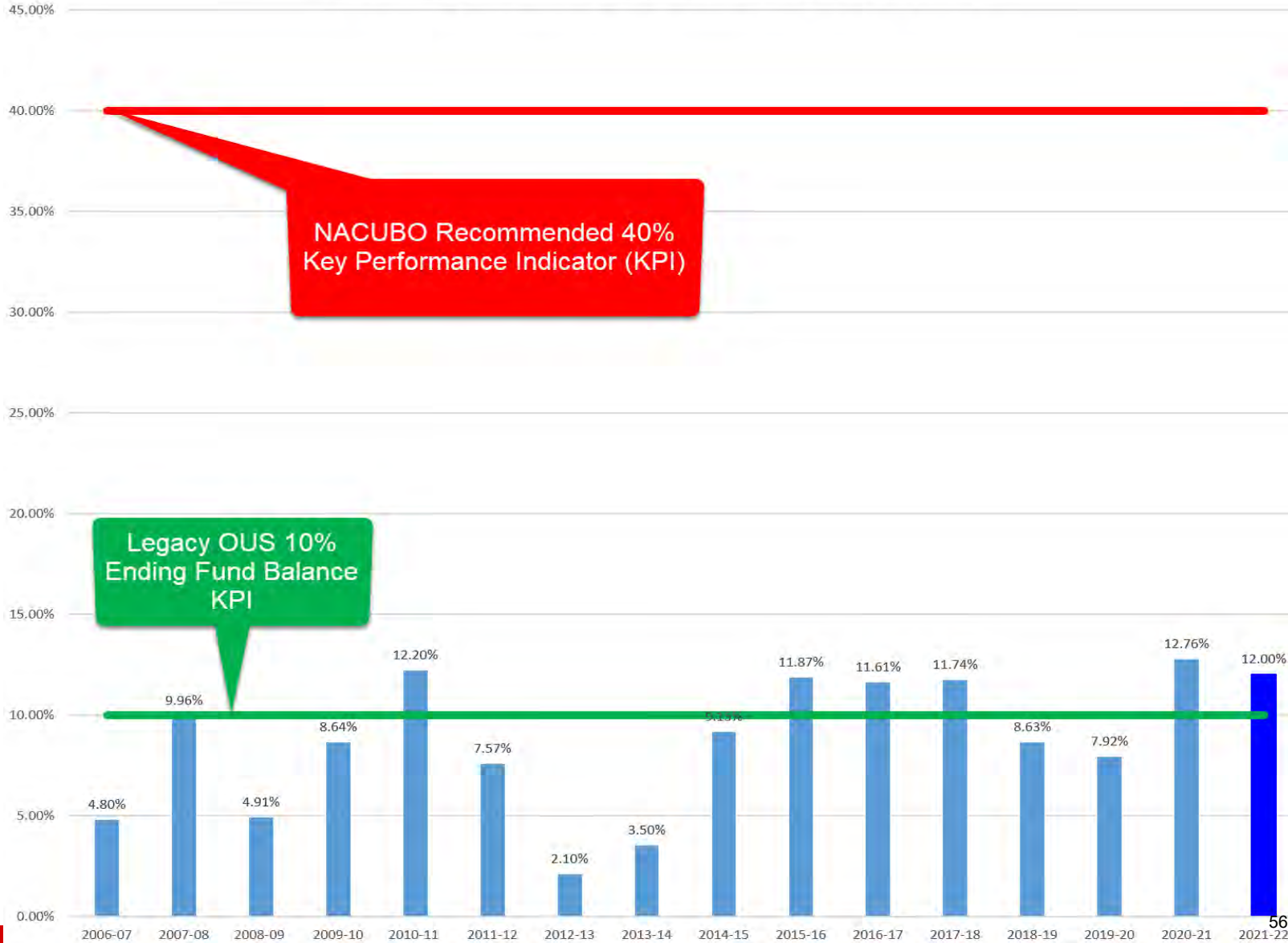
E&G Ending Fund Balance as % of Revenue FY07 - FY22



How Does This Compare With Higher-Ed?



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



NACUBO Recommended 40% Key Performance Indicator (KPI)

Legacy OUS 10% Ending Fund Balance KPI

Path Forward

1. Continued austerity (spending restraint) and transparency with campus
2. Long-term—bend the cost curve—continue to innovate and transform
3. Revenue
 - Stabilize after the pandemic (state and tuition/fees)
 - Develop alternative sources (like property sales and P3)

Update to COVID Plans and Protocols

Banner Student Information System-Enterprise Resource Planning Update and Communications Process

Executive Summary and Road Ahead



- Executive Summary:
<https://sou.box.com/s/76yb0ltucmoi1enrlsralqug25vyvfvsv>
- Full Report:
<https://sou.box.com/s/dytkzmcch793mqt90dd9fankkcgrkdga>
- Status:
Recent focus on communication strategy, and determining source of funding
- Next Steps and Road Ahead
 - Articulate the requirement to the board (**presentation follows**)
 - Does the board support the legislative “ask” (est: \$7.2M in short session)
 - Assuming funding, release RFP for implementation and proceed with ERP (Payroll, Finance and HR modules); then implement
 - SIS implementation to follow

Core System Replacement Business Case for Southern Oregon University

Prepared for:

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Jonathan Bullock, Sheila Clough, Shaun Franks, Lyn Hennion,
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Prepared by:

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Southern Oregon University

November 29, 2021

1. Executive Summary

Major Finding: *SOU is spending ~\$1.4 million per year on its antiquated ERP student information system. This expenditure could be reduced by ~50% by switching to a modern system, while dramatically increasing the value the system provides to the institution and its students.*

A recent review of the contract for the core information system at SOU revealed that there are significant potential gains in efficiency and direct cost savings that can be realized by replacing the core system with a modern one.

SOU's contract for its current Enterprise and Resource Planning (ERP) and student information system (SIS), Banner®, will be up for renewal in late 2024. In addition to the licensing and hosting costs for the Banner system itself, SOU also pays for ten add-on services to augment Banner or make it more user friendly for SOU users. **For fiscal-year 2022, SOU paid just short of \$1.4-million for Banner and these additional products—the Banner Ecosystem.** If SOU renews the agreement for Banner and the additional products, it can count on an uplift of roughly six-percent (+/- 2%) raising the price of the ecosystem to ~\$1.5-million.

SOU is overpaying for the functionality supplied by Banner and the additional systems used to augment and improve it, and modern comprehensive options are now available in the market at a lower cost for all areas covered by the Banner Ecosystem. In addition, these modern and comprehensive systems are more effective. **SOU can reduce duplicative and wasteful spending, increase efficiency, provide better data and information and ultimately serve its students more effectively by replacing the Banner Ecosystem.** Thus, I recommend that SOU replace Banner with one of the top modern alternatives before the contract renewal date.

Higher Education Coordinating Commission (HECC) Update

Process for Setting Tuition and Mandatory Fees (Action)

Tuition and Fee Process: HB 4141

- HB 4141 from 2018: defines how universities are to set tuition and mandatory *enrollment* fees for upcoming academic year (see checklist in materials)
- The Tuition Advisory Council (TAC)
- Engagement opportunity for the student voice
- Presidential charge with advising on all matters that pertain to the cost of attendance for tuition and mandatory fees

HOUSE BILL 4141 COMPLIANCE MEASURES

Each public university listed in ORS 352.002 shall have an advisory body to advise the president of the university on the president's recommendations to the governing board regarding resident tuition and mandatory enrollment fees for the upcoming academic year.

1. That body must provide a written document describing the role of the advisory council and be composed of at least:
 - a) Two Administrators
 - b) Two Faculty
 - c) Two Students representing Student Government
 - d) Two Students representing historically underserved students

2. The University must provide training on:
 - a) The budget of the university
 - b) The legislative appropriation process
 - c) Data showing the relationship between tuition and fees to state appropriations

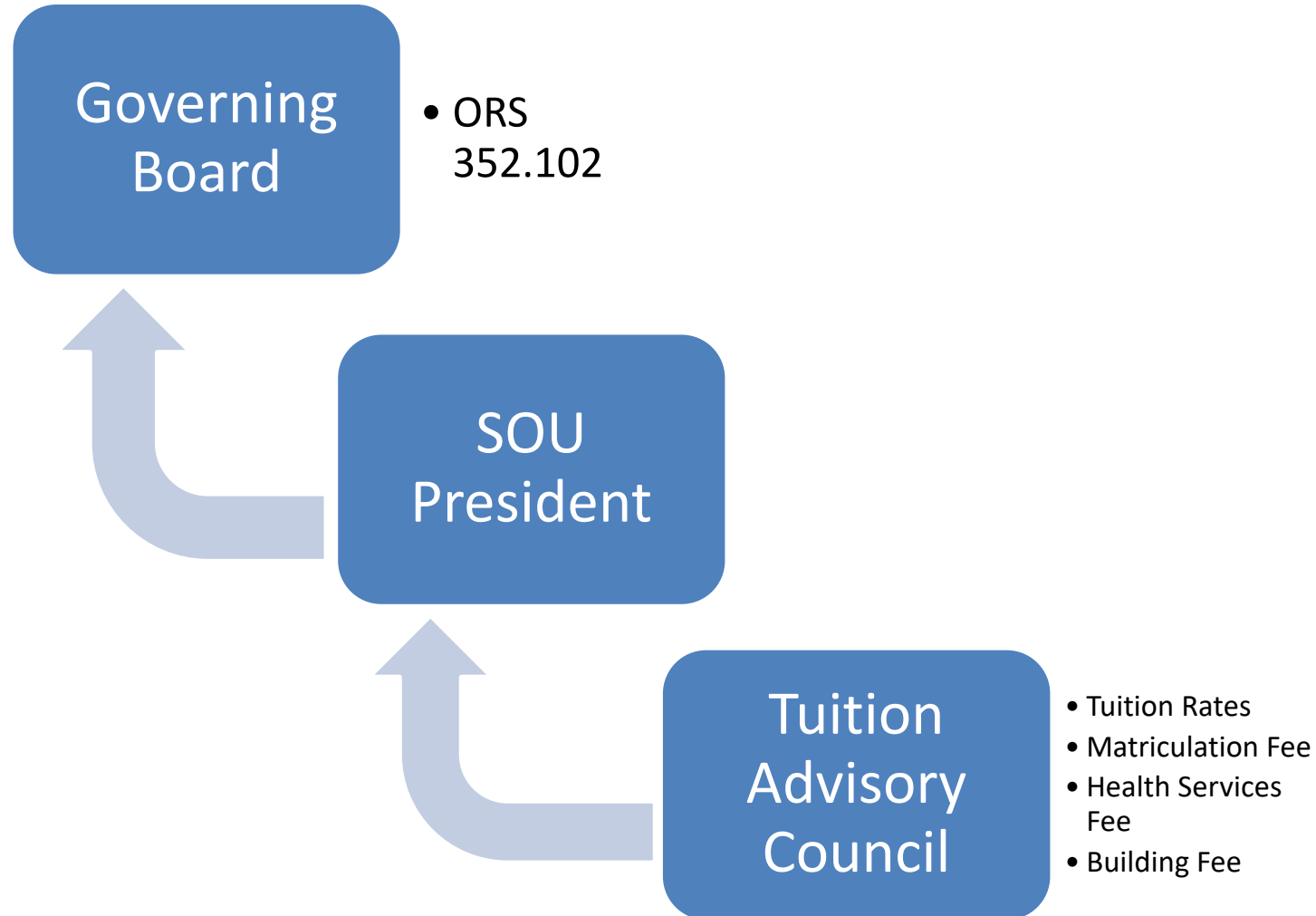
3. The University must provide the council with:
 - a) A plan for managing costs
 - b) A plan for how tuition and fees *could be decreased* if the university receives extra appropriations

4. If the council feels a recommendation greater than 5% annually is necessary, the council must document its consideration of:
 - a) The impact of that increase on students, especially historically underserved students
 - b) The impact of that increase on the mission of the University
 - c) Alternative scenarios involving smaller increases

5. The council must also:
 - a) Provide opportunities for students to actively participate in the process and deliberations
 - b) Provide a written report to the President with recommendations, deliberations and observations about tuition and fees for the upcoming academic year including any sub-reports requested by members of the council or other documentation produced or received by the council

6. The University must ensure that the process is described on the University's website and includes downloadable materials such as:
 - a) The council's role and relationship to the Board
 - b) Any documentation, agendas and data considered during deliberations

Tuition and Fee Process: Mandatory *Enrollment* Fees



Tuition and Fee Process:

Mandatory *Enrollment* Fees

- **Matriculation Fee**

- Fee used for on-boarding new students – one-time fee
- Recommended by TAC to the President
- Recommended by the President to the Governing Board
- Adopted by the Governing Board

- **Health Services Fee**

- Recommended by the Director, Student Health and Wellness Center to TAC; then TAC to the President
- Recommended by the President to the Governing Board
- Adopted by the Governing Board – included in HECC review/approval

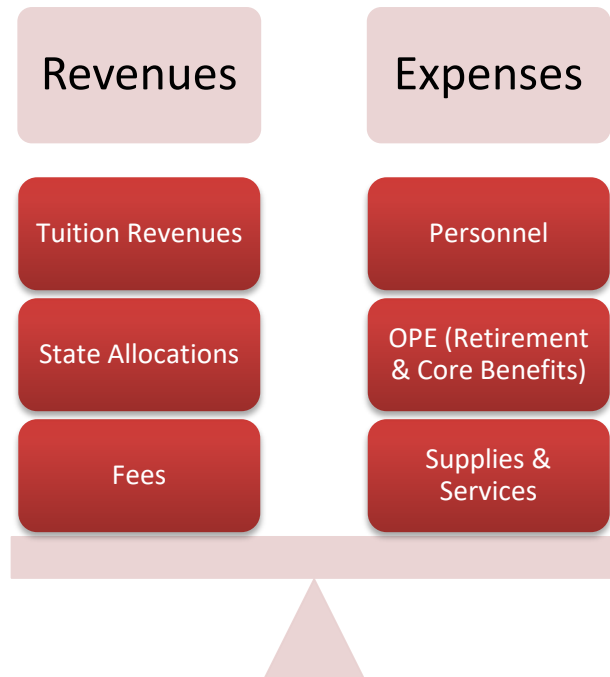
- **Building Fee**

- Recommended by Administration to TAC; then TAC to the President
- Recommended by the President to the Governing Board
- Adopted by the Governing Board – included in HECC review/approval

Part 1: Tuition & Mandatory Fees

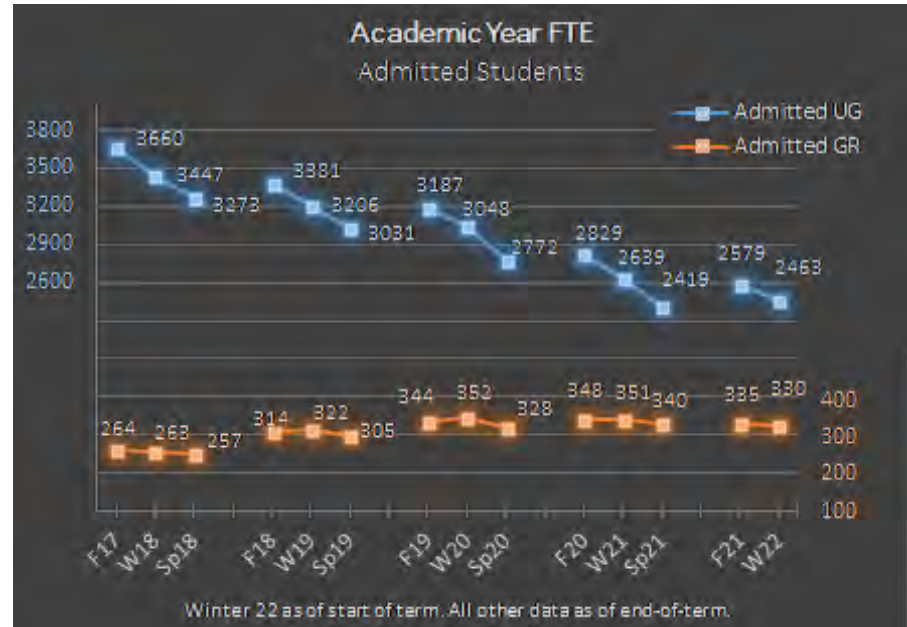
Intro

- Tuition & Fees – What’s the TAC’s role?
- Budgeting 101 – Overview of budget concepts & recent fiscal year results
- University Revenues & Expenses
- The Pro Forma – A Brief Introduction



Part 2: Competitive Landscape and Enrollment Projections

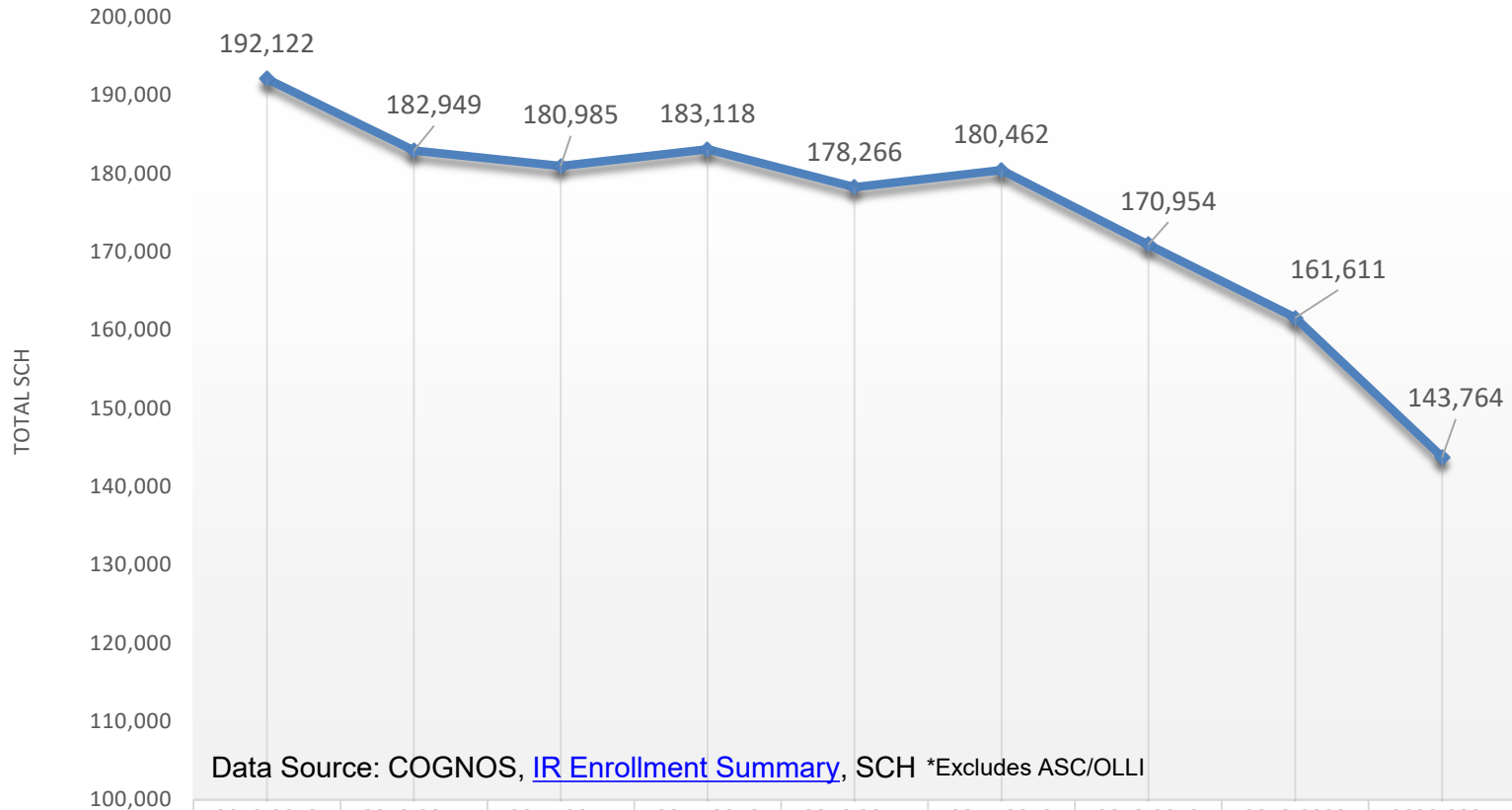
- Terms & Conditions
- Competitive Landscape
 - National
 - Regional
 - State-wide



- Historical analysis and influence on projections
- SCH Projection Modeling for Pro Forma

Enrollment Context, SCH Decline

Total SCH Per Academic Year 2012 - 2020



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
AY SCH Total	192,122	182,949	180,985	183,118	178,266	180,462	170,954	161,611	143,764
% Change From Prior AY		-5.0%	-1.1%	1.2%	-2.7%	1.2%	-5.6%	-5.8%	-12.4%

ACADEMIC YEARS

AY SCH Total % Change From Prior AY

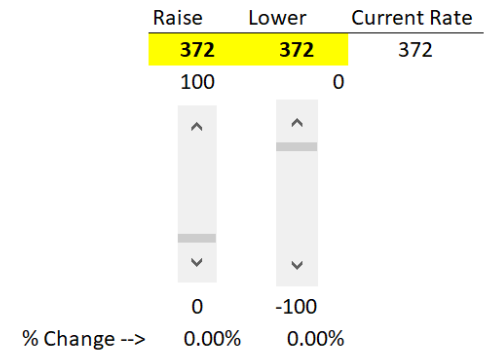
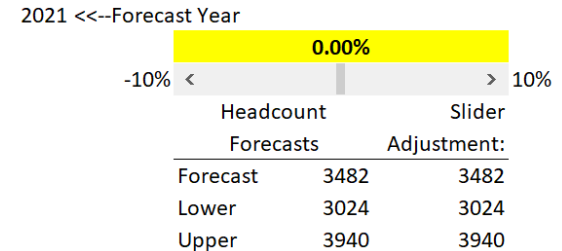
Part 3: Institutional Cost Management and Tuition Modification Options

- HB 4141 requirement
- Cost Management Strategies
- Tuition Modification Scenarios
- Pro Forma Modeling Assumptions
- Live Pro Forma & Scenario building



Part 4: Pro Forma Variables & Interactive Modeling Exercises

- Review Retirement Rates
- Review historical OPU comparison
- Review SCH projection targets
- Discussion: Pending variables in model
- Live Pro Forma modeling and discussion
- Committee requests for information



Student Fee Process

Roadmap

- Tuition and Fee Affordability
- Equity Considerations? Discussion...
- Tuition and Fee Comparators
- Legislative direction and changes
- Student Fee Process Discussion
- Diversity Scholarship

- Next Steps:
 - Discussion about EDI data (what we have and what we don't)
 - Student debt (national picture and current student debt)

Major Issues in Managing Affordability



**Decrease
purchasing power
of federal aid**



Rising college costs



**Declining yield
rates**



**Increased family
borrowing**



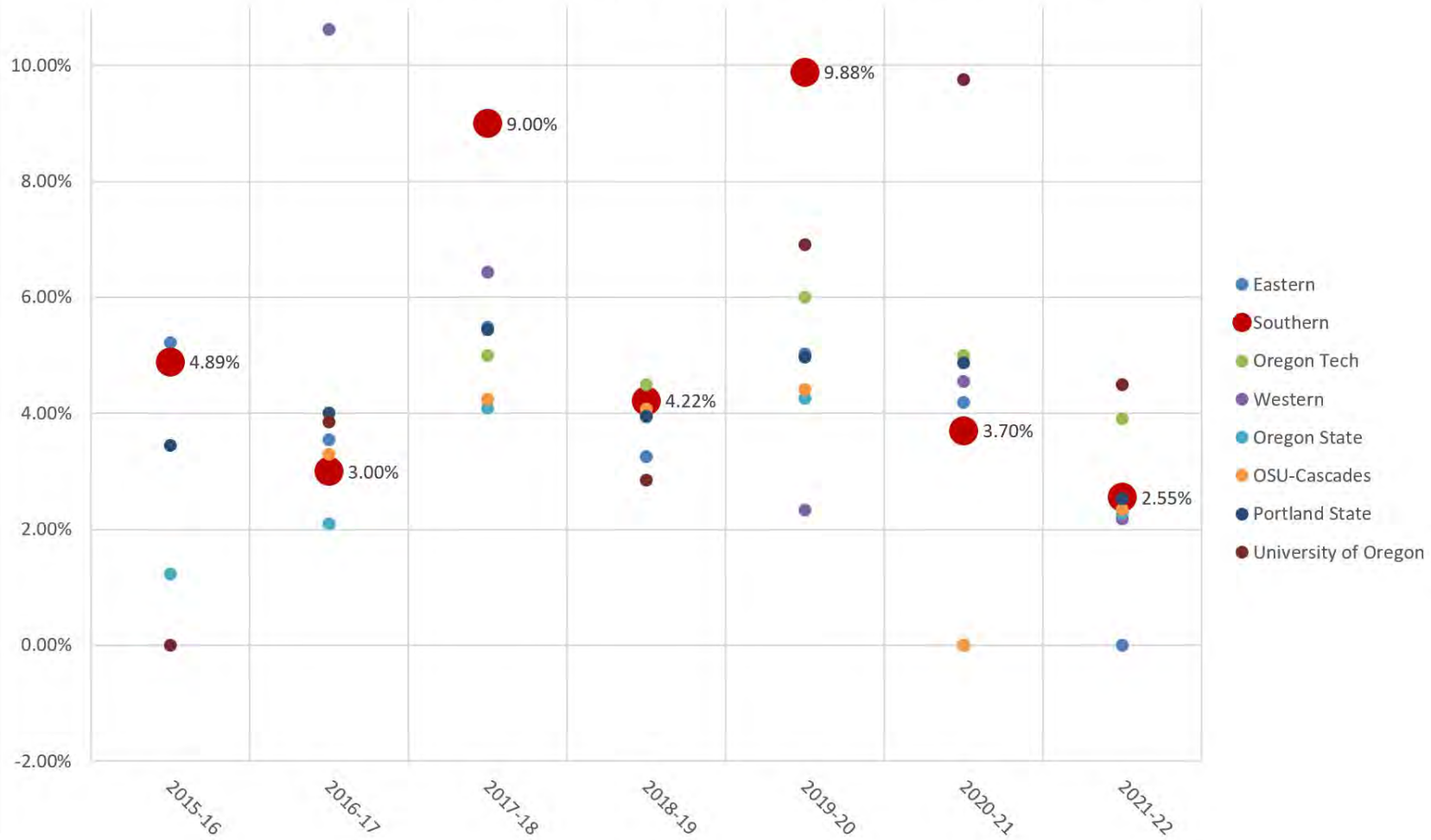
**Shifting
Demographics**



**Increasing
discount rates**

Tuition Comparators Update

Relative % Change from Prior Academic Year

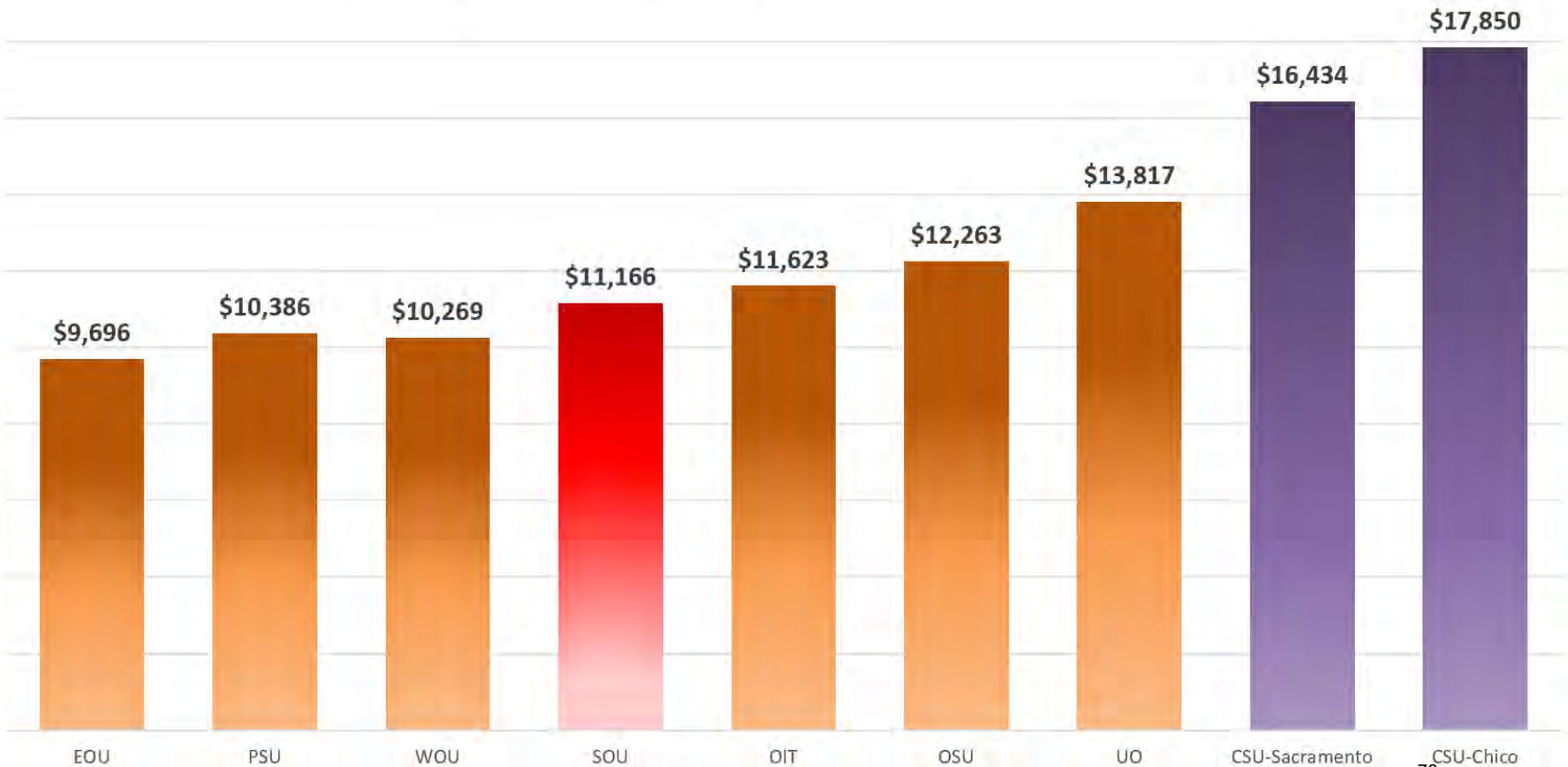


Tuition Comparators Update



Academic Year Tuition and Mandatory Fees

For full-time undergraduates 2021-22 Academic Year

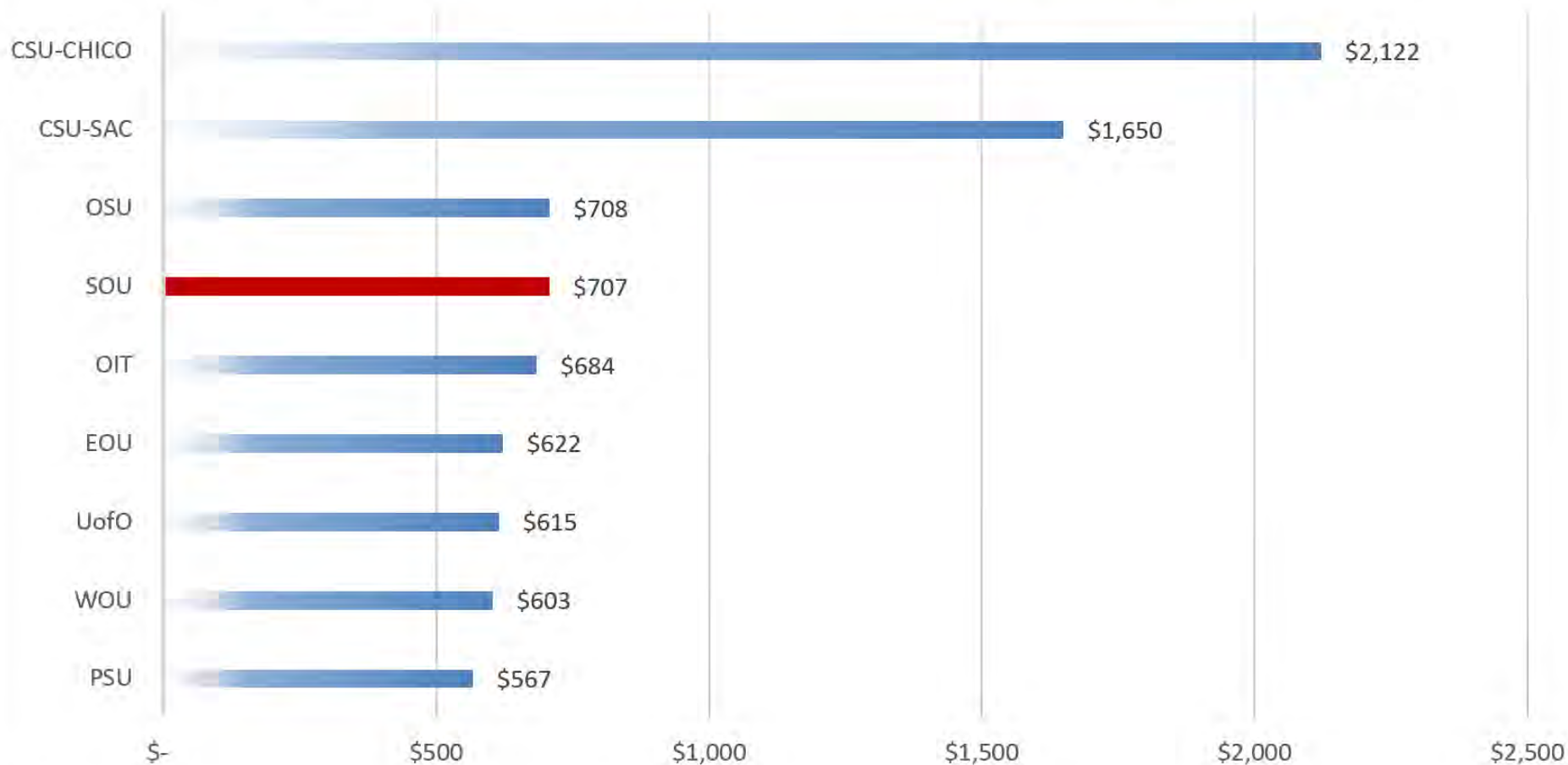


Mandatory Fee Comparators Update

Incidental + Enrollment or Equivalent



Mandatory Fees per term for Academic Year 2021-22



Legislative Changes 2021 Session



Items impacting Tuition & Fees include:

- HB 2542 – Disclosure of Mandatory Fees
- HB 2919 – Course Materials Transparency
- HB 3012 – Student Fee Autonomy

Legislative Changes 2021 Session



HB 2542: DISCLOSURE OF MANDATORY FEES

The bill defines mandatory fee as a fee of general applicability to students, whether full-time or part-time, that is required prior to matriculation or taking courses, including a fee proposed by a recognized student government, and requires public universities and community colleges to prominently display such fee information on a website and online student portal prior to the commencement of the term for which the fee is to be charged. Institutions are required to describe the general purpose of the fee, its allocation, and (if temporary) the duration for which the fee is to be charged. Institutions are required to, by September 1 of each year, report certain fee information to HECC.

Effective Date: January 1, 2022

Legislative Changes 2021 Session

HB 2919: COURSE MATERIALS TRANSPARENCY

Public institutions of higher education are required to display or establish a link to a website that displays cost information for course materials required for no less than 75 percent of courses offered each term. The information must be made available to students at the time course registration for a term begins, though accommodations are made for institutions that enroll students for multiple terms simultaneously. Institutions may manage exceptions to the notification requirement individually, but must prioritize exceptions for cases where instructors have changed or will be assigned after the notification deadline, or where the instructor determines previously used materials are no longer effective.

HECC will adopt rules determining which course materials are excluded from the notification requirement and must submit a report to the Legislature on implementation by December 31, 2023.

Effective Date: January 1, 2022, for courses offered beginning fall 2022.

Legislative Changes 2021 Session



HB 3012: STUDENT FEE AUTONOMY

The bill alters the requirements for the adoption of a student fee and restricts when a university governing board or president may reject that fee by substituting the requirement that the recognized student government collaborate with institutional leadership with the requirement that the student government make a good faith effort to do so. The bill also eliminates a blanket provision allowing an institution to reject a fee request if it is deemed not to be ‘advantageous to the cultural or physical development of students’. A fee rejected by or altered by an institution must be accompanied by a written explanation. An appeal process to HECC is maintained, but HECC is provided 14 days, instead of seven, to hear and decide on a student appeal. The bill also allows a student fee to increase greater than 5% on a year-over-year basis if the base year fee amount was depressed due to a disruption of university activity related to a state of emergency.

Effective Date: January 1, 2022

Enrolled
House Bill 3012

Sponsored by Representatives NOSSE, EVANS, Senator FREDERICK; Representatives ALONSO LEON, BYNUM, CAMPOS, GRAYBER, MCLAIN, NERON, REARDON, SALINAS, SOLLMAN, VALDERRAMA

CHAPTER

AN ACT

Relating to student fees at public institutions of higher education; creating new provisions; and amending ORS 341.470 and 352.105.

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

SECTION 1. ORS 352.105 is amended to read:

352.105. (1)(a) The board for each public university listed in ORS 352.002 shall collect mandatory incidental fees upon the request of the recognized student government under a process established by the recognized student government of a university [*in consultation with the board*]. **The recognized student government shall:**

(A) **Make a good faith effort to collaborate with the board and president of the university under the board’s control prior to finalizing any process to collect mandatory incidental fees; and**

(B) **Notify the board and president of each process, and any subsequent change to a process, to collect mandatory incidental fees that is established by the recognized student government.**

(b) The process may include a student body referendum conducted under procedures established by the recognized student government. Mandatory incidental fees collected under this section shall be allocated by the recognized student government.

(2)(a) The mandatory incidental fee, use of the fee or decision to modify an existing fee may be refused by the board or the president [*of a university under the board’s control*] if the board or president determines that:

(A) The recognized student government assessed or allocated the mandatory incidental fees in violation of applicable local, state or federal law;

(B) The allocation conflicts with a preexisting contractual financial commitment;

(C) **Except as provided in paragraph (b) of this subsection,** the total mandatory incidental fees **proposed is** [*budget is an increase of*] more than five percent **higher than the mandatory incidental fees set for the prior year** [*over the level of the previous year*]; or

(D) The fee request is not **reasonably related to:**

(i) **The education of university students;**

(ii) **The instruction of university students;**

(iii) **Services for university students; or**

(iv) **The recreation of university students** [*advantageous to the cultural or physical development of students*].

(b) The mandatory incidental fee, use of the fee or decision to modify an existing fee may not be refused by the board or the president of a university based on:

(A) Considerations about the point of view that the funding seeks to advance; **or**

(B) Paragraph (a)(C) of this subsection, if the mandatory incidental fees collected or expended in the prior year were abnormally low due to a disruption of university activities related to a state of emergency declared by the Governor under ORS 401.165 or a state of public health emergency proclaimed under ORS 433.441.

(3) The recognized student government and the board shall seek to reach agreement on any dispute involving mandatory incidental fees, if necessary with the aid of mediation, prior to a decision by the board.

(4)(a) If an agreement is not reached, the board shall promptly provide written notice to the recognized student government of how the proposed mandatory incidental fee will be altered or if the proposed mandatory incidental fee will be rejected.

(b) The decision of the board may be appealed to the Higher Education Coordinating Commission by the recognized student government within seven days of the **recognized student government's receipt of the written notice of the board's decision**. The board shall submit its response within seven days of the appeal. The commission shall render its decision within *[seven]* **14** days of its receipt of the board's response.

(5) Mandatory incidental fees are not subject to ORS 352.102.

SECTION 2. ORS 341.470 is amended to read:

341.470. (1) As used in this section, "mandatory student-initiated fee" means a fee that:

(a) Is initiated by the recognized student government of the community college;

(b) Students are required to pay in addition to tuition fees;

(c) Is collected by the board of the community college; and

(d) Is allocated by the recognized student government of the community college.

(2)(a) The board for each community college shall collect mandatory student-initiated fees upon the request of the recognized student government of the community college to the president of the community college under a process established by the recognized student government *[in consultation with the board]*. The recognized student government shall:

(A) Make a good faith effort to collaborate with the board and president prior to finalizing any process to collect mandatory student-initiated fees; and

(B) Notify the board and president of each process to collect mandatory student-initiated fees that is established by the recognized student government.

(b) Mandatory student-initiated fees collected under this section must be allocated by the recognized student government.

(3) If the recognized student government makes a request under subsection (2) of this section for a new or increased mandatory student-initiated fee, the board may require a campus referendum in which the student body votes on whether to approve the fee. If a mandatory student-initiated fee is rejected by the student body in a referendum held under this subsection, the recognized student government may not request another mandatory student-initiated fee for the remainder of the academic year.

(4) A request for a mandatory student-initiated fee, use of the fee or decision to modify an existing fee may be refused by the president if the president determines that:

(a) The recognized student government assessed or allocated the mandatory student-initiated fee in violation of applicable local, state or federal law;

(b) The allocation conflicts with a preexisting contractual financial commitment; **or**

(c) The total mandatory student-initiated fees budget would increase by a percentage that is greater than the percentage increase in tuition and other fees approved by the board for the upcoming academic year[; *or*]

[(d) The fee request is not advantageous to the cultural or physical development of students].

(5) The recognized student government and the president shall seek to reach agreement on any dispute involving mandatory student-initiated fees, if necessary with the aid of a process established by the board, prior to a decision by the president.

(6) If an agreement is not reached, the decision of the president may be appealed to the board, which will render a final decision prior to the adoption, use or modification of a mandatory student-initiated fee.

SECTION 3. The amendments to ORS 341.470 and 352.105 by sections 1 and 2 of this 2021 Act apply to decisions by the recognized student government of a community college operated under ORS chapter 341 or of a public university listed in ORS 352.002 to establish mandatory student-initiated fees or mandatory incidental fees on or after the effective date of this 2021 Act.

Passed by House April 12, 2021

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

.....
Tina Kotek, Speaker of House

Passed by Senate May 25, 2021

.....
Peter Courtney, President of Senate

Received by Governor:

.....M,....., 2021

Approved:

.....M,....., 2021

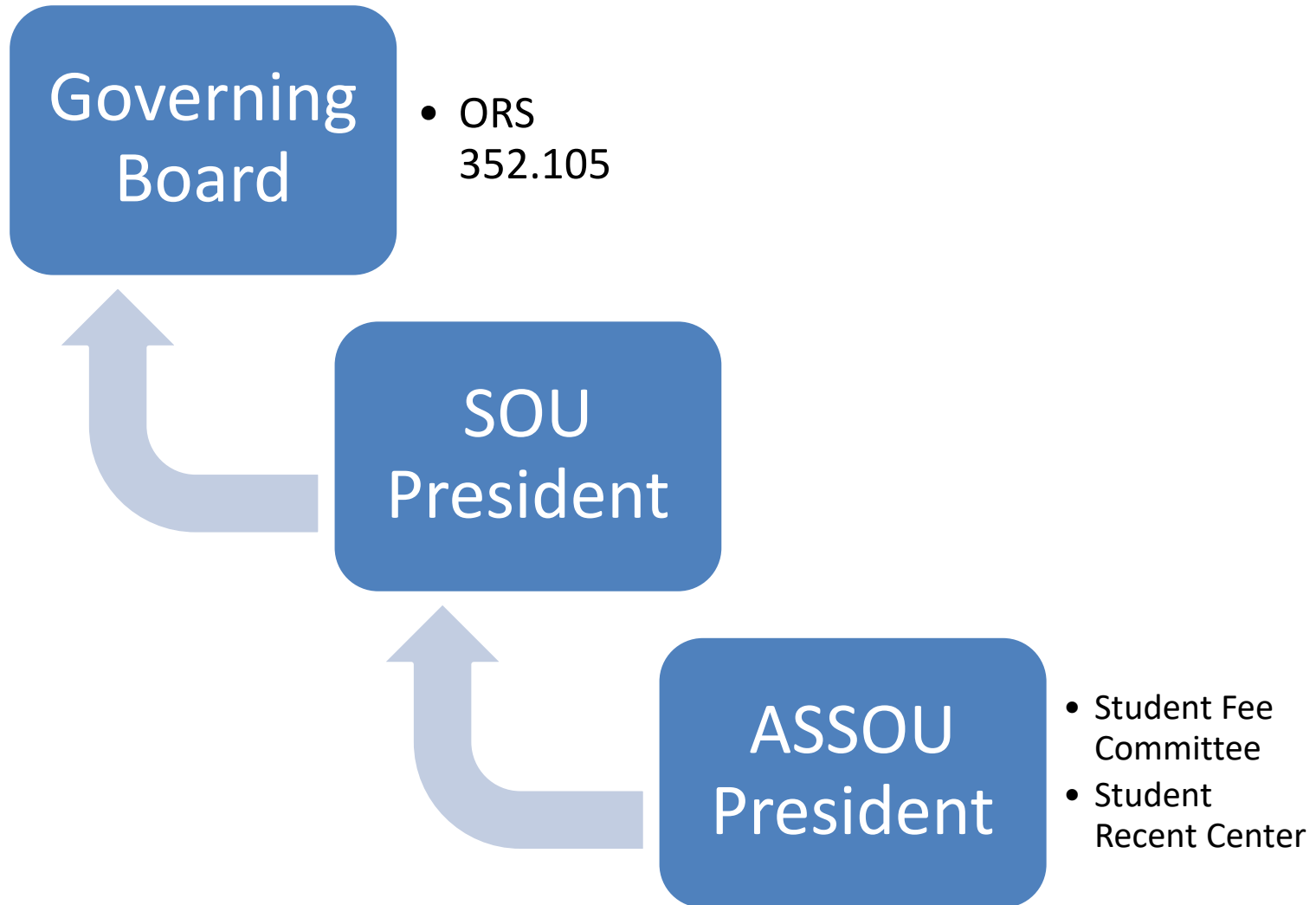
.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M,....., 2021

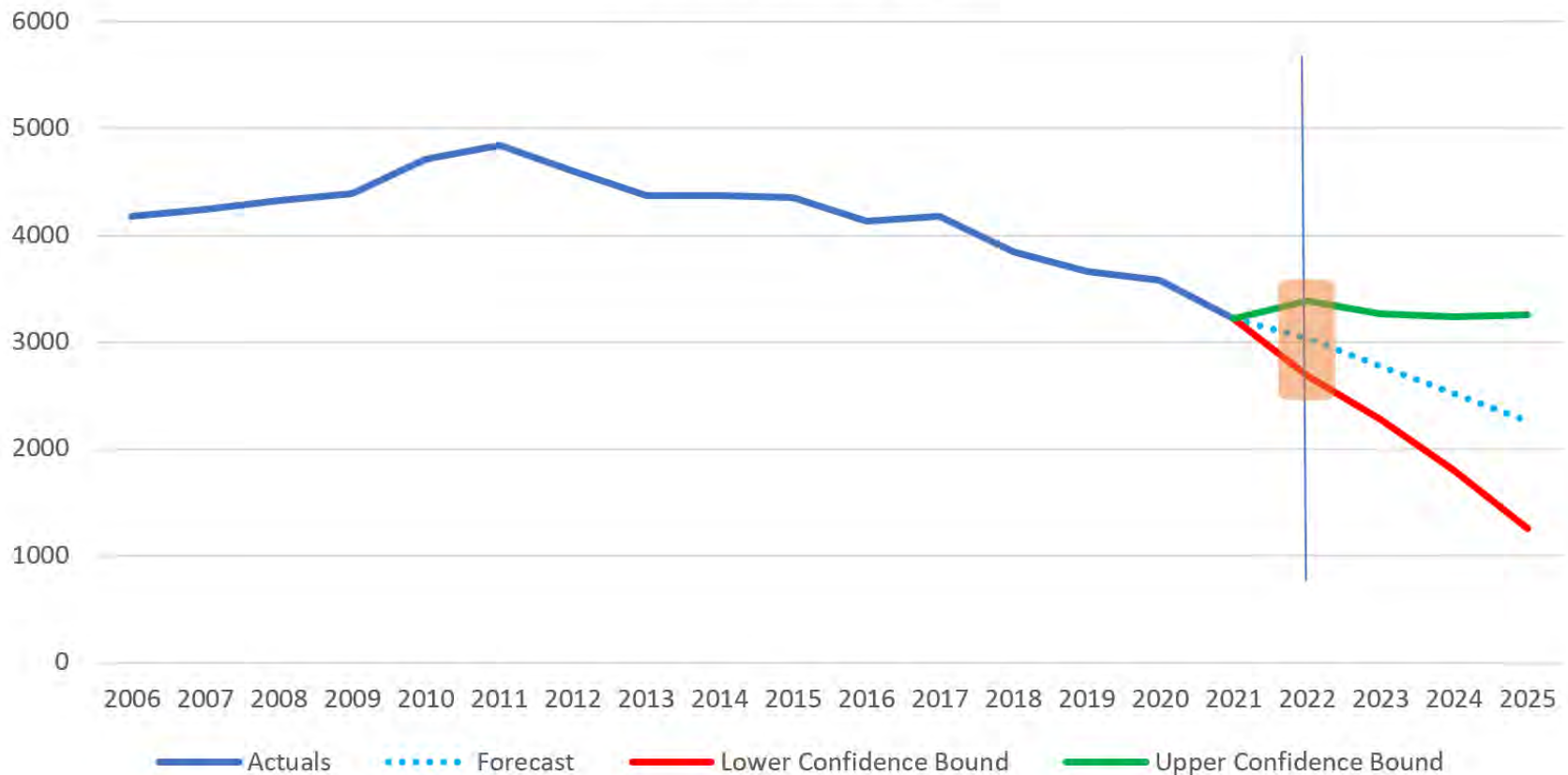
.....
Shemia Fagan, Secretary of State

Student Fee Process: Mandatory *Incidental* Fees



Student Fee Process: Modeling Art & Science of Forecasting

2006 - 2021 Fee Paying Headcounts
(with Projection to 2025)

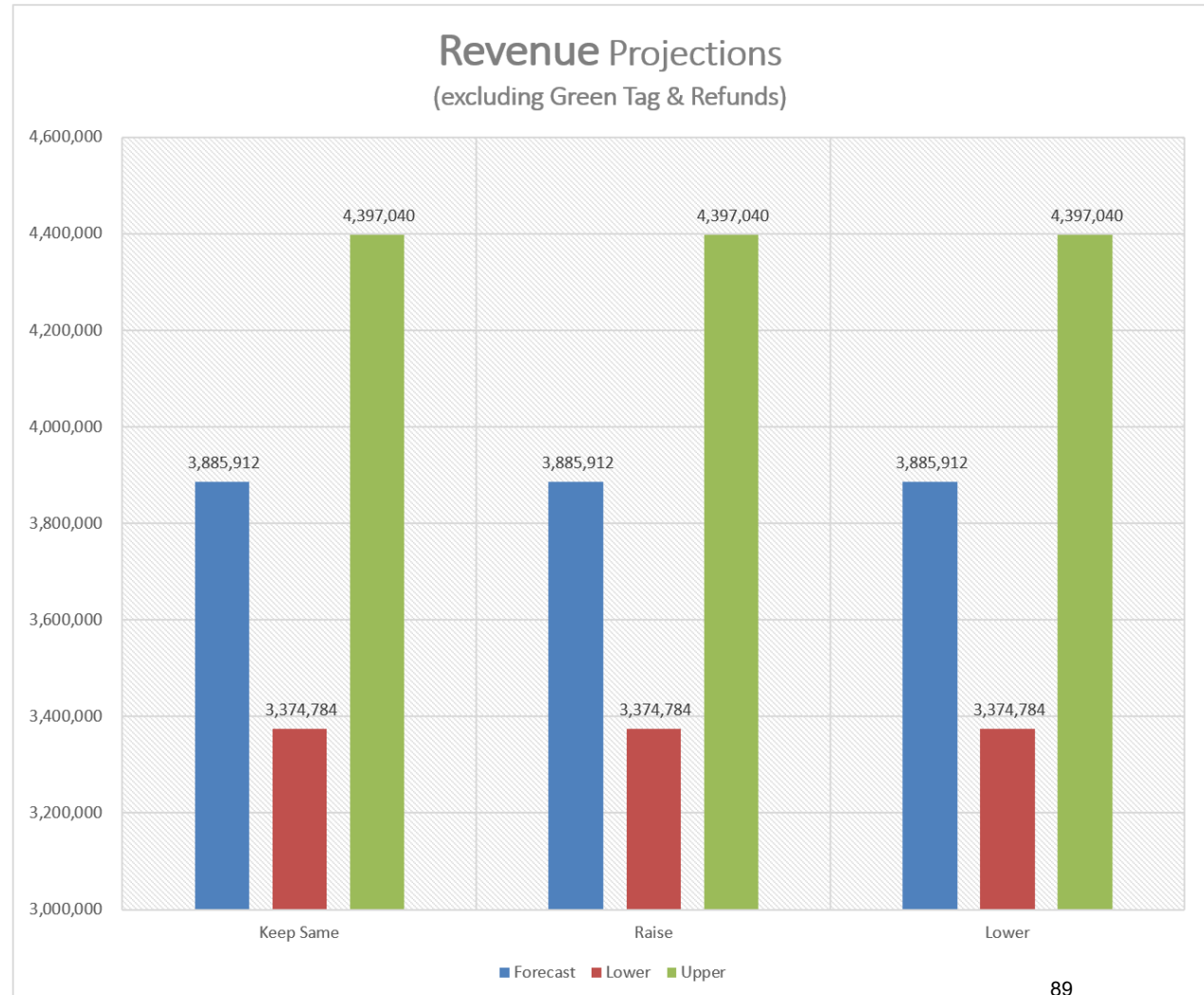


Student Fee Process: Modeling Art & Science of Forecasting

2021 <<--Forecast Year

0.00%		
-10%	<	> 10%
Headcount		Slider
Forecasts	Adjustment:	
Forecast	3482	3482
Lower	3024	3024
Upper	3940	3940

Raise	Lower	Current Rate
372	372	372
100	0	
0	-100	
% Change -->		
0.00%	0.00%	



Oregon

The Competition Factor



	In-state Counts	Percentage	Rank
2021-22 High School Seniors*	41,880		30th
Institutions of Higher Education**	72		22nd
College Continuation***	28,882	69.0%	41st
Leave the State to Go to College***	5,514	13.2%	30th

Largest Institutions***	In-state Freshman***	Estimated Market Share^
Portland Community College	3,076	10.65%
Oregon State University	2,548	8.82%
University of Oregon	2,100	7.27%
Chemeketa Community College	1,977	6.85%
Clackamas Community College	1,478	5.12%
Total: 11,179		

† In-state institutions receiving the largest number of in-state freshmen.
 †† Competition factor equals college continuation rate less number of students migrating and the three in-state institutions receiving the largest number of in-state freshmen.

Remaining Students	Remaining Institutions	Students Per Institution
12,189	67	182



Sources:

*Western Interstate Commission for Higher Education, *Knocking at the College Door: Projections of High School Graduates, 2020*, www.knocking.wiche.edu

**National Center for Education Statistics, IPEDS, 2020

***National Center for Education Statistics. Freshman Migration Data for 2018-19

Student Fee Process:

Mandatory *Incidental* Fees

- **Student Incidental Fee (including Green Tag)**
 - Recommended by ASSOU to the President
 - Recommended by the President to the Governing Board
 - Authorized by the Governing Board
 - Board Authority Modified via HB 3012 in 2021 Legislative Session

- **Student Recreation Center Fee**
 - Created by Student Referendum in 2012
 - Recommended by ASSOU to the President
 - Recommended by the President to the Governing Board
 - Authorized by the Governing Board – not included in HECC review/approval

TAC DOES NOT WORK ON THESE!

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Mandatory Fees

Tuition and mandatory fees are established annually by the Southern Oregon University Board of Trustees, in accordance with ORS 352.102, 352.105 and other applicable laws. When setting tuition and fees, the Board considers a number of factors, including the desire to: create access to degree programs and courses; create a diverse student body; maintain quality academic programs; encourage enrollment, retention and graduation of its students; maintain the university infrastructure necessary to support the academic, cultural and physical development of its students; promote sustainability of the university; and support the educational goals of the State of Oregon.

The Board of Trustees' consideration of tuition and mandatory enrollment fees will be based on the recommendation of the university President. In developing recommendations to the Board, the President will consider the advice of SOU's Tuition Advisory Council. The President also will consult with Associated Students of Southern Oregon University (ASSOU) and enrolled students in developing the recommendation to the Board. The President shall establish the process for student participation in the development of the recommendation. The President will report to the Board, the nature and outcomes of consultations with students and others, including relevant, significant disagreements, if any, and will share all written reports and minority reports, including recommendations, deliberations, and observations that are provided to the President by the Tuition Advisory Council. The President's recommendation will include considerations of historical tuition and fee trends; comparative data of peer institutions; the university's budget and projected costs; anticipated state appropriation levels; access and affordability, as well as any other factors deemed relevant to providing a recommendation.

With regard to mandatory incidental fees, and in accordance with applicable law, the Board of Trustees will collect student incidental fees upon the request of the recognized student government, ASSOU, under a process established by the recognized student government. The President shall consult with ASSOU in their establishment of a process for requesting a recommendation on student incidental fees, and ASSOU shall put changes to such processes before the Board for further consultation. The President of the university shall review ASSOU's recommendation for student incidental fees before the Board authorizes, establishes or eliminates any such fees. Except in those circumstances where ORS 352.105(2) applies, the Board requests that the President and ASSOU submit a joint recommendation with regard to such incidental fees.

Further, in accordance with the Board Statement on Committees, the Finance and Administration Committee may consider matters pertaining to the financial, capital, and other assets of the university, including matters relating to tuition and mandatory enrollment fees.

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Fees (Continued)

Matters determined by the Finance and Administration Committee that require action are referred to the full SOU Board of Trustees for consideration. Now, therefore,

Be it resolved by the Board of Trustees of Southern Oregon University, that tuition and mandatory fees will be established pursuant to this process.

DATE: January 18, 2019



University Board Secretary

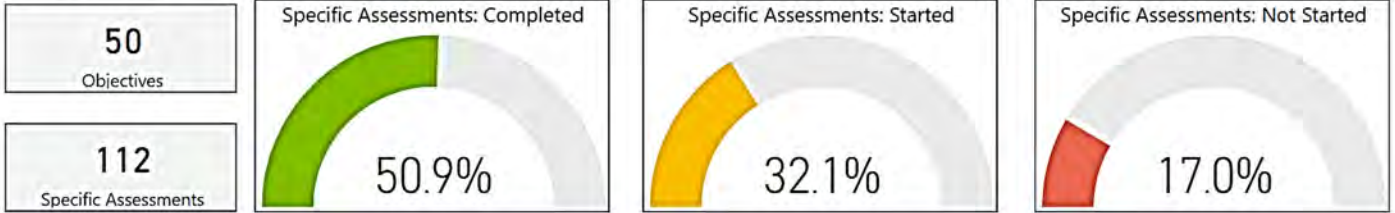
TO BE AMENDED

Government Relations Update

Strategic Plan Discussion

FILTERS All Strategic Directions – All Goals Assessment Years
All

Strategic Directions

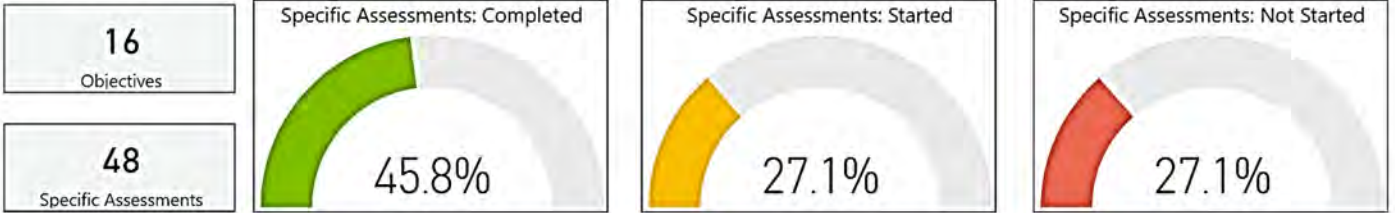


All Other Programs

<p>601 Academic Program Outcomes</p>	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Program</th> </tr> </thead> <tbody> <tr><td>Support - X - University Housing - Student Apartments & Family Housing</td></tr> <tr><td>Support - X - University Housing - Residence Halls</td></tr> <tr><td>Support - X - University Housing - Operations & Facilities</td></tr> <tr><td>Support - X - University Housing - On Campus Living (new)</td></tr> <tr><td>Support - X - University Housing - Dining Services (new)</td></tr> <tr><td>Support - X - University Housing - Dining Services</td></tr> <tr><td>Support - X - University Housing - Conference (new)</td></tr> </tbody> </table>	Program	Support - X - University Housing - Student Apartments & Family Housing	Support - X - University Housing - Residence Halls	Support - X - University Housing - Operations & Facilities	Support - X - University Housing - On Campus Living (new)	Support - X - University Housing - Dining Services (new)	Support - X - University Housing - Dining Services	Support - X - University Housing - Conference (new)	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>#1 Increase International Degree-Seeking Student Enrollment</td> <td>Increase the total number of degree-seeking international students.</td> </tr> <tr> <td>#2 Generate Revenue & Balance Budget</td> <td>Generate revenue through the implementation of innovative programs (short-term IEP programs and the Passport Acceptance Facility or PAF) and track spending to lower costs.</td> </tr> <tr> <td>#3 Improve Operational Efficiencies</td> <td>Implement processes & systems and support professional development opportunities and cross-training among staff to maintain quality customer service to prospects, applicants, students, staff, faculty and the community at large.</td> </tr> <tr> <td>#4 Offer Excellent Student Experiences</td> <td>Offer a variety of services, workshops and programs to support international students.</td> </tr> </tbody> </table>	Outcome Name	Outcome	#1 Increase International Degree-Seeking Student Enrollment	Increase the total number of degree-seeking international students.	#2 Generate Revenue & Balance Budget	Generate revenue through the implementation of innovative programs (short-term IEP programs and the Passport Acceptance Facility or PAF) and track spending to lower costs.	#3 Improve Operational Efficiencies	Implement processes & systems and support professional development opportunities and cross-training among staff to maintain quality customer service to prospects, applicants, students, staff, faculty and the community at large.	#4 Offer Excellent Student Experiences	Offer a variety of services, workshops and programs to support international students.
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<p>627 Support Program Outcomes</p>																				

FILTERS Strategic Direction 1 – All Goals Assessment Years
All

Strategic Directions



All Other Programs

<p>155 Academic Program Outcomes</p>	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <ul style="list-style-type: none"> Support - University Housing Support - Student Health & Wellness Center Support - Student Affairs: Queer Resource Center Support - Student Affairs: Environmental and Community Engagement Support - Service Center Support - Schneider Museum of Art Support - Institutional Research 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>1 (knowledge)</td> <td>Mathematics graduates display a depth and breadth of mathematical knowledge in both pure and applied areas.</td> </tr> <tr> <td>1. Communicate</td> <td>Communicate effectively, orally and in writing.</td> </tr> <tr> <td>1. Knowledge of Global Dynamics</td> <td>Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.</td> </tr> <tr> <td>10(Efficiency)</td> <td>The Math department will assess its outcomes on a yearly basis.</td> </tr> <tr> <td>12(Success)</td> <td>The Math department will maintain an atmosphere of challenge and success for all</td> </tr> </tbody> </table>	Outcome Name	Outcome	1 (knowledge)	Mathematics graduates display a depth and breadth of mathematical knowledge in both pure and applied areas.	1. Communicate	Communicate effectively, orally and in writing.	1. Knowledge of Global Dynamics	Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.	10(Efficiency)	The Math department will assess its outcomes on a yearly basis.	12(Success)	The Math department will maintain an atmosphere of challenge and success for all
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<p>50 Support Program Outcomes</p>														

January 2022
Strategic Plan Update

Strategic Direction 1: 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.

What has been accomplished already?

1. General Education
 - a. Established and convened Public Learning Community to research and analyze various General Education (GE) types of curricula and design
 - b. Established and convened GE taskforce to define framework
 - i. Implement new GE model
 1. Taskforce work is well underway with Faculty Senate approval of framework
 2. Application process for new course development is in place; 70 faculty from 33 different programs have submitted 176 new or revised courses for review by the University Studies Committee.
 3. Providing ongoing professional development for faculty/staff including but not limited to the alignment of curricular design with learning outcomes (Sources: Center for the Advancement of Teaching and Learning (CATL), Association of American Colleges and Universities (AAC&U), EDI recommended best practices.)
2. Perform comprehensive inventory of learning experiences (ongoing)
 - a. Defined and implemented framework for Wildly Important Goals (WIGs) from *The Four Disciplines of Execution*; read, discussed and applied ideas from book; defined WIGs for AY 20-21 and beyond
 - b. WIG 1) Incorporate Equity, Diversity and Inclusion more intentionally into pedagogical approaches and curricular development
WIG 2) Increase access to education for under-represented student populations

Continue providing EDI focused professional development; academic division directors continue to emphasize and assess objectives that advance WIGs

3. Review and revise processes for faculty rewards and expectations
 - a. Providing CATL sponsored professional development on best practices in teaching excellence
 - b. Tenure clock adjustments were made to faculty bylaws to respond to pandemic related issues
 - c. Developed Task Force to study and make recommendations for Faculty Professional Annual Report (FPAR) bylaws/process changes
 - d. Developed Task Force to study and make recommendations for changes to the post-tenure review process
 - e. Developed Task force to study and make recommendations for possible improvements to existing faculty reward system for promotion/tenure
 - f. Implemented Distinguished Faculty Scholar Award
 - g. Course evaluation system was replaced with Student Learning Experience Survey

4. Alternative credentials
 - a. Policies and process developed for creating and approving micro-credentials and certificates
 - b. Participated in prior learning assessment research, refined policy on Credit for Prior Learning
 - c. Market and promote alternative credentials and certificates

5. Annual Program Review (APR)
 - a. Established process/template via workgroup
 - b. Implemented three-year rotating cycle: first third of programs in AY 19-20; second third of programs in AY 20-21; last third of programs in AY 21-22

6. Programmatic Improvement
 - a. Implemented Academic Performance Solution (APS) platform; conducted numerous trainings for faculty and staff.
 - b. Completed Implementation of Navigate platform (application); implementation of phase two (predictive analytics) is underway; includes ongoing training for faculty and staff
 - c. Most academic and support program assessment reports/operations now reviewed annually
 - d. NWCCU acceptance of mid cycle ad-hoc reports addressing recommendations 3, 4, and 5
 - i. Recommendation 3 – library funding needs
 - ii. Recommendation 4 – core themes connected to learning outcomes strategic planning objectives
 - iii. Recommendation 5 - use of assessment data to inform planning and resource allocation

What remains to be accomplished?

1. Pedagogy and curriculum
 - a. Full implementation of GE in fall, 2023
 - b. Complete development of remaining GE courses
 - c. Continue to explore expanding Competency-based options
 - d. Implementation of E-portfolios for GE – members of task force are attending a year-long AAC&U institute to study how these should be integrated with new GE requirements
2. Review and refine faculty rewards and expectations
 - a. Provide ongoing opportunities for faculty to engage with relevant best practices in teaching as prescribed by CATL
 - b. Formally incorporate the Community-Based Research model into expectations for faculty scholarship
3. Annual Program Review (APR)
 - a. Assess effectiveness of process following completion of third round of programs (currently in progress)
4. Programmatic Improvement
 - a. Full integration of APS into APR process
 - b. Possible development of an annual “status check” for all programs with very select and specific metrics
 - c. Complete implementation of Navigate predictive analytics

Does SOU need to do something new or different to accomplish these goals? If so, what?

Marketing of micro-credentials and certificates:

SOU currently has 30 approved micro-credentials and more than 20 certificates. However, the university has not established a process for externally marketing these to non-degree seeking students and/or employers who might be willing to provide financial support to employees (with degrees, some, or no college) who wish to “skill up.”

Assessment Plan: Five Column

Strategic Direction 1 - Transform Pedagogy & Curriculum

Assessment Coordinator: Sue Walsh - Strategic Direction 1 Sponsor

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

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

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

Objectives	Means of Assessment	Results	Actions Taken
	<p>Completed</p> <p>Task - Convene a General Education Task-force.</p> <p>Target: Fulfill the charge as identified and approved by the Faculty Senate.</p> <p>Notes: This GE Task-force will include appr. 15 faculty and other administrators as needed and may take up to two years to complete its work as general education reform can be a long and difficult process.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2018 2019</p> <p>Result Type: Target Met</p> <p>Faculty Senate approved the official charge of a work-group that will be tasked to transform general education. (06/04/2019)</p>	<p>Action Taken: Task force will continue to meet in its effort to revise general education curriculum and content. (09/16/2019)</p>
	<p>Task - Present draft framework of new General Education curriculum to campus constituencies.</p> <p>Target: All presentations completed and feedback solicited.</p> <p>Notes: Presentations to be made with: Academic Affairs, Academic Division Directors, University Assessment Committee, Raider Student Services (aka ESC), Student Success Coordinators.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2020 2021</p> <p>Result Type: Target Met</p> <p>Presented draft framework of new GE to faculty senate in spring of 2021. Prior to that, held an open forum in winter 2021, multiple senate meetings, met with all divisions, SSCs, division directors, and ASSO. (12/17/2021)</p> <p>Related Documents:</p> <p>GenEd Model Concepts for SOU SP21.pdf</p> <p>GenEd Models Forum.pdf</p>	<p>Action Taken: Feedback generated from these sessions was incorporated into the plan. (12/17/2021)</p>
	<p>Task - Approve draft framework of new General Education curriculum.</p> <p>Target: Approval of framework for General Education curriculum received.</p> <p>Notes: Approval ascertained within Faculty Senate, University Assessment Committee, and University Studies Committee.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2020 2021</p> <p>Result Type: Target Met</p> <p>Faculty Senate voted in Spring of 2021 to approve the new GE curriculum (12/17/2021)</p> <p>Related Documents:</p> <p>2021 Core Capacity Models A and B2 (CORRECTED).pdf</p> <p>2021 Task Force Recommendations to Senate (Revised 6.03).pdf</p> <p>Accelerated GenEd Course Approval Process_ Procedure (Revised 6.03).pdf</p> <p>Current Capacity Language (Revised 6.03).pdf</p> <p>Draft Course Proposal Template 2021.pdf</p> <p>GenEd FAQ.pdf</p>	<p>Action Taken: The approval of the new GE capacities in spring 2021 advanced the conversation about potential models. The discussions of GE models continued into Fall of 2021. (12/17/2021)</p>

Objectives	Means of Assessment	Results	Actions Taken
	<p>Task - Solicit new General Education courses</p> <p>Target: Solicit new GE courses from all divisions during Fall of 2021</p> <p>Assessment Status: Assessment Started but not Completed</p>	<p>GenEd Model Approval Sequence.pdf</p> <p>GenEd Transfer Articulation_ Teachout Plan.pdf</p> <hr/> <p>Reporting Period: 2020 2021</p> <p>Result Type: Target Met</p> <p>Applications received from all divisions for new GE courses in Fall of 2021 (12/17/2021)</p> <p>Related Documents:</p> <p>Copy of GenEd Intent-to-Apply Submissions for Assessment.xlsx</p> <p>Proposal Guide_ CE - Communication Expression Capacity.pdf</p> <p>Proposal Guide_ CI - Creativity Innovation Capacity.pdf</p> <p>Proposal Guide_ EDI - Equity, Diversity, and Inclusion Capacity.pdf</p> <p>Proposal Guide_ IA - Inquiry Analysis Capacity.pdf</p> <p>Proposal Guide_ NL - Numerical Literacy Capacity.pdf</p> <hr/> <p>Reporting Period: 2020 2021</p> <p>Result Type: Inconclusive</p> <p>The new GE curriculum will not be implemented until Fall of 2021. However, the professional development around new GE course design is fully under way. (12/17/2021)</p> <p>Related Documents:</p> <p>Copy of Course Design Map Notes for Mentors.docx</p> <p>Copy of ePortfolio TAD Template Instructions.docx</p> <p>Course Design Support for Gen Ed.docx</p>	<p>Action Taken: Due to the large number of GE courses submitted for approval, a tiered approach to professional development and approval has been undertaken. (12/17/2021)</p> <hr/> <p>Action Taken: 16 faculty mentors have created a series of workshops to go along with the new GE course applications. This peer review and mentor review process has been occurring during Fall of 2021. Currently, most faculty have completed a draft of their course design. In addition, a team will attend the AAC&U e-portfolio institute over the course of the next year to examine the possibility of including student e-portfolios as part of the new GE. (12/17/2021)</p>
<p>Inventory learning experiences (SD 1.1) - Identify and create curricular and co-curricular opportunities</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2018 2019, 2019 2020</p>	<p>Task - Catalog opportunities to "connect to community, region, world"</p> <p>Target: Catalog established</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2017 2018</p> <p>Result Type: Target Met</p> <p>Identified capstones, internships, and practica coordinators by program (06/06/2019)</p> <p>Related Documents:</p> <p>Coordinators of Learning Experiences.docx</p>	<p>Action Taken: Coordinator lists will be used as reference to help identify and catalog inventories of curricula and opportunities defined within goal 1. Specifically, 1) connect to community, region, and the world, 2) think critically,</p>

Objectives	Means of Assessment	Results	Actions Taken
			3) innovate boldly, and 4) to create lives of purpose. (09/16/2019)
		Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory complete. (see attached docs) (12/28/2018) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "think critically" Target: Catalog established Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "innovate boldly" Target: Catalog established Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "create lives of purpose" Target: Catalog established Assessment Status: Assessment Completed	Reporting Period: 2018 2019 Result Type: Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) Related Documents: SD1Goal One Inventory of Learning Experiences 06_19.docx Audacity A Queer Leadership Experience.pdf Catalyst Leadership Program Brochure.pdf Winter Syllabus UGS 199 Leadership Development.pdf PLC Creating Lives of Purpose.pdf	Action Taken: Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
Implement pedagogy and curriculum (SD 1.1) - Implement and/or revise pedagogy and curriculum Objective Status: Active Assessment Year(s): 2017 2018, 2018 2019, 2019 2020	Task - Develop and revise annual curricular changes Target: Curriculum implemented Assessment Status: Assessment Started but not Completed	Reporting Period: 2019 2020 Result Type: Target Met New Finance concentration added to MBA. Summer 2019. (01/06/2020) Reporting Period: 2019 2020	Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (01/06/2020) Action Taken: Continue with

Objectives	Means of Assessment	Results	Actions Taken
		<p>Result Type: Target Met Gender Sexuality Women's Studies major degree program including Transgender certificate developed and to be approved in Jan 2020. (12/21/2019)</p>	<p>existing practice for revising current program offerings and for approving new programs. (12/21/2019)</p>
		<p>Reporting Period: 2018 2019 Result Type: Target Met Online psychology major available. (06/10/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
		<p>Reporting Period: 2018 2019 Result Type: Target Met Online version of INL program developed and approved (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
		<p>Reporting Period: 2018 2019 Result Type: Target Met Digital Cinema major developed and approved specifically targeting strategic plan goals (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
		<p>Reporting Period: 2018 2019 Result Type: Target Met Online version of Master of Sciences in Education program developed and curriculum approved. (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
		<p>Reporting Period: 2018 2019 Result Type: Target Met New Health Care Administration concentration added to MBA. (06/07/2019)</p>	<p>Action Taken: Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)</p>
	<p>Task - Implement framework for new General Education curriculum Target: Framework of new Gen Ed curriculum implemented in Fall 2021 Assessment Status: Assessment Started but not Completed</p>		
	<p>Task - Implement other non General Education curriculum changes</p>		

<i>Objectives</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p>Target: Other non General Education curriculum implemented</p> <p>Assessment Status: Assessment Started but not Completed</p>		
	<p>Task - Align changes of teaching modality due to COVID-19 remote course delivery with long term SOU mission and strategic plan.</p> <p>Target: Changes to teaching modality implemented.</p> <p>Assessment Status: Assessment Started but not Completed</p>		

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

Objectives	Means of Assessment	Results	Actions Taken
<p>Revise faculty expectations (SD 1.2) - Faculty expectations and reward systems to be revised for alignment with strategic plan Objective Status: Active Assessment Year(s): 2018 2019, 2019 2020</p>	<p>Task - Implement programs within the Center for the Advancement of Teaching and Learning (CATL) focusing on best practices in teaching excellence. Target: Programs offered Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met January launch of a community-building initiatives called Faculty Insights a new series of podcasts featuring SOU faculty. (01/06/2020) Related Documents: Faculty Insights Website</p>	
	<p>Task - Perform ongoing implementation of relevant best practices in teaching as prescribed by the Center for the Advancement of Teaching and Learning (CATL). Target: Annual changes made to teaching practices. Notes: This task will never fully be complete as professional level is an ongoing process that CATL supports. Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met Diverse selection of programs offered by CATL (see attached) (01/06/2020) Related Documents: CATL Inventory of program and services.docx</p> <p>Reporting Period: 2020 2021 Result Type: Target Met Programs developed and delivered by CATL to faculty focusing on instructional resiliency, innovation community, summer symposium, and course design academy. (12/17/2021) Related Documents: CATL PD .docx</p>	
	<p>Task - Examine faculty expectations for FPAR Target: Summer chairs working group makes recommendations to FPAR task force Notes: Convene a subset of program chairs to evaluate teaching, service, and scholarship as components of faculty evaluation and performance Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020 Result Type: Target Met Phase one results: FPAR task force convened Fall 19 and analyzed the FPAR expectations. Draft report issued to Faculty Senate with preliminary recommendations. (12/17/2019) Related Documents: FPAR Task Force Report.docx</p>	<p>Action Taken: Revise draft report and its recommendations to inform revision of FPAR process and associated changes to bylaws. (12/18/2019)</p>
	<p>Task - Revise FPAR process</p>	<p>Reporting Period: 2020 2021</p>	

Objectives	Means of Assessment	Results	Actions Taken
	<p>Target: Revise bylaws as recommended by FPAR task force</p> <p>Assessment Status: Assessment Completed</p>	<p>Result Type: Target Met</p> <p>Bylaws revised (12/10/2021)</p> <p>Related Documents:</p> <p>FPAR Task Force Bylaws Recommendations Redlined.docx</p>	<p>Action Taken: Assoc Provost and Dir IR will revise the Workflow process in the Activity Insight (aka Faculty Success) to reflect the approved bylaw changes. (10/15/2021)</p>
	<p>Task - Revise post-tenure review process</p> <p>Target: Revise bylaws as recommended by post-tenure review task force</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2020 2021</p> <p>Result Type: Target Met</p> <p>The Task Force has updated the bylaws related to post-tenure/promotion review, and has crafted a report with recommendations for the Faculty Senate. (12/20/2020)</p>	
	<p>Task - Convene task-force to examine and report upon the faculty reward system.</p> <p>Target: Task force convened and report developed.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Task force convened Summer 2019 and report produced. Task force included Bret Anderson, Jackie Apodaca, David Bithell, Paul Condon, Kylan de Vries, Andrew Gay, Larry Gibbs, Joan McBee, John Roden, and Alena Ruggerio. (12/17/2019)</p> <p>Related Documents:</p> <p>Report on Faculty Rewards Systems at SOU.pdf</p>	<p>Action Taken: Consider recommendations from task force which that focus promoting and supporting scholarship, creative work, and teaching accomplishments. (12/18/2019)</p>
	<p>Task - Develop proposal for course evaluation revisions</p> <p>Target: Convene task force and identify recommendations</p> <p>Notes: The specific charge of the task force was threefold: to research best practices in teaching evaluations that focus on student learning; to review the use of evaluations for promotion and tenure; and to develop a proposal for student evaluation procedures that are equitable and provide meaningful feedback to faculty.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Task force convened in Fall 19 and recommendations submitted (12/19/2019)</p> <p>Related Documents:</p> <p>Student Evaluation Task Force Report.pdf</p>	<p>Action Taken: Recommendations outlined in task force report to inform revisions to course evaluation process. (12/19/2019)</p>
	<p>Task - Implement revisions to course evaluations</p>		

<i>Objectives</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p>Target: New course evaluation implemented</p> <p>Notes: Use recommendations from course evaluation task force</p> <p>Assessment Status: Assessment Completed</p>		

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

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

Objectives	Means of Assessment	Results	Actions Taken
	<p>Completed</p> <p>Task - Expand institutional capacity for Competency Based Education (CBE).</p> <p>Target: Establish pathways for CBE opportunities for adult and other learners.</p> <p>Assessment Status: Assessment Started but not Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Participation in the National Institute for Learning Outcomes Assessment (NILOA) Learning Recognition Collaborative in Fall 19. Toolkit to be made available by NILOA in early 2020. (11/15/2019)</p> <p>Related Documents:</p> <p>NILOA Learning Recognition Collaborative Participation Letter.pdf</p> <p>CBE Framework from Council of Regional Accrediting Commissions.pdf</p>	
	<p>Task - Renew commitment to CAEL</p> <p>Target: Re-establish membership in CAEL; participate in annual conference and other activities</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2020 2021</p> <p>Result Type: Target Met</p> <p>Membership has been renewed and numerous faculty have attended workshops and conferences sponsored by CAEL. (12/17/2021)</p>	
	<p>Task - Actively market and promote alternative credentialing.</p> <p>Target: Market plan implemented.</p> <p>Notes: This task is never truly completed as new certifications and alternative credentials will be continually proposed and implemented.</p> <p>Assessment Status: Assessment Started but not Completed</p>		

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

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

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

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

<i>Objectives</i>	<i>Means of Assessment</i>	<i>Results</i>	<i>Actions Taken</i>
	<p>Started but not Completed</p> <p>Task - Inventory the initiatives to improve academic outcomes for BIPOC students.</p> <p>Target: Create inventory</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2020 2021</p> <p>Result Type: Target Met</p> <p>All Academic Division Directors Reporting on Inventory. See related document. (10/20/2020)</p> <p>Related Documents:</p> <p>Investments in improving academic outcomes for BIPOC students.docx</p>	

FILTERS Strategic Direction 2 – All Goals Assessment Years
All ▾

Strategic Directions

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Objectives

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Specific Assessments



All Other Programs

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Academic Program Outcomes

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Support Program Outcomes

- Programs with Outcomes Mapped to Selected Strategic Goal
- Support - University Housing
 - Support - Student Affairs: Queer Resource Center
 - Support - Student Affairs: Environmental and Community Engagement
 - Support - Student Affairs: Campus Recreation
 - Support - Service Center
 - Support - Schneider Museum of Art
 - Support - Information Technology

Outcome Name	Outcome
11(Service)	The Math department participates in the mathematical life of the Rogue Valley.
7(Service)	All math majors will be advised in a timely and individual manner by math department faculty.
Academic Support	The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.
Add password self-service and replace existing account activation portal	Replace the homegrown "seadragon" system for password management and account activation.

January 2022 Strategic Plan Update

Strategic Direction 2: “will become an employer of choice and provide excellent service to all of its constituents.”

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

Goal 2: SOU will improve its customer experience by streamlining business processes.

Goal 3: SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.

Goal 4: SOU will design and implement a program that will develop a culture of service excellence in all employees

What has been accomplished already?

G2 - Effective Orientation: 2018 In-person New Employee Orientation, 2019 Digital Onboarding Paperwork (Employees), and 2020 Formalized Job Advertising Board & Digital Onboarding Paperwork (Student Employment). Note: In-person new employee orientation was curtailed during the pandemic and will resume in 2022 after an update to the presentation materials (e.g. new president’s message).

G2- Training and Professional Development Programs: 2019 [LinkedIn Learning](#) (online) and [Partnership with Outreach & Engagement](#) (in-person).

G2- A performance management process that rewards employees for continuous improvement: 2018 [Outstanding Staff Award](#) and 2021-2022 Staff Performance Management Program Review and Update.

G4 - Culture of service excellence: 2019 [Culture of Service Excellence](#) (Training/Tools/Coins) Note: Service Excellence is ongoing and may require a post-pandemic “reboot.”

What remains to be accomplished?

The Staff Performance Management process was reviewed and an updated program was developed and presented to Cabinet. Piloting now 2021-2022. Please reference read ahead material and Jan 20, 2022 .ppt slides provided by the Director of Human Resources. Further advancement of the improved Staff Performance Management program is on-hold, pending a decision on the ERP conversion (and cut over). New ERP solutions employ industry best-practices that will likely consolidate or eliminate the need for additional third-party applications.

Organizational realignment (placing greater communications responsibility with University Advancement) has improved collaboration and work-products.

FILTERS Strategic Direction 3 – All Goals Assessment Years: All

Strategic Directions



All Other Programs

36 Academic Program Outcomes	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <ul style="list-style-type: none"> Support - University Housing Support - Student Affairs: Environmental and Community Engagement Support - Small Business Development Center Support - Service Center Support - Schneider Museum of Art Support - Information Technology Support - Human Resources 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>1. Knowledge of Global Dynamics</td> <td>Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.</td> </tr> <tr> <td>10(Efficiency)</td> <td>The Math department will assess its outcomes on a yearly basis.</td> </tr> <tr> <td>Academic Support</td> <td>The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.</td> </tr> <tr> <td>Advising</td> <td>Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.</td> </tr> </tbody> </table>	Outcome Name	Outcome	1. Knowledge of Global Dynamics	Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.	10(Efficiency)	The Math department will assess its outcomes on a yearly basis.	Academic Support	The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.	Advising	Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.
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39 Support Program Outcomes												

January 2022
Strategic Plan Update: SD III

Strategic Direction 3: SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.

Goal 1: SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university.

Goal 2: SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU.

Goal 3: SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

What has been accomplished already?

Goal 1

- In March 2019, SOU was awarded a Silver through the Sustainability Tracking and Rating System (STARS), a program run by the Association for the Advancement of Sustainability in Higher Education (AASHE). SOU Sustainability Office is currently collating the next submission for early 2022. SOU also reports greenhouse gas emissions annually to Second Nature.
- SOU's Sustainability Council meets once a term and has representation from multiple departments from across campus of staff, students and faculty. The Sustainability Council helps to further and advise on sustainability at SOU
- SOU has a total of 10 solar arrays on buildings and 6 STrackers. The arrays total 512KW (kilowatts) capacity and generate around 9% of SOU's electricity use. 3 of the arrays are net zero buildings (generate more electricity than they use) with two of the net zero buildings added in the last 2 years. The three most recent solar projects have all been differently and innovatively funded. Grant funding, student funding, private investment and energy savings from other campus projects have all contributed to increasing SOU's solar arrays in the past 2 years. Early discussions are taking place around the potential for a community solar project through the Ashland Solar Cooperative. <https://news.sou.edu/2021/09/solar-arrays-pop-up-at-the-farm-at-sou/>.
- In 2018, SOU signed up to the Real Food Challenge and pledged to achieve 20% Real Food by 2023. The latest figures indicate SOU is around 5%.
- SOU was the first Bee Campus in the USA in 2014 and continues to maintain certification for Tree Campus and Bee Campus. The Tree, Bee and Bird Committee meet once a term.
- SOU navigated water shortages and drought issues in summer 2021 and has identified transition areas for the landscape to help transition the campus so that it conserves water and thrives in the current climate.
- Sustainability and Equity in Purchasing Policy was consulted on widely in 2021, approved by Cabinet and published in September 2021. The policy and associated procedure aim to help SOU make sustainable and equitable purchasing decisions across campus.
- SOU's Recycling Center, originally founded in 2010 through a capstone project, was expanded and refurbished in 2021. 55% (by weight) was recycling between 7/1/21 and 6/30/21. The overall trend is a small increase each year for the previous 5 years. The Center currently employs 4 students.
- Reuse at move out in June 2021 diverted 4081 lbs. of goods from landfill, an increase of 15% from previous year. This was donated to Goodwill.

- Two PEAK funded student positions in the Sustainability Office in 2021/2022 help to build skills and knowledge in sustainability through student employment.
- SOU continues to have strong community links around sustainability through a seat on the City of Ashland's Conservation and Climate Outreach Commission, partnering with Ashland Climate Action Project to develop a survey and evaluate the results for home energy and climate change. SOU Sustainability is also part of the Ashland Climate Collaborative to show leadership in how the community, organizations and businesses can work together to help deliver Ashland's Climate goals.
- In Fall Term 2021, a Sustainability Tour of campus for all students, staff and faculty was offered to highlight sustainability across campus. A tour was also given to a visiting school from Gold Hill.
- The SOU Social Justice and Equity Center houses the Student Sustainability Team, managed by the Equity and Basic Needs coordinator and comprising of around 12 student coordinators/leaders. These students currently lead peer-to-peer education and engagement in the following areas: SOU Real Food Challenge/sustainable food systems, sustainable transportation, equity and climate justice, basic needs and food security, and organic gardening. This includes events, tabling, workshops, and classroom presentations and engagement.

Goal 2

- Sustainability is brought into decisions and projects from the beginning which helps to achieve goal 2 of building an organizational and financial infrastructure to support the advancement of sustainability. This is being demonstrated through Sustainability representation on the Policy Council, the Facilities Planning and Utilization Committee as well as individual projects including the Britt Hall renovation and the Stadium storage building.
- The Green Fund is a self-imposed student fee of \$10-\$15 per term paid by each student. It is currently \$13 and has funded projects including water restoration certificates to offsets our water use, the library solar installation and The Farm at SOU. Power purchase Agreements have been signed based on solar projects so that the energy savings from the electricity generation have been transferred to the green fund to go towards other sustainability projects.

Goal 3

- Following the STARS guidance for evaluation, of the 2968 undergraduate and 1185 graduate courses assessed, there are 127 sustainability focused undergraduate courses and 56 sustainability focused graduate and then 605 sustainability inclusive undergraduate and 188 sustainability inclusive graduate courses. This is 23.5% of SOU courses (not counting the excluded ones) and an increase from 13% reported in 2019. Students not only chose Universities and Colleges based on the sustainable operations of a campus but knowing that the teachings are setting them up for the world now and in the future.
- Southern Oregon University developed a program, Southern Oregon Sustainability Curriculum Initiative (SOUSCI), on integrating sustainability into the curriculum. The program was initiated in Fall 2019 and is led by a team of four faculty from the division of Business, Communication, and the Environment (BCE). This focus on sustainability is an ideal vehicle to help achieve Goal 3 of SD3 and more broadly of Goal 1 of SD1. A cohort of ten faculty from BCE interested in integrating sustainability into their curriculum was identified via a proposal submission. The cohort of faculty attended a one-day workshop, as well as monthly meetings with the cohort, the program

facilitators, and guest speakers. Each faculty committed to substantially changing some component of their course's curriculum and/or pedagogy to incorporate a commitment to sustainability. Faculty integrated sustainability into a variety of courses – from argumentation and critical thinking, operations management, food, and beverage management, to film theory and practice and management information systems. In 2019-2020, the focus was on the environmental aspects of sustainability and in 2020-2021 it was on the equity, diversity and inclusion aspects and for the 2021-2022 academic year it has an economic focus.

- From Fall 2021, SOU offers a major in Sustainability. The Sustainability major will require courses from all different disciplines such as business, economics, environmental science, sociology and anthropology. The relation between courses will show students how important sustainability is in all fields of study.
- The Farm at Southern Oregon University is a center for sustainability. The student-led organic Farm produces healthy, sustainably harvested food for the SOU community. It is a hub for education, student and faculty research and community outreach to the Rogue Valley.

What remains to be accomplished?

- Updated Climate Action Plan with clear medium and long-term climate goals for both reducing greenhouse gas emissions and adapting to changes in the climate
- Energy and water monitoring for each building through a dashboard to help inform reduction programs is planned and a Green office/building initiative could support this to help identify where improvements and changes can be made on campus.
- Further outreach and education around sustainable procurement and waste management
- Progress around Real Food Challenge
- Continue to develop collaboration and links around the intersection of social justice, climate justice and environmental justice
- Strengthen community partnerships around internships for climate change and sustainability.

Does SOU need to do something new or different to accomplish these goals? If so, what?

Continue to, and enhance how we build sustainability into operations and decision making so that is isn't seen as an additional layer but very much how we think and operate as a core value. The most resilient organizations in the future will be those that are innovative and build systems taking into account the challenges around resource use, resource management and changes in the climate as well as understand the intersection between social justice and the environment. Sustainability is often seen as a compromise rather than building a better future. Higher education through curriculum, operations and partnerships offers an opportunity to show how it is about building better systems.

FILTERS

Strategic Direction 4 – All Goals

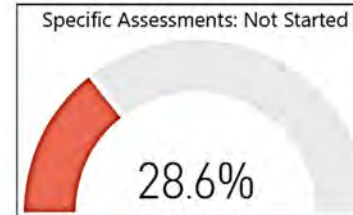
Assessment Years

All

Strategic Directions

13
Objectives

35
Specific Assessments



All Other Programs

98
Academic Program Outcomes

41
Support Program Outcomes

- Programs with Outcomes Mapped to Selected Strategic Goal
- Support - University Coaching and Academic Mentoring (U-CAM)
 - Support - Student Health & Wellness Center
 - Support - Student Affairs: Queer Resource Center
 - Support - Student Affairs: Environmental and Community Engagement
 - Support - Student Affairs: Campus Recreation
 - Support - Schneider Museum of Art
 - Support - Institutional Research

Outcome Name	Outcome
1 (knowledge)	Mathematics graduates display a depth and breadth of mathematical knowledge in both pure and applied areas.
1. Knowledge of Global Dynamics	Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.
12(Success)	The Math department will maintain an atmosphere of challenge and success for all of its students.
2 (skill)	Mathematics graduates analyze data and model real-world problems, using technology as appropriate.

January 2022
Strategic Plan Update: SD IV
Office of Equity, Diversity, and Inclusion

Per the queries identified in the reporting template provided, this narrative summarizing goal related activity for Strategic Direction IV (SDIV) outlines SDIV and its three goals; provides a brief description of goals accomplished; identifies what goals remain to be accomplished; and addresses whether something new or different should be done to accomplish the goals.

Strategic Direction IV: Create a diverse, equitable, and inclusive community where learners flourish

Goal 1: 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.”

Hire of Vice President for Equity, Diversity, and Inclusion (VPEDI)

Toya Cooper joined the Southern Oregon University Staff on November 15, 2021 and has began meeting with internal and external stakeholders, reviewing historical data on equity, diversity, and inclusion work at SOU, and developing office structure, budget, and vision; as well as protocols and practice for work within the office and with campus partners. Under Vice President Cooper’s leadership, the office held its first co-sponsored event with the Osher Lifelong Learning Institute (OLLI) featuring Pulitzer Prize finalist, author, geriatrician, and educator, and UCSF Medical School professor, Dr. Louise Aronson. Dr. Aronson’s presentation, “Age, Ageing, Ageism and the Future of Elderhood” addressed and gave significant attention to the intersectionality of age and, aging, and race, gender, disability, and sexual orientation, specifically differentiating the health, social, and professional outcomes.

Vice President Cooper has drafted a budget, structure and vision for the work of the Office for Equity, Diversity, and Inclusion. The draft is currently under review and discussion with the EDI Team Leadership. Prior and subsequent to drafting, the VPEDI met with Director of Budget and Planning, Josh Lovern and will continue seeking his guidance in finalizing the proposal for submission. The intention of the proposal is to create a staffing and funding model that persists beyond crisis periods, survives personnel changes, and maintains the focus of SDIV and related goals and maintain a culture of ongoing education, and of assessment to enhance programming and support compliance efforts with Oregon’s Cultural Competency mandate for public institutions

The office will launch a quarterly newsletter on Monday, February 14th announcing EDI-related activity and events (internal and external), citing related resources, and providing opportunities for contribution from campus partners. a process for requests to co-sponsor events, will launch a newsletter partnered with a call for EDI-related events to campus divisions to be reported on.

Vice President Cooper attended the Oregon Leadership with Chair Santos and Trustee Thorndike, has joined the planning committee the Student Voices Bill (Oregon House Bill 2590) and the Equity Advisory Committee for Oregon’s Higher Educational Coordinating Commission (HECC). Vice President Cooper will meet with the HECC’s Director of EDI, Rudyanne Rivera Lindstrom on January 18th. Vice President

Cooper will also serve as SOU's representative helping in the development of the Equity Sidecar with the request of the Oregon Council of Presidents (OCOP).

Center for Advancement of Teaching and Learning (CATL) EDI Innovation Communities

CATL has developed among its Innovation Communities a Culturally Responsive Teaching (CRT) project introducing a pedagogical approach inclusive of students' cultural backgrounds. In 2020, national education consultant, Zaretta Hammond introduced the topic in a campus lecture; and education consultant, Matthew Reynolds conducted a faculty training program which addressed the that role teaching faculty's own cultural backgrounds play in the classroom. The CATL repository where efforts are collected reflects the following projects/assignments aimed at advancing SDIV; Goal 3:

- ABCDEquity: A heuristic for course planning (Margaret Perrow)
- Summer Bridge Grant Program (Younghee Kim; Kayla Rapet)
- EDI USem Poetry of Witness (Danielle Hammer)
- Poetry of Witness Podcast Assignment (Alma Rosa Alvarez)
- Rethinking of Assessment Practices (Merrilyne Lundahl)
- Expansion of EDI into BS Sustainability minor and major requirements

Faculty plan to engage an assessment process to determine the impact the CRT approach and related work has on the student classroom experience. The uncertainty of and necessary schedule modifications caused by the pandemic delayed this work, and renewal of the same is to be determined. Upon collection, disaggregation, and analysis of data we'll be able to determine the extent to which the work supports goal 1 in the advancement of Strategic Direction IV.

Oregon Center for the Arts (OCA)

During the "We See You" movement among theater companies (nationally and internationally) which aimed at developing anti-racist theater systems, the Theater Arts program at OCA received a letter from SOU students seeking changes consistent with "We See You" principles. In response, the Theater Arts program of OCA underwent significant review of its programming, practices, and policies and made curricular changes, and diversification of performances, and modifications to access. Vice President Cooper met with David Humphrey who indicates he anticipates assessing the program after three years of activity.

University of Southern California Equity Institute

The Office of Equity, Diversity and Inclusion has scheduled twenty-three faculty and staff participants in the USC Equity Institute, an 8-week online program administered synchronously by the Institute's teaching faculty. The Institute is designed to increase individual competency and organizational effectiveness in advancing EDI initiatives in accordance with the institutional participants stated learning outcomes. The bi-weekly program begins on Monday, February 14, 2022 and ends on Monday, May 23, 2022. Incoming President Bailey, all university Vice Presidents, Board Secretary, and General Counsel are among the program participants. The new VPEDI will serve as the program's "Commissioning Executive" with regular reporting requirements and consultant opportunities with program administrators as the program

progresses. The program also provides for some assessment of participant activity during the 8-week module program.

Goal 2: Establish supportive pathways that will increase the access, retention, and success of learners (students, staff, and faculty) from underrepresented backgrounds.

Campus Climate Survey

The climate survey conducted in 2020 determined as a function of low, single digit response rate and incongruence between survey offered categories for respondents' self-identification and the categories the university employs, was deemed unhelpful in gaining meaningful data related to lived experiences of faculty, staff, and students; and understanding the impact of the work under SDIV. The EDI Leadership team and newly hired Vice President of Equity, Diversity, and Inclusion are in the final stages of vetting three vendors (Soundrocket, Viewfinder, and Kaleidoscope) and has tentatively selected one among them. The office anticipates a final section by Friday, January 21st. Additional information the office seeks from the vendor will be determinative. Specifically, the office seeks to understand the ways in which the vendor has accounted for the significant change in the administration of educational programming and activity in light of necessary, pandemic driven modifications.

Once the survey is launched, administered, and completed; and the data disaggregated, the office will work with Institutional Research to analyze the data for comparison with SDIV activity, metrics developed and progress on the same to determine alignment between stated, related goals and experience of respondents. allow the university to set benchmarks, and where and if necessary, modify and/or develop new metrics of success for the work under the programming and activities under the Inclusive Excellence Framework in the advancement of SDIV.

BIPOC Virtual Luncheon

In the spring of 2021, the EDI Leadership Team established a program of regularly held gatherings for members BIPOC and LGBTQIA+ communities at SOU. The first gathering occurred on May 5,2021. COVID interrupted subsequent gatherings.

Office of OEDI will determine desired frequency for a virtual version of these gatherings in light of the pandemic, with a minimum of one gathering each quarter for the groups identified. The office will survey participants on desired objectives for the gatherings, in consultation with the Committee for Equity and Diversity to determine activities; will develop metrics for success; and assess the activity to determine necessary modifications to programming.

Goal 3: 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

Vector Solutions Educational Series

The EDI Leadership Team introduced the Vector online EDI educational series for all staff. Completion rates from the Office of Human Resources by title and percentage of staff completing programs are as follows:

- Communication for Inclusion - 21.96%
- Engagement with Diversity - 22.49%
- The Influence of Unconscious Bias - 18.72%
- <https://drive.google.com/drive/folders/1gX699Gx5vCGKL7gR4O6vUnARz8LuYpY>

The office will determine whether the vendor for this program offers a reporting system that surveys and analyzes participants experiences and use the data to determine the degree to which it serves to advanced SDIV's goal of creating capacity for communication across difference; and modify where necessary.

Antiracism and Decolonization Innovation Community

The newly established Antiracism and Decolonization Innovation Community of Center for the Advancement of Teaching and Learning began its virtual speaker series on January 4, 2022. The program runs until February 28th. This speaker series will feature faculty experts in a variety of areas of Ethnic and Racial Studies. The EDI office will inquire with this Innovation Community to determine assessment plans.

FILTERS

Strategic Direction 5 – All Goals

Assessment Years
All

Strategic Directions

11
Objectives

32
Specific Assessments



All Other Programs

18
Academic Program Outcomes

31
Support Program Outcomes

- Programs with Outcomes Mapped to Selected Strategic Goal
- Program
 - Support - Student Affairs: Environmental and Community Engagement
 - Support - Student Affairs: Campus Recreation
 - Support - Service Center
 - Support - Schneider Museum of Art
 - Support - Information Technology
 - Support - Human Resources
 - Support - Government Relations and Outreach

Outcome Name	Outcomes Mapped to Selected Strategic Goal
10(Efficiency)	The Math department will assess its outcomes on a yearly basis.
7(Service)	All math majors will be advised in a timely and individual manner by math department faculty.
8(Efficiency)	Math department class schedules will be taught with a minimum of non-fulltime faculty and with only necessary low-enrolled classes.
9(Service)	The Math department will offer general education classes that meet the needs of the general SOU student and the needs of other programs.
Academic Support	The DMC provides a workshop for academic media production and facilitates the

January 2022 Strategic Plan Update

Strategic Direction 5: “will maintain financial stability and invest for institutional vitality”

Goal 1: SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.

Goal 2: SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations or efficiencies

Goal 3: SOU will enhance opportunities to leverage its existing assets to increase revenue.

Goal 4: SOU will invest in opportunities that generate additional gifts, grants, and sponsorships from external sources.

What has been accomplished already?

Goal 1. The Enrollment Management Council continues to meet. A fourth committee is being added to explore labor market data and SOU program offerings. Additionally, each Enrollment Management Council subcommittee has developed and is working toward annual objectives to improve Recruitment and Marketing, Student Success and Retention, and Financial Aid. One particularly exciting strategy for this year is a revamp of the diversity scholarship program. The new program leverages the financial aid leveraging expertise provided by Ruffalo Noel Levitz to increase the number of BIPOC students who receive diversity scholarships. and there is a new focus on diversity scholarship funding and allocation.

Goal 2. The Director of Budget continues to assess industry KPIs and has built a library of these that are ‘cataloged’ and ready for development. Deployment relies on custom executive dashboards and reports; implementation is iterative and ongoing.

Beginning in FY21, KPIs related to Ending Fund Balance expressed as Days of Operations and Months of Operations are now directly shown on every pro forma presented to the Board and used topically in venues across campus. These ratios measure the number of days/months the institution is able to operate (cover its cash operating expenses) from unrestricted fund balance dollars, representing resource sufficiency and flexibility.

Although normally hidden from view, additional KPIs are also now built directly into the pro forma showing year-over-year changes to every category of revenue or expense. Likewise charts related to revenue and expense mix, and multi-year ending fund balance trends have been developed and are included in the pro forma workbook.

Two key industry ratios have been added to the pro forma as well. The Gross Tuition Contribution Ratio has been included to aid in analysis about the institution’s revenues by source; and the Net Tuition Dependency ratio which demonstrates how dependent the institution is on tuition revenue versus other revenue sources.

Additional enhancements made to projection modeling for student credit hours (SCH) have been incorporated into revenue forecasts. In particular, weighted values have been updated to reflect the jolt of the global pandemic and its impact on SCH over the last couple of years. Three KPIs corresponding

to SCH trend analysis are now directly visible on the projection model and easily seen by campus stakeholders when discussing enrollment trends and SCH topics.

Goal 3. Beginning in January 2020, President Schott convened a Presidential Task Force on Financial Sustainability. This task force provided education, dialogue and an opportunity to dive deeper into:

1. The SSCM—how to maximize benefits to SOU after the revisions
2. Space management and master planning—what approach (process and outcomes) that will improve alignment...and revenue streams.
3. Properties—what is the highest and best use of our under-utilized property on the perimeter of campus

The president accepted recommendations from each of the working groups. And, Academic Performance Solutions (APS) implementation is ongoing.

Goal 4. Gifts and grants to SOU will continue to play an important role in funding its future.

1. The university has entered the silent phase of its inaugural comprehensive campaign. Gift receipts continue to rise year over year, which is a positive sign for the future.
2. Work to refine the grants and contracts area has also occurred; a new Director position is in search now.

What remains to be accomplished?

Goal 1. Stay the course

Goal 2. Focus on operational KPIs, and leverage the transition from Banner to a new ERP, using industry-standard workflows and metrics

Goal 3. Market and sell each property identified as “excess” by the Task Force. Then, create new P3 opportunities at Ashland / Walker and Cascades sites.

Goal 4. This goal is really just getting started. The silent phase has begun, and a nucleus of gifts amounting to half of the fundraising goal must be secured prior to the campaign going public.

Fundraising priorities (i.e. Big Ideas) need to be socialized across campus upon review and adjustment by incoming president Rick Bailey.

Does SOU need to do something new or different to accomplish these goals? If so, what?

Goal 1. Recent partnerships with Ruffalo Noel Levitz, Kings Education, and internal process improvements will need to be monitored for enrollment growth. We will continue to analyze enrollment data and explore strategies to grow SOU overall enrollment.

Goal 2. Effective University Budget Committee meetings (develop reserve policy, discuss / decide on “budget model”, and continue ERP journey...including KPI implementation)

Goal 3. Be creative. Dedicate time and energy to the task.

Goal 4. To successfully raise \$75m-\$100m in private philanthropy within seven years, the university and foundation must work in tandem to build the necessary infrastructure and also align fundraising priorities with the vision of the institution.

FILTERS Strategic Direction 6 – All Goals Assessment Years
All

Strategic Directions



All Other Programs

36 Academic Program Outcomes	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <ul style="list-style-type: none"> Support - Student Affairs: Environmental and Community Engagement Support - Schneider Museum of Art Support - Information Technology Support - Human Resources Support - DMC Community/Gov Access Support - Center for Instructional Support Program - Seminar 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>Academic Support</td> <td>The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.</td> </tr> <tr> <td>Action Research</td> <td>Students will be able to conduct action research on their own teaching in order to monitor and improve the quality of their teaching.</td> </tr> <tr> <td>Advising</td> <td>Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.</td> </tr> <tr> <td>Applying SLA theories/Methodologies to teaching</td> <td>Students will be able to apply contemporary theories on second language acquisition and outcomes to their own classroom teaching.</td> </tr> </tbody> </table>	Outcome Name	Outcome	Academic Support	The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.	Action Research	Students will be able to conduct action research on their own teaching in order to monitor and improve the quality of their teaching.	Advising	Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.	Applying SLA theories/Methodologies to teaching	Students will be able to apply contemporary theories on second language acquisition and outcomes to their own classroom teaching.
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Applying SLA theories/Methodologies to teaching	Students will be able to apply contemporary theories on second language acquisition and outcomes to their own classroom teaching.											
17 Support Program Outcomes												

**January 2022
Strategic Plan Update**

Strategic Direction 6: SOU will develop physical and virtual environments in which all learners can thrive.

Goal 1: 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 2: SOU will provide opportunities for all learners to be effective users of immersive, accessible and virtual technologies and spaces.

What has been accomplished already?

New capital renewal and deferred maintenance projects are incorporating modern classroom and study space designs to include:

- Easily reconfigurable space & furniture
- “Generic” learning space where possible, instead of single use design
- Study areas that include soft seating, WIFI, charging points, etc.

Recent deferred maintenance & capital renewal projects in Britt & Taylor addressed needs in both buildings.

Taylor saw the addition of 2 large study spaces and significant remodel of a 3rd existing space, new modern lighting throughout the building, removal of sight barriers at exterior windows and the addition of 2 all-gender restrooms.

Britt’s renovation included a new student study area, modernized HVAC, modernized lighting and the addition of 2 all-gender restrooms.

The pandemic has accelerated the introduction of virtual learning tools into the classroom; at the height of the remote learning model, 25 general use classrooms were equipped to deliver virtual lessons.

In late 2021, the Facilities Planning & Utilization Committee (FPUC) was formed. It met once and is working to make Capital and Space Management decision processes more transparent.

Phase 1 of the 10-year update to the campus master plan has been completed, which involved updating the campus map to show the current buildings, names, parking lots, paths and other campus structures.

What remains to be accomplished?

The next Capital project submittal to HECC will be in Spring ’22. FPUC will consider and recommend project priorities for the board.

Key project ideas include:

- A new proposal came from OCA, looking to integrate a larger and more integrated Digital Media Center by the Theatre and Music building
- A new wrestling facility
- Honors College program improvements
- Native American Studies program development and capital support (Gardens, Long House, etc.)
- A Creativity Center
- Improvement in DR access, function and testing

Does SOU need to do something new or different to accomplish these goals? If so, what?

As the pandemic continues, it's unclear how remote work and remote delivery of classes will become the "new normal". Both instances have the potential to radically alter how SOU approaches modernizing the learning environment. The lasting impacts are yet unclear since the pandemic has not subsided in a meaningful, lasting way. We will need to continue monitoring and adjusting our strategy to align with rapidly changing situations.

SOU must continue to refine and improve our capital renewal requests to help improve our scoring from the HECC. It seems that we may need to procure professional services to help us tell a better story in our project requests that aligns with the scoring matrix's criteria.

SOU will continue to look for ways to improve "resourcing" in the Facilities.

FILTERS Strategic Direction 7 – All Goals Assessment Years
All ▼

Strategic Directions



All Other Programs

40 Academic Program Outcomes	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <p>Program</p> <ul style="list-style-type: none"> Support - University Housing Support - Student Affairs: Queer Resource Center Support - Student Affairs: Environmental and Community Engagement Support - Service Center Support - Schneider Museum of Art Support - Information Technology Support - Human Resources 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>11(Service) Advising</td> <td>The Math department participates in the mathematical life of the Rogue Valley. Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.</td> </tr> <tr> <td>Assessment and Evaluation</td> <td>Students will possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs. Students will gain tools for assessing learner progress and evaluating the effectiveness of their own programs. This includes an understanding the importance of tying assessment to learning, a familiarity with ways of incorporating assessment into environmental education, knowledoe of how to use their instructional experiences and</td> </tr> </tbody> </table>	Outcome Name	Outcome	11(Service) Advising	The Math department participates in the mathematical life of the Rogue Valley. Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.	Assessment and Evaluation	Students will possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs. Students will gain tools for assessing learner progress and evaluating the effectiveness of their own programs. This includes an understanding the importance of tying assessment to learning, a familiarity with ways of incorporating assessment into environmental education, knowledoe of how to use their instructional experiences and
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26 Support Program Outcomes								

January 2022

Strategic Plan Update: SD VII

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.

At its core Strategic Direction Seven highlights external partnerships. This work has been challenged by the pandemic environment, as partnering relies and is nurtured by many small connections springing out of casual conversations and off-agenda in meetings.

Nevertheless, in the second year of the pandemic we found ways to keep partnership alive and vibrant in the SOU identity. Examples include President Schott engaging with legislators both remotely *and* in person where possible; community and city staff engagement with SOU's Properties Task Force work; and engagement with wildfire recovery such as Environmental Science and Policy's collaborations on the restoration of Bear Creek.

What remains to be accomplished?

Both the pandemic and (perhaps related) significant turnover in staffing at key partner organizations have slowed progress on some university-community collaborations. Most significantly, progress on a town-gown survey has stalled out. Large campus-based public forums such as policy debates between political candidates have been tabled as legislators look more to forums such as Facebook Live. Rather than return to these specific forms of living out Strategic Direction Seven, we are looking for new ways to grow in this Direction.

Does SOU need to do something new or different to accomplish these goals? If so, what?

As we move into 2022 new ways to live out Strategic Direction Seven in the pandemic and post-pandemic world include:

1. Replace a town-gown assessment with the development of a University District identity in the part of town closest to campus. The 150th anniversary gives us a natural way to launch this effort, and allows SOU to drive the work in conjunction with many small partners – significant, given the turnover in staffing at large partner organizations.
2. While the City of Ashland adjusts to new leadership, explore connection with the City of Medford. SOU has typically looked to Ashland first for partnership, and our home town will always be a critical partner. However, currently Medford appears poised for partnership in new ways that we need to explore in 2022.
3. Reinvent large public forums for a digital environment by growing a Raider Advocates program that informs and invites participation from both students and alumni. This format invites more personal connection and direct communication, while continuing to deliver on the goal of engaging the university community in civic life.

Overall, work on SD 7 remains critical and successful even as some avenues are re-imagined. Next year's 150th anniversary gives us a chance to highlight our work under SD 7, and invite further collaborations to develop. Activities under SD 7 will always be evolving as we respond to emerging needs and interests of our region and world.

Board Equity, Diversity, and Inclusion Work Group Update

Board Governance Work Group Update

Amendments to Board Statement on the Process of Officer Election (Action) and Appointment of Election Work Group

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

1.0 Appointment of an Officer Election Work Group

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

The Board Chair shall select one member to serve as Chair of the Officer Election Work Group.

2.0 Composition of the Work Group

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

~~The Board Chair shall select one member to serve as Chair of the Officer Election Work Group.~~

3.0 Responsibilities of the Work Group

~~The~~^{reafter}, Chair of the Officer Election Work Group will invite all trustees to submit recommendations for Chair and Vice-Chair to the Board Secretary.

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

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

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

4.0 Board Election of Officers

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

All candidates who wish to be considered for Vice-Chair will be nominated for the position using ~~the same~~this nomination and voting procedure.

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

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

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

5.0 Officer Vacancies

A ~~V~~vacancies occurring in the position of Chair for reasons other than a term expirations shall ~~may~~ be filled by the Vice Chair, filled consistent with Article III, Section 5.a. of the Bylaws of Southern Oregon University, unless the position of Vice Chair is vacant in which case the Board shall elect the Chair.

A vacancy in the position of Vice Chair for reasons other than term expiration shall be filled and completed by an election of the board, consistent with this policy.

Filling a partial term of ~~got~~ any position shall not prevent an officer from also serving ~~to~~ two (2) consecutive, full two-year terms in any position.

An officer ~~-vacancy shall be filled vacant office shall be filled-~~for the remainder of the unexpired term as soon as reasonably practicable.

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

Approved on ~~April~~January 21, 21, 2022~~0~~.

Chair, Board of Trustees

University Board Secretary

DRAFT

Future Meetings

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

Adjournment