



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

October 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 will hold a regular meeting on the date and at the location set forth below.

Topics of the meeting will include reports from the board's committees; the Associated Students, Faculty Senate, and Staff Assembly of Southern Oregon University; the administrative units of equity, diversity, and inclusion and university advancement; and the university president.

Action items include a consent agenda consisting of past meeting minutes; a Central Hall Phase 1.a contract award as well as Phase 1.b project expenditures; a proposed 2023-2024 meeting schedule; and a proposed revision to the university president's 2022-2023 goals.

The board will also receive updates on the budget including a review of the financial pro forma and the revenue forecast; cost management activities; the Core Information System Replacement Project; Fall 2022 enrollment; and government relations including SOU's legislative priorities for the 2023 legislative session. Additional information and discussion items include targeted retention strategies; a review of the Campus Climate Survey; and the university president's annual evaluation, which will be held in executive session, pursuant to ORS 192.660 (2)(f) and (i). No action will be taken in an executive session.

The meeting will occur as follows:

Friday, October 21, 2022

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

Meese Room, 3rd Floor, Hannon Library

Members of the public may view the proceedings at <https://sou.zoom.us/j/86988503771> at the time of the meeting.

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

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **If special accommodations are required, please contact Christina Martin at (541) 552-8055 at least 72 hours in advance.**

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to sign up to speak or to submit their comments in writing at least 24 hours in advance of the meeting to the Board of Trustees email address: trustees@sou.edu. Public comments also may be delivered by hand or mailed to SOU Board of Trustees, 1250 Siskiyou Boulevard, Churchill Hall, Room 107, Ashland, OR 97520.



Board of Trustees Meeting
October 21, 2022

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

Friday, October 21, 2022

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

Meese Room, Hannon Library, SOU Campus

Zoom: <https://sou.zoom.us/j/86988503771>

AGENDA

Persons wishing to provide public comment shall sign up in advance or do so in writing via trustees@sou.edu.

Please note: timings are approximate and items may be taken out of order

- | | | | |
|---------|----------|---|---|
| 10 min. | 1 | Call to Order/Roll/Declaration of a Quorum | |
| | 1.1 | Welcome and Opening Remarks | Chair Daniel Santos |
| | 1.2 | SOU Land Acknowledgment | Trustee Andrew Gay |
| | 1.3 | Roll and Declaration of a Quorum | Sabrina Prud'homme, SOU,
Board Secretary |
| | 1.4 | Agenda Review | Chair Santos |
| | 2 | Public Comment | |
| | 2.1 | Invited Public Comment: Associated Professors of Southern Oregon University | Donna Lane, APSOU,
President |
| | 2.2 | Invited Public Comment: SOU Service Employees International Union (Sublocal 84) | Rachel Gibbs, SEIU, President |
| | 2.3 | Other Public Comment | |
| 5 min. | 3 | Consent Agenda | Chair Santos |
| | 3.1 | April 1, 2022 Minutes | |
| | 3.2 | April 21, 2022 Minutes | |
| | 3.3 | June 17, 2002 Minutes | |
| | 3.4 | June 30, 2022 Minutes | |
| | 4 | Reports | |

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

AGENDA (Continued)

15 min.	4.1	Committee Reports	Trustee Jonathon Bullock; Trustee Sheila Clough; Chair Santos
5 min.	4.2	Associated Students of Southern Oregon University Report	Alicia Gerrity, ASSOU, President
5 min.	4.3	SOU Faculty Senate Report	Dr. Brian Fedorek, SOU, Faculty Senate Chair
5 min.	4.4	SOU Staff Assembly Report	Ashley King, SOU, Staff Assembly Chair
10 min.	4.5	Equity, Diversity, and Inclusion Report	Toya Cooper, SOU, Vice President for Equity, Diversity, and Inclusion
15 min.	4.6	University Advancement Report	Janet Fratella, SOU, Vice President for Advancement and Executive Director, SOU Foundation
25 min.	4.7	President's Report	President Rick Bailey
	5	Action, Information, and Discussion Items	
15 min.	5.1	Fall 2022 Enrollment Update	Dr. Neil Woolf, SOU, Vice President for Enrollment Management and Student Affairs
20 min.	5.2	Targeted Retention Strategies	Dr. Neil Woolf; Dr. Susan Walsh; Dr. Carrie Vath
20 min.	5.3	Budget Update and Review of Pro Forma	Greg Perkinson, SOU, Vice President for Finance and Administration; Josh Lovern, SOU, Director of Budget and Planning
		5.3.1 Revenue Forecast	
35 min.	5.4	Cost Management Update	President Rick Bailey; Janet Fratella; Greg Perkinson; Dr. Susan Walsh; Dr. Neil Woolf

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

AGENDA (Continued)

10 min.	5.5	Core Information System Replacement Project Update	Greg Perkinson; Tom Battaglia, SOU, Chief Information Officer
10 min.	5.6	Central Hall Phase 1.a Contract Award and Phase 1.b Project Expenditures (Action)	Greg Perkinson; Leon Crouch, SOU, Director, Facilities Management and Planning
25 min.	5.7	Review of Campus Climate Survey	Toya Cooper; Jonathan Chavez-Baez, SOU, Director of Equity, Diversity, and Inclusion; Patricia Syquia-McCarthy; SOU, EDI Staff and Community Liaison
15 min.	5.8	Government Relations and Legislative Update	Jeanne Stallman, Associate Vice President for Government and Corporate Relations
		5.6.1 SOU's 2023 Legislative Session Priorities	
10 min.	5.9	Proposed Board of Trustees 2023-2024 Meeting Schedule (Action)	Chair Santos
25 min.	5.10	University President's Annual Evaluation [Executive Session Pursuant to ORS 192.660(2)(f) and (i)]	Chair Santos
5 min.	5.11	Proposed Revision to University President's 2022-23 Goals (Action)	President Bailey
	5.12	Future Meetings	Chair Santos
	6	Adjournment	Chair Santos

SOU Land Acknowledgment



SOU Land Acknowledgment

In our desire for collective healing and partnership, we offer this Acknowledgment of Indigenous peoples and their connections to the land that Southern Oregon University occupies. This Acknowledgement was developed in conversation between Grand Ronde Tribal staff, Siletz Tribal staff, and Native American Programs faculty and staff at Southern Oregon University; it continues to be a living statement through this ongoing partnership.

This Land Acknowledgment may not be altered from this version, as changes will only occur in conversations with our partners.

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

Public Comment

- **Invited Public Comment: Associated Professors of SOU**
- **Invited Public Comment: SOU Service Employees International Union (Sublocal 84)**

Consent Agenda

**Board of Trustees Special Meeting
Friday, April 1, 2022
Videoconference**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Vice Chair Bullock called the meeting to order at 5:00 p.m. The secretary called the roll and a quorum was verified.

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

Vice President Perkinson read the SOU Land Acknowledgement.

Public Comment

No members of the public comments made any public comments.

Action, Information and Discussion Items

Southern Oregon University Property Acquisition (Action)

Introducing the topic, Vice Chair Bullock said that about a year ago, a university properties committee, including members of this board, was assembled to analyze SOU's property holdings. That committee helped to make strategic determinations for the best uses of SOU's real estate and they recommended a portion of SOU's real estate assets be liquidated, to support SOU's financial position. In January, this board authorized Vice President Perkinson to execute that plan and in doing so, he has identified a couple of opportunities to help SOU support the sale of a couple of these properties.

Vice President Perkinson offered a status update on the sale of the excess properties, saying that SOU has sold one house [Roca Street] and has accepted two offers on houses that currently are in escrow [Mountain Street]. The action he is seeking the board's approval on is tied to the Henry Street properties. As presented in the materials, he outlined that these properties have "slivers" of land attached to them and for the modest reimbursement of their administrative costs, Jackson County will sell SOU these slivers. So, the recommendation Mr. Perkinson is seeking the board's approval on is the acquisition of the land/parcels, which will be sold with the Henry Street properties, as depicted on the chart in the materials. The action will create contiguous parcels.

Trustee Rosenberg sought clarity on who SOU would purchase the slivers from, why these slivers exist, and what SOU will do with them once the university owns them. Mr. Perkinson stated that the slivers are owned by Jackson County, he doesn't know why they exist—his hunch is they are a legacy easement, and once SOU has a contiguous property, SOU will decide whether it is better to sell or develop the property, as affordable housing is an

important issue for students, faculty, and staff so he is open to selling or development. As the decisions mature, he will report back to the board.

Trustee Nicholson moved to approve the purchase of tax lot numbers 391E09DD6199 TL 6199 and 391E09DD6198 TL 6198 and the related dispensation of those. Trustee Lee seconded the motion and it passed unanimously.

Southern Oregon University Capital Projects Expenditure Authorization (Action)

Introducing the item, Vice Chair Bullock said the Britt Hall project, which the board previously authorized, is nearly complete. The board recently authorized a capital project for the Central Hall renovation as well. Related to these projects a “musical chairs” of sorts is necessary to accommodate SOU’s academic programs located in Central Hall and give them new homes—either permanently or temporarily. The board is being asked to approve a capital expenditure to help meet the academic space planning needs of the campus.

Summarizing the information presented in the meeting materials, Vice President Perkinson said SOU has an opportunity to issue a change order against the current contract with Britt Hall and use funding that is available from the previous biennium. The university has firm pricing that drives the \$1.9 million estimate and the board’s approval will help the university transition out of Central Hall.

Responding to trustee questions on how the use of funds will affect SOU’s forecast for this year and the source of funds, Mr. Perkinson said the way capital improvement and renewal (CI&R) bond funds flow, the university gets an increment of funding it is allowed to use at its discretion as long as guidelines are followed. Funding varies between \$4.5 million to \$5 million each biennium. Trustees asked specific questions further discussed the displacement of academic departments, fund transfers, the use of capital dollars, and the use of space planning experts.

Trustee Thorndike moved to approve the expenditure of \$1.9 million for Britt Hall to be paid from capital improvement and renewal bonds from last biennium. Trustee Hennion seconded the motion and it passed unanimously.

Southern Oregon University Capital Projects Prioritization for the 2023-24 Biennium (Action)

Vice Chair Bullock said the purpose of this item is to get the board’s approval, which is required before the prioritization can be forwarded formally to the Higher Education Coordinating Commission (HECC) to be included in the rubric for scoring for capital funding for the public universities. Vice President Perkinson noted that he initiated this discussion with the Finance and Administration Committee of the board last month. The charts have been updated to showed refined cost estimates.

In summary, the Facilities Planning and Utilization Committee (FPUC) looked at twelve projects presented by their proponents or advocates, those were prioritized based on connection to the mission as well as synergies and other factors, and the recommended priorities resulted. In order of priority are the Creative Industries/Student Success and

Leadership Center, phase 2 of Central Hall, Stevenson Union mechanical repairs, affordable housing (replace Greensprings), and a Business Sustainability Center at The Farm (the old farm house). The projects were shown with estimated costs and bond funding sources for the board's consideration. Regarding the April 4 submission to the HECC, Mr. Perkinson said he intends to submit the first two projects to the HECC for the upcoming biennium, as they are the most critical. Trustees also discussed the six-year capital projects plan from 2024-2030 as presented in the meeting materials.

Mr. Perkinson responded to numerous trustee questions saying that in the Creative Industries/Student Success and Leadership Center project, there are opportunities to expand to the north, toward the Stevenson Union, fix Americans with Disabilities Act deficiencies in the restrooms and improve the size of the restrooms and availability, and create some better studio space that will enable that synergy between the two programs [music and the digital media center]. Regarding affordable housing, he noted that Greensprings needs to be demolished and with a clean slate, much is possible such as a conference center or affordable housing. SOU has vacant land as well as the Henry Street properties discussed earlier in the meeting, which could be well-suited for affordable housing, although there is no a specific plan today. Regarding Cascades, Mr. Perkinson said the Cascade demolition was funded last biennium but SOU still has not received those dollars, although the state is committed for that demolition.

Trustee Nicholson asked how a wide range of participants was included in the process and how an equity lens was employed. Mr. Perkinson said the membership of the committee is diverse and includes faculty, staff and people from all walks of life including athletics and the foundation, so the membership of the committee helps create a diverse set of perspectives. Provost Susan Walsh added that the list of participants is diverse, from many different disciplines and divisions. Mr. Perkinson said the committee also needs to talk about how SOU supports the HECC's strategic roadmap, and specifically how SOU supports underrepresented minorities as an element of that. Dr. Walsh added that Mr. Perkinson is keen on being transparent, making sure that whatever scoring is done is done fairly and equitably.

Trustee Clough moved that the board approve the prioritization of capital projects for SOU for forwarding to the HECC in the capital funding process for the 2023-24 biennium. Trustee Rosenberg seconded the motion and it passed unanimously.

Adjournment

Vice Chair Bullock thanked the members of the staff for pulling together the meeting and concise materials on short notice. He also thanked trustees for assembling for the special meeting. He said the next meeting of the Board of Trustees was scheduled to take place on April 22, 2022 at noon and would be an in-person meeting.

He adjourned the meeting at approximately 5:38 p.m.

Board of Trustees
Board of Trustees Meeting
April 22, 2022
12 p.m. to 5 p.m. (or until business concludes)

MINUTES

Call to Call to Order/Roll/Declaration of a Quorum

Committee Members Present:

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

Chair Santos called the meeting to order at 12:01 p.m. He welcomed special presenters Dr. John King, Angela Fleischer, and David Terry. Trustee Thalden read the SOU Land Acknowledgement.

Board Secretary Sabrina Prud'homme called roll a quorum was verified.

Public Comment

Abby Lewis, OSPIRG campus organizer, updated the board on events and active projects for both the community and Southern Oregon University (SOU) campus.

Consent Agenda

Trustee Bullock moved to approved the consent agenda. Trustee Thalden seconded the motion and it passed unanimously.

Action, Information and Discussion Items

President's Report

President Rick Bailey presented his draft goals for 2022-2023. Goal one is planting seeds for revenue diversification options, by developing partnerships, identifying risk versus rewards, and socializing with all stakeholders. Goal two is in the area of justice, equity, diversity, and inclusion and translating goals and strategy into practice. The third draft goal includes developing an approach to strategic plan through capitalizing on and celebrating achievements as well as identifying areas for adjustment. Goal four is to establish a network of collaborators and the fifth is developing a robust communication strategy internally (among students, faculty, and staff) and externally. A sixth consideration is promoting culture of healing and self-care and determining how to identify and help students, faculty, and staff who are struggling.

Regarding goal one, he described revenue diversification opportunities through four non-exhaustive projects: energy transformation, Cascade Housing Project, University District Business Accelerator, and Pacific North West Workday Training Center. There was much discussion among trustees regarding SOU's current energy use, what it would take for SOU to generate its own energy, sources of funding for such a large-scale project, and the work students and staff are doing to ensure a sustainable future. He further described

each of the four opportunities in much depth and with visual aids, as presented in the meeting materials. Discussion ensued regarding the projects and trustees offered ideas on sources of funding and collaboration.

Committee Reports

Academic and Student Affairs Committee (ASAC) Chair Bullock reminded the board that it delegated the responsibility to approve curriculum to ASAC. Covering the highlights, he noted that the committee approved a certificate for environmental communication and discussed potential certificates in restorative justice and sports and recreation management. The major in sustainable tourism management was approved by the HECC and recruitment can begin. Another major in the pipeline is music industry and production studies and a special meeting will likely happen in May to approve the new major so recruitment can begin in for fall. The committee reviewed the tuition and fees recommendations with a focus on affordability, and acted on the Educators Equity program, both of which will be discussed later in the meeting. Athletics director, Matt Sayre, talked about programs that help with student recruitment, retention, and diversity, equity, and inclusion as well as new sports. The also discussed the enrollment management dashboard and community college partnerships.

Finance and Administration Committee (FAC) Chair Clough described the process that took place for FAC to recommend the tuition and fees to the board. The FAC did a deep dive into various reports and data. First, they looked at process and how the leaders got to their recommendation. The committee heard from Provost Walsh regarding the Tuition Advisory Committee and how the student voice was incorporated. The committee spent a lot of time going through data, analyzing numbers, and with enrollment. Headcount is trending down and students are taking fewer courses. There was much discussion among trustees on the factors causing the downward trend and what efforts can be taken to better support students. SOU is in the “middle of the pack” in terms of tuition and fees. Clough added that SOU is keeping attendance affordable despite increases in housing, electricity, and staffing costs. The FAC also examined financial sustainability opportunities and partnerships and what those could look like in the future.

Executive and Audit Committee Chair Danny Santos stated that later in the meeting David Terry would give a report on SOU’s internal audit. He reported further that there was a review and recommendation on amendments to the SOU Bylaws due to changes in the officer elections process. The committee received a report from the Governance Work Group and is expecting to review related action items in June.

Associated Students of SOU (ASSOU) Report

ASSOU President Gabrielle Slyfield reported that the ASSOU is wrapping up the student fee allocation process, which will be approved next week. Slyfield reported on several more items including an all-ASSOU meeting in which communication, elections, and a transition plan will be discussed; the cabinet-to-cabinet mentoring program; a student-led town hall that to learn how to better support the student unions; the elections process has begun; and a meeting with Campus Public Safety and facilities for a walk around of campus to address students’ safety concerns due to poor lighting. Slyfield said she sits on the Sexual Violence Prevention Committee and commended Angela Fleischer and her team. Lastly, ASSOU has been spending the year updating its bylaws, which is nearly completed.

SOU Faculty Senate Report

Dr. Melissa Anderson thanked ASSOU for all of their hard work and attendance at senate

meetings. She expressed faculty's relief in reaching an agreement with administration and ratifying their contract. The feeling remains that the [bargaining] process damaged some relationships and moving forward to repair relationships is the direction to go. Reporting on other items, Dr. Anderson said the transformation of general education remains on target for Fall 2023; she also highlighted successful searches for faculty, changes in division make up and leadership, and the feeling of "overwhelm" among faculty.

Chair Santos expressed gratefulness for the faculty's resilience and ongoing leadership through challenges and new opportunities. Further, the board, too, is grateful to have reached an agreement and to be able to look to the future.

SOU Staff Assembly Report

Chair-elect, Ashley King reported that half of the leadership is going to be replaced in upcoming elections. She discussed that the assembly is still working on Bylaws, which will define its role in shared governance. She summarized activities since the last board meeting including continuing to develop a web presence, creating ad hoc committees to establish general process and procedures, and filling vacancies.

University Advancement Report

Vice President Janet Fratella presented the advancement report for the quarter. She delved into fundraising, board giving, and overall growth for SOU philanthropy. She highlighted several major gifts including one to men's wrestling from former coach, Bob Riehm, which is the largest gift SOU has ever received. Fratella further discussed media exposure, social media metrics, and alumni and legislative outreach. She also invited the board to the donor engagement event on May 13 which is part of the Tutunov Piano Series.

Equity, Diversity, and Inclusion (EDI) Report

Vice President Toya Cooper discussed the USC Race and Equity Institute which took place over eight weeks. The purpose of this institute is to enhance individual and institutional effectiveness in the advancement EDI-related initiatives, including proactive planning, and reactive capacity. She discussed the EDI climate survey, which serves as a snapshot of the EDI-related perspectives, beliefs, opinions, and experiences held and lived by the individuals who work, learn, and live at SOU. The results offer baseline data that highlights the assets and deficits.

Answering Vice Chair Bullock's question about survey targets for SOU, she used an iceberg analogy of what is above the water or held out to the public and what is below. She wants to work toward being comfortable knowing what is above, at the middle and below the visibility line.

Action, Information, and Discussion Items

Budget Update and Review of Pro Forma

Vice President Greg Perkinson discussed enrollment trends and reviewed the revenue forecast. He compared current data to projections for next year and noted the four percent decrease in enrollment affecting revenue projections. Turning to the pro forma, he highlighted that both collective bargaining agreements are integrated in the tool. The \$3.3M [of reserves] has been transferred in. Currently, SOU is carrying vacant positions and garnering savings; the model assumes filling those. Mr. Perkinson said the path forward remains the same: austerity, innovate and transform, revenue stabilization, and alternative revenue sources.

Regarding continued strategies for cost containment, President Bailey remarked that Greg Perkinson and the team are analyzing the budget model every day and looked forward to potential funding through grants and philanthropy. President Bailey agreed with trustees that the model and predictions look scary, but that it was not insurmountable and that we'd get through this together with all hands-on deck and as a team.

Mandatory Student Incidental Fees for Academic Year 2022-2023 (Action)

Chair Santos informed the board that rather than take separate votes on this item and the next, the board will act on these in a single, combined action, which is reflected in the resolution in the meeting materials.

ASSOU Vice President, Mason Healy-Patterson and Josh Lovern discussed the student fee process and the proposal, as presented in the meeting materials. Mr. Healy Patterson said ASSOU voted to cut the budget and keep increases minimal. The student fee increased \$15 to \$395 per term; the green tag fee will increase by \$1 to \$14; and the student recreation fee will not change. Trustees discussed the sacrifices that ASSOU has made and commended ASSOU for their hard work on the student fee budget.

Tuition and Mandatory Enrollment Fees for Academic Year 2022-2023 (Action)

President Bailey commended the work of the Tuition Advisory Council (TAC). He has been impressed with the committee's attention to detail in considering increases to tuition and fees. He met with both ASSOU and the Student Fee Committee and endorsed the proposals with full confidence in the process.

As the chair of the TAC, Provost Walsh discussed the process that went into the recommendations, including all of the steps on the HB 4141 checklist. She spoke on the fairness of the recommendation, especially with consideration of SOU's difficult budgetary circumstances. Vice President Perkinson walked the board through the recommendations and the fiscal considerations that went into them; he reviewed and the board discussed the information presented in the meeting materials. The composite rate of increase of tuition and fees was 4.96 percent or \$480/year and the increase to the total cost of attendance including housing and meals was a composite 4.22 percent or \$1,114/year. He added that the Finance and Administration Committee reviewed the proposals and they approved the proposed tuition and fee schedules and recommended them to the board, unchanged.

Trustee Clough moved to approve the proposals and to authorize the collection of tuitions and fees, as outlined in the resolution. Trustee Hennion seconded the motion and it passed unanimously.

SOU Educator Equity Plan (Action)

Chair Santos stated that SOU is required on a biennial basis to prepare written plans that detail the recruitment, selection, retention, and graduation of diverse educators and the board is required to review these plans for adequacy and feasibility before submission to the Higher Education Council Committee (HECC). Dr. John King discussed the evolutionary strategies from the 2016, 2018, and 2020 plans. Key strategies in the 2022-23 plan are in the areas of doubling down on peer navigation coaches for all pre-college pathway programs; expanding the a culturally responsive teaching innovation community; establishing a pre-education pathway in collaboration with Tribal Nations; participating in a statewide community of practice; and appointing an education equity coordinator.

Responding to trustees discussion and questions, Dr. King discussed indicators of success: when the percentage of culturally and linguistically diverse candidates completing SOU educator preparation programs equals or surpasses that of culturally and linguistically diverse students in Oregon's K-12 schools; when Native American candidates graduate from SOU's educator preparation programs in the same proportion as other underrepresented populations; when the retention rates for graduates of SOU's pathway programs equals or surpasses the all-campus retention rate; and when campus surveys demonstrate an increase in students' sense of belonging and a decrease in bias complaints.

Trustee Bullock moved to approve the educator equity plan. Trustee Wilson seconded the motion and it was approved unanimously.

Equity Grievance and Title IX

President Bailey noted that April is sexual violence awareness month but for SOU, it is ongoing work. He explained that SOU stakeholders must do work on preventing sexual violence and it goes beyond the equity grievance office.

Title IX Coordinator Angela Fleischer discussed the Office of Equity Grievance (OEG), which serves students, employees, contract partners, and community members. Concerns that the OEG may address include sexual violence rape, sexual assault, stalking, racism, and gender-based discrimination. She later stated that the OEG reports directly to the president and SOU has received statewide and national recognition for years for its practices. She described the process for and an increase in the reporting of grievances, which correlates with students feeling more comfortable reporting. Ms. Fleischer discussed and thanked key campus partners including human resources, campus public safety, Toya Cooper, the Equity Diversity Inclusion Team, and general counsel as well as community, state, and religious groups with which the EOG works collaboratively. In response to questions, she assured the board that the OEG office is well-supported and that grievances may result in more formal reports, informal resolutions, reports to law enforcement, and accommodations.

Fiscal Year 2023 Internal Audit Plan (Action)

David Terry, SOU internal auditor, summarized the 2023 Internal Audit Plan including his determination of three key components areas: residency standards for benchmarking and recruitment; how equity diversion and inclusion is factored into formal procurement; and a financial aid process review looking at specific processes, controls, and operation of the use of financial aid dollars. Other services include 125 hours of special reviews and 55 hours of consulting work. Discussion ensued on the residency topic, particularly on the importance of compliance, statewide consistency among community colleges and universities, the role of residency in the funding model.

Trustee Bill Thorndike moved to approve the Fiscal Year 2023 Internal Audit Plan, Trustee Nicholson seconded the motion and it was approved unanimously.

Amendment to the Bylaws of SOU (Action)

SOU General Counsel, Jason Catz, discussed the adoption of amendments to the SOU Bylaws with regard to the officer election process. General Counsel Catz discussed the proposed changes and affirmed that the Executive and Audit Committee previously reviewed and recommended the board adopt the amendment.

Trustee Thorndike moved to adopt the amendment into the SOU Bylaws. Trustee Franks seconded the motion and it was approved unanimously.

SOU Board of Trustees Equity, Diversity and Inclusion Work Group Report

Trustee Wilson presented the work group report reminding trustees that the group's guiding question was "how will we convert the board statement of support [of Black Lives Matter] into a clear understanding of the actions the board will make moving forward?" She noted the board's activities in this direction of taking the shared implicit associations test, reading the book Biased, by Jennifer Eberhardt, and professional development trainings. Quoting another author, she emphasized that organizations move in the direction of questions they ask. She encouraged the board to allow enough time to ask questions in these areas, put into practice the strategies shared by Dr. Kylan DeVries, and how can trustees continue adding to the tools in their toolboxes, which will never be filled. She thanked the board for leaning into their stated values. Chair Santos thanked her and former Chair Nicholson for his leadership in creating the work group's charge.

Future Meetings

Chair Santos announced the next regularly scheduled meeting of the board is scheduled to take place at noon Friday June 17 in person.

Adjournment

With no further business proposed, Chair Santos adjourned the meeting at 4:15 p.m.

**Board of Trustees Meeting
Friday, June 17, 2022**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Santos called the meeting to order at 12:01 p.m. He welcomed trustees, staff, and members of the public to the board's final meeting of the academic year. He congratulated all the graduates at last week's commencement, the faculty and staff who helped the students make it over the finish line, and President Bailey on his first SOU graduation.

He welcomed the presenters and guests including: Executive Director of the HECC, Ben Cannon; Alicia Gerrity for ASSOU, Dr. Melissa Anderson for Faculty Senate, and Dr. Matt Stillman for Staff Assembly; and leaders from the faculty and staff unions, Donna Lane, Rachel Gibbs, and Sage TeBeest.

Trustee wilson read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

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

Chair Santos recognized Paul Nicholson, Deborah Rosenberg, Steve Vincent, and janelle wilson—trustees whose terms would June 30, and he highlighted some of their contributions to the board. There was a special recognition for Lyn Hennion, who was not present.

Public Comment

Donna Lane, the president of the Associated Professors of Southern Oregon University (APSOU) and Rachel Gibbs, president of SOU's Service Employees International Union (SEIU) and Sage TeBeest, vice president of SEIU were invited to provide public comments. Donna as well as Rachel and Sage thanked the board for the invitation, introduced their labor organizations to the board, and described their organization's priorities.

Consent Agenda

There were no items to approve.

Reports

Committee Reports

Vice Chair Jonathon Bullock gave a report on the June 16 Academic and Student Affairs Committee. Trustee Sheila Clough reported on the June 16 Finance and Administration Committee. Chair Daniel Santos reported on the June 17 Executive and Audit Committee. Due to technical issues with the meeting recording, specific information was not available for these reports. Refer to minutes for these meetings for details.

Associated Students of Southern Oregon University (ASSOU) Report

Incoming ASSOU President, Alicia Gerrity, explained that ASSOU currently is in the process of transitioning heads of government. ASSOU Vice President Julissa Taitano recorded a welcome for incoming students and held town halls. President Gerrity discussed how the improved campus lighting was working to help students feel safer on campus. Vice President Taitano discussed the student fee allocation, highlighted the big budget cut, and discussed related efforts to get professional salaries funded through the general fund.

SOU Faculty Senate Report

Dr. Anderson talked about the busy end-of-year for Faculty Senate. There was a lot of curriculum to approve: new majors, minors, certificates, and courses; and work on the general education restructuring including 92 new courses, 21 in the pipeline, and she mentioned there's work to be done on assessment side. She also noted that there are structural activities to handle for the dissolution of the Humanities and Culture Division including upcoming bylaws changes and apportioning senate representatives.

SOU Staff Assembly Report

Dr. Matt Stillman also noted a very busy end-of-year due to commencement. He reported on the finalization of the assembly's bylaws, rules, and the creation of a website. Staff Assembly also has done an initial survey around staff appreciation and is planning for constituent outreach.

Equity, Diversity, and Inclusion (EDI) Report

Vice President Toya Cooper provided a staffing update and said Jonathan Chavez-Baez will be the director of the Office of EDI and Patricia Syquia-McCarthy will be the staff and community liaison. She talked about upcoming projects and programming such as the EDI and summer work groups' plans for 2022-23 including working on the Inclusive Rogue Valley Guide, programming for civil discourse across deep differences, and an EDI resource review and rebranding effort. Additional upcoming projects include faculty and division directors dialogues—a four-part series, and the campus climate survey results.

University Advancement Report

Vice President Janet Fratella reported on the momentum building over the last seven years and that SOU is in the early stages of a \$100 million campaign. She described the pillars of the campaign to support the SOU community, student resiliency, creativity, and the university core. She also reviewed increases in giving over the last several years, recent major gifts, as well as new and retiring SOU Foundation trustees. Ms. Fratella updated the board on alumni relations, media exposure and metrics, as well as strategies such as presidential outreach on local station KOB15.

President's Report

President Bailey discussed his draft goals, revenue diversification possibilities, outreach and engagements, and communication strategy. He reviewed the progress on the four revenue diversification projects: energy transformation, the Cascade housing project, the

university district business accelerator, and the Workday training center. Regarding outreach and engagements, he described actual and potential partnerships with public schools on the new data sharing agreements, community college partnerships, the local Veteran's Administration, and many others, as presented in the meeting materials. He also spent some time discussing the opportunity to cultivate a culture of higher education in the state as a holistic continuum from K-12, colleges and universities, and with employers to meet workforce needs. Ben Cannon, executive director of the HECC underscored the president's depiction of the need in Oregon for college and training graduates who bring with them to the workplace, a broader set of skills than merely technical ones.

Action, Information and Discussion Items

Higher Education Coordinating Commission (HECC) Update

Ben Cannon, Executive Director of HECC, provided background about HECC and the state landscape of higher education, which included the mission and goals of the HECC. He explained the importance of higher education among low income Oregonians especially, as post-secondary education provides upward mobility. Cannon spoke of opportunities for improvement and made key points including: only about 50 percent of community college students complete degrees; public universities do slightly better with 67 percent of undergraduates completing; enrollment has declined about 15 percent at public institutions, and the public is increasingly questioning the value of higher education.

He reviewed HECC's Strategic Roadmap, talked about the HECC's budget, and noted a plan to advocate for state funding. Cannon spoke of the decline in enrollment and of Oregon's investment in higher education, which is below the national average. Responding to trustees' questions regarding duplication in programs among Oregon Public Universities and how the HECC can help in the ever-changing future of education, Mr. Cannon said the HECC's role is fairly narrow and they have the authority to approve or disapprove any new program and SOU's programs would be supported if they enhance the university's mission as a regional institution. Further, he pointed out that the expectations of employers and employees have changed and institutions must be nimbler with the changing demographics and the equity imperative, as learners of all types need to be served. He emphasized that a sense of belonging for students is absolutely critical; however, hard to legislate.

Core Information Systems Replacement

Chair Santos stated that the Trustees have been discussing a Banner replacement for at least six months now. Both the Enterprise Resource Planning and Student Information System are scheduled to be replaced. He said the board would not be acting on the item.

Vice President Perkinson gave an overview of the three components of the project: the Workday product contract award; Workday implementation contract award to Alchemy; and the Workday project financing authorization. Perkinson reviewed pricing scenarios and possible financing strategies. He said that he would work with the board secretary to schedule a special meeting to get the boards' approval on financing the project. Chair Santos noted that the Finance and Administration walked through this in great detail.

Spring 2022 Completions Report and Fall 2022 Enrollment Forecast

Vice President Woolf announced that the degree completion information is just a proxy for degree applications and Dr. Matt Stillman will be confirming those over the summer. Dr. Woolf spoke of the enrollment forecast and pointed out that although incoming freshmen have increased, returning students, which is the bulk of SOU's enrollment has declined. At fifteen weeks out, total student credit hours (SCH) is down 2.8 percent and a decline of 4.5 percent has been built into the budget.

Fiscal Year 2022-23 Budget (Action)

Chair Santos commented that the budget had been reviewed by the Finance and Administration Committee and was recommended for approval. President Bailey started off giving a review of the "big picture," which is of long-term fiscal sustainability. Vice President Perkinson reminded the board of the ideas for alternative revenue streams, summarized cost drivers (largely people); and he and Josh Lovern reviewed the pro forma before reviewing the proposed budget, focusing on key changes. SOU expects increases in revenue resulting from increases in state appropriation, tuition, fees, and miscellaneous revenue from the bond refinancing in housing. This will be offset by increases in expenses such as the student minimum wage, benefits, and an increase of 20 percent in utilities.

Vice President Perkinson highlighted two key takeaways: the cost management approach target of \$3.7 million coupled with \$1.3 million in fund balance, would drive an 8 percent key performance indicator (KPI) and balance the budget for next fiscal year. Trustees commented that budget reductions would need to start soon to achieve the KPI. He summarized the three funds: Budgeted Operations in the sum of \$64,973,761; Auxiliary Operations in the sum of \$13,246,543; and Designated Operations and Service Centers in the sum of \$5,721,413, for total expenditures of \$83,941,717. He modeled what the proposed budget would need to be in each fund in order to be balanced.

There was discussion among trustees about the purpose of the budget to help management with a direction. Much discussion ensued regarding the timing of cost savings initiatives and Trustee Wilson questioned if the proposed cost savings were enough. She and others expressed general discomfort with the budget but recognized the necessity to move forward.

Trustee Thalden moved to approve the resolution [Adoption of Fiscal Year 2022-2023 Budget]. Trustee Lee seconded the motion and it passed unanimously.

Government Relations and Legislative Update

Jeanne Stallman reported that her department is tracking candidates in upcoming races and meeting with legislators. She will be reaching out to candidates on both sides of the aisle to ensure that regardless of the results, SOU has friends. She asked that the board be mindful of their contributions to elected officials as these relationships can benefit the university or create pitfalls. She reported that the consolidated funding request for universities of \$978 million was submitted in April. An equity ask was made in the amount of \$100 million, of which \$50 million would be invested in universities and the other \$50

million in the Oregon Opportunity Grant. HECC is proposing a large ask which is organized in four buckets: financial aid and affordability; institutional support which includes programs such as SOU's Bridge Program and cyber security; career support; and their own initiatives.

President's 2022-2023 Goals (Action)

President Bailey presented six goals to the board. He talked about the first goal that he referred to as JEDI, which is to promote justice, equity, diversity and inclusion on campus and throughout the region. He stated that the goal is to put strategy into action by leveraging partnerships with city, county, tribal, state, and federal government entities to complement SOU's efforts and to explore business and non-profit partners to do the same. Goal two is to provide leadership for student enrollment, support, and success by collaborating with K-12 entities; creating or reinvigorating relationships with community colleges for transfer pathways and other projects; and supporting strategic engagement of the SOU Enrollment Council. He reviewed the third goal which is to craft long-term fiscal sustainability by overseeing cost management; diversifying revenue streams; and redesigning the grants management process.

President Bailey discussed the fourth goal to develop an approach to strategic plan by engaging stakeholders to celebrate achievements; identify areas for adjustment or refinement; create an inclusive process with student, faculty, and staff input; and continue to incentivize "doing" or execution of the plan. He outlined goal five which is to strengthen internal and external outreach by focusing on not only how SOU communicates with the outside world but with each other as well. He talked about his plan to implement best practices, seek strategic inputs from students, faculty, and staff, and to promote a culture of healing, self-care, resilience, and perseverance. Lastly, he discussed goal six which is how to leverage philanthropy to support long-term fiscal sustainability and position the university for the inaugural comprehensive campaign.

Trustee Thalden moved to adopt the goals. Trustee Bullock seconded the motion and it passed unanimously.

President's 2022 Evaluation

Chair Santos stated this topic was discussed with the Executive and Audit Committee and that there will be an annual review although President Bailey has only been at SOU for six months. The committee discussed the potential for more input during the process from trustees not on the committee and from others.

Governance Work Group Update and Recommendations (Action)

Chair Santos gave an overview of the group's work including the trustee mentorship program and the Board Statement on President's Emeritus Status, as presented in the materials. Vice Chair, Jon Bullock chairs the Governance Work Group with members Sheila Clough, Lyn Hennion, the board secretary, and general counsel, as needed. Vice Chair Bullock discussed the new trustee mentoring program presented in the materials. Secondly, he talked about the work to create a policy to grant a past president emeritus

status including the criteria and process for granting the title of President Emeritus as well as what rights and privileges would be extended. Trustee Bullock discussed the third item which is whether a governance committee needed to be established. The work group believed that no change to the board committee structure was necessary but adding “governance” to the title of the Executive and Audit Committee was the best course of action, so it would become the Executive, Audit, and Governance Committee.

Trustee Wilson moved to adopt the proposal to establish a mentoring program for new trustees. Trustee Lee seconded the motion and it passed unanimously.

Trustee Lee moved to adopt the Board Statement on President Emeritus Status. Trustee Nicolson seconded the motion and it passed unanimously.

Trustee Franks moved to add governance to the already existing Executive and Audit Committee. Trustee Lee seconded the motion and it passed unanimously.

In other governance matters, Chair Santos spoke briefly of adopting a new format for meeting minutes to help alleviate excessive staff time spent on the detailed format.

Board Officer Elections (Action)

Trustee Thorndike, chair of the Officer Elections Work Group, which also consisted of Trustees Franks, Rosenberg and Secretary Prud’homme, provided a summary of the group’s activities, as required by the Board Statement on Officer Elections. Trustee Thorndike announced recommendations for chair, Daniel Santos and for vice chair, Sheila Clough.

Trustee Thorndike moved to elect Daniel Santos as Chair and Sheila Clough as vice chair. Trustee Nicholson seconded the motion and it passed unanimously.

Future Meetings

Chair Santos announced that the board will need to have a special meeting within the next couple of weeks regarding the Workday project and its financing. The board will meet on Mexican Independence Day, September 16, and the 17th for the board retreat. He said the next regular board meeting will be Friday, October 21.

Adjournment

Chair Santos thanked trustees their time, hard work, and the difficult conversations the committees and board had over the last two days. He adjourned the meeting at approximately 4:57 p.m.

**Board of Trustees
Special Meeting
June 30, 2022
Videoconference**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Daniel Santos called the meeting to order at 8:05 a.m. He welcomed trustees to the special meeting. Vice President Perkinson read the SOU Land Acknowledgement.

Board Secretary Sabrina Prud'homme called the roll a quorum was verified.

Committee Members Present:

Daniel Santos	Present	Mimi Pieper	Present
Rick Bailey	Present	Deborah Rosenberg	Present
Jon Bullock	Present	Barry Thalden	Present
Sheila Clough	Present	Bill Thorndike	Present
Shaun Franks	Present	Steve Vincent	Present
Debra Lee	Present	janelle wilson	Present
Paul Nicholson	Absent		

Public Comment

No public comments were provided.

Action, Information and Discussion Items

Workday Product Contract Award

President Rick Bailey acknowledged that SOU is grappling with significant budget challenges. He underscored that SOU spends \$1.5 million on an antiquated information system and Workday is expected to save SOU between \$700,000 and \$800,000 annually, which is a conservative estimate. He added that whether or not SOU receives state support for the project, that it is something the university needs to do for the long-term fiscal health of the organization. Explaining the bottom line up front, Mr. Perkinson explained he is seeking the board's approval on the 10-year contract between Workday and SOU, as proposed, at a cost of approximately \$832,000/year with a 2 percent annual uplift. He is also seeking to award the implementation contract valued at \$7.4 million, as well as authority to enter into a master lease agreement (MLA) for the project financing.

The Workday subscription will provide SOU with the information system for 17 specific areas, which were detailed in the meeting materials. Human resources, payroll and finance are included and it offers additional capacities SOU does not currently have in a software solution such as pay equity and diversity dashboards. The student platform would be everything from registration and course scheduling to degree audits and a 21st century mobile experience for students. They shared the cost detail for the contract, as presented in the materials.

Workday Implementation Contract Award

Regarding the Alchemy implementation contract, it is a three-year relationship and partnership. Mr. Perkinson said it is not simply for data transfer, it is also change

management, process flow, process development, and continuous improvement where SOU can learn from industry, benchmark and improve. Chief Information Officer Tom Battaglia added that the implementer will help transition SOU's processes and people to a 21st century way of doing things. Responding to trustee questions, he affirmed that training costs from the implementer are included.

The value of the contract is \$7.4 million and they discussed the cost summary schedule outlining each function. Mr. Battaglia said there are only 6 certified Workday implementers that do the full higher education suite and Alchemy has the most experience with the student implementation. Theirs was not the lowest bid; it was the second-to-lowest and was selected because the team felt Alchemy could deliver the best chances of success for SOU. They also are throwing in additional services at no extra cost such as integrating with the state retirement and benefits systems, which also benefits them as other universities make this transition.

Responding to the chair's question on the project budget, Mr. Battaglia said that for the first three years, SOU is still paying for the old system as SOU transitions into the new one so those dual costs are included as project costs. He acknowledged that there is risk associated with any project of this magnitude and responding to additional questions, he further stated that the number one cause for project failures is lack of executive sponsorship, but SOU has full executive sponsorship.

Much discussion ensued among trustees about change management, the importance of leadership's commitment, having an organizational culture commitment to ensuring full integration, and ensuring that no one is left behind. Responding to a trustee question about cost-avoidance in the first three years during the time when SOU has to pay for the old and new systems concurrently, Mr. Perkinson noted that the MLA option chosen was structured to be interest-only for the first three years to ensure the least impact to SOU's operational budget.

Trustees commended SOU's due diligence efforts in seeking to mitigate risks and not repeat others' failures. Trustees also commended the SOU's leadership's support of the project. Trustee Clough remarked that those at the top have to keep eyes on all of the phases, and she encouraged the board to require or request routine updates for three to four years to ensure it can be a partner in monitoring and helping to remove roadblocks.

Workday Project Financing Authorization

Vice President Perkinson explained that the winning response to the request for proposals was actually a creative solution—a master lease agreement instead of traditional financing. It's a nontraditional structure in that it's not a loan, but is a pathway many universities use. The chosen company, First American, is a subsidiary of Royal Bank of Canada and has many references. The main reason banks structure these as MLAs is that it allows the lender to file for loaning to a tax-exempt organization and offer lower rates not available on a traditional loan product. SOU currently has other MLAs in place for university-wide computers, vehicles, JPR radio sites, and copy machines.

Responding to various questions and discussion of how SOU can lease money, the structure of the MLA, and tangible assets, essentially, Mr. Perkinson said the Internal Revenue Service provides for a financing lease, which is defined like a bond. Mr. Battaglia added that a lease is essentially a loan to pay for depreciation, but it's still a loan, as in a car

lease. First American can offer an MLA to public institutions as tax exempt and that's why it's structured as a lease rather than a loan. A lease has no closing costs, no covenants, and is purely unsecured with no liens and allows for customized repayment plans and simple paperwork. The "tangible asset" is the subscription to Workday and the contract essentially says, "and at the end the subscription is yours." The bank is not giving SOU \$10 million, they validate if the services were provided by Workday and the implementer, and then make progress payments, which helps them mitigate risk but the full amount is kept in escrow on their side. They release payments when progress has been made.

Mr. Perkinson shared the lease term sheet with the board and reviewed the business case points such as the 3.49 percent interest rate, an interest only payment plan for years 1-3, operations savings starting on year one as legacy HR platforms are sunset, significant operational savings starting in year 4 and the break-even point projected in FY 2033. The amortization schedule also was shared with trustees, showing total payments of approximately \$12.3 million including the amount financed and the roughly \$2 million finance charge.

The board questioned and discussed pre-payment penalties, references, and any possibility of accelerating the implementation. They also reviewed frequently asked questions, as presented in the materials. Chair Santos appreciated the transparency of the documents and the discussion.

Trustee Clough moved to adopt the resolution as presented. Trustee Lee seconded the motion and Chair Santos called for a roll call vote.

Daniel Santos	Yes	Deborah Rosenberg	Yes
Jon Bullock	Yes	Barry Thalden	Yes
Sheila Clough	Yes	Bill Thorndike	Yes
Debra Lee	Yes	Steve Vincent	Yes
Shaun Franks	Yes	janelle wilson	Yes
Mimi Pieper	Yes		

The resolution was passed with a unanimous vote.

Future Meetings

Chair Santos announced the board will hold a retreat on September 16 and 17 since that is the date new and continuing trustees seem to have the best availability. He announced the next regular meeting of the board is scheduled to take place on Friday, October 21.

He thanked the outgoing trustees for their two terms of service to the institution and for their friendship.

Adjournment

Chair Santos adjourned the meeting at 9:21 a.m.

Committee Reports

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

Associated Students of Southern Oregon University Report

SOU Faculty Senate Report

SOU Staff Assembly Report

Equity, Diversity, and Inclusion Report

What EDI Did on its Summer Vacation

- Spring Survey Analysis & Report
- Committee for Equity & Diversity Summer Work Groups
- Internal and & External Partnership Programming & Initiatives
- Division Director Meetings
- Office Location – Churchill Hall, Suite 222

EDI Campus Climate Spring Survey

- SoundRocket
- Increased Response Rate
- Work underway addresses some key findings in data
- Full Report this afternoon

CED Summer Work Groups

- Discourse & Difference
 - Ian Haney Lopez: Scheduled - May 23, 2022
 - Roundtables: Scheduled Nov. 3; Feb.9; May 11
- Inclusive Guide to Rogue Valley
 - [Inclusive Rogue Valley by SOU](#)
- Educational Resource

Division Director Meetings


- Month-long Division Director education on advancing EDI in recruitment & retention and development of proactive networking plan to grow outreach
- Outgrowth
 - HR partnership on Diversity Statement application component
 - Affinity Group Reinstatement
 - Faculty Retreat Engagement—EDI Programming; External Partnership Exploration

Partnership Programming

- External Partners (Established and Burgeoning)
 - Oregon Shakespeare Festival Office of Inclusion Diversity, Equity, & Access
 - Discourse and Difference Speakers & Roundtables
 - FAIR
 - Review of Proposal for Shared Resources and Talent; connecting with Pipeline & Outreach Programs
 - Options for Helping Residents of Ashland
 - MLK Day of Service
- Internal Partners
 - Admissions
 - Division Directors
 - Student Justice and Equity Center
 - OCA
 - Outreach & Engagement

University Advancement Report

President's Report



CELEBRATING 150 YEARS

PRESIDENT'S REPORT TO THE BOARD OF TRUSTEES

President Rick Bailey
October 2022



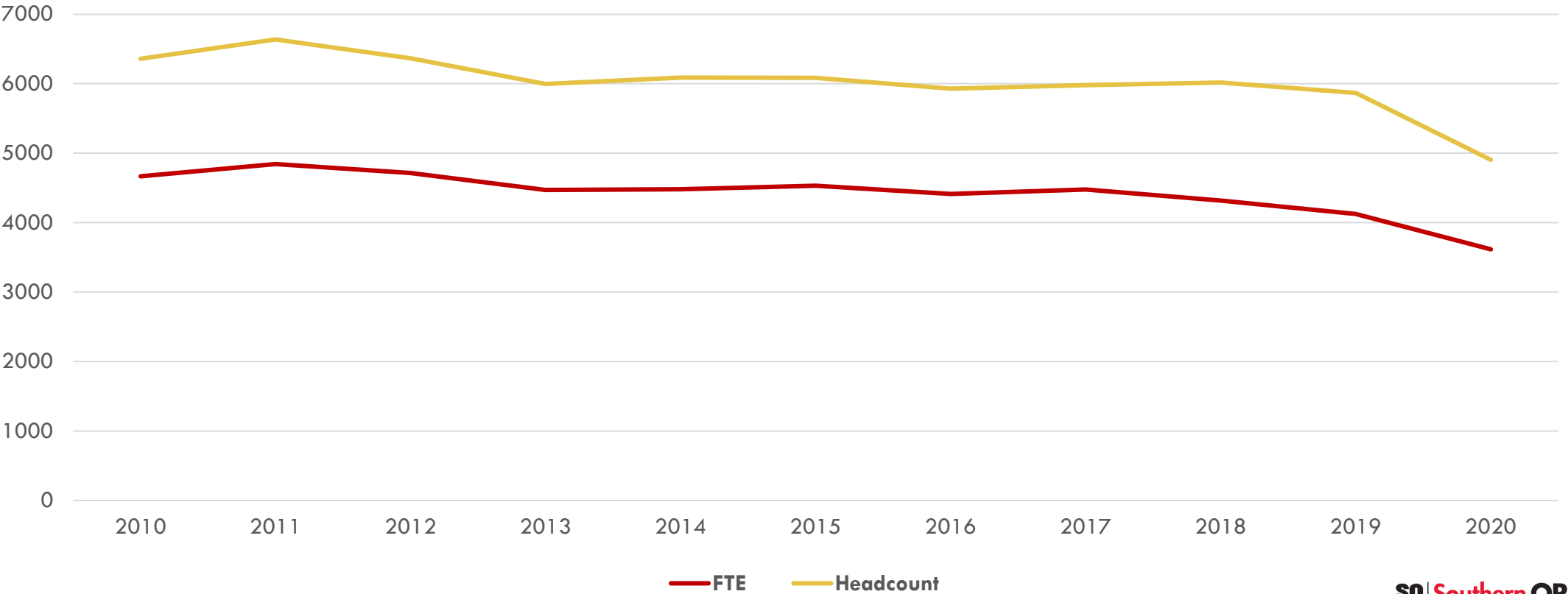


OPPORTUNITIES

Innovation and Adaptation

- Enrollment
- Partnership and collaboration
- Fiscal stability and growth
- Revenue diversification
- Engagement

ROOM TO GROW



OREGON COMMUNITY COLLEGE TRANSFERS

	2014	2015	2016	2017	2018	2019	2020
Blue Mountain	2	-	-	3	-	1	1
Central	15	13	7	9	8	4	9
Chemeketa	14	14	12	8	4	3	6
Clatsop	1	3	-	2	1	1	1
Klamath	4	10	22	15	16	13	22
Lane	12	15	19	13	18	8	9
Linn-Benton	6	3	6	6	9	8	4
Mt. Hood	5	6	8	6	4	7	7
Portland	19	18	14	22	13	14	20
Southwestern	-	-	-	-	-	-	-
Treasure Valley	2	2	1	1	1	-	2
Umpqua	21	16	21	14	12	4	12
RCC	232	198	184	166	134	163	107
TOTAL CC Transfers	340	309	300	270	227	230	205



PARTNERSHIPS AND COLLABORATIONS

- School district data-sharing agreements
- Community college transfer agreements
- Public school superintendents



FISCAL STABILITY AND GROWTH

- Cost management
- Reimagine grants infrastructure
- Philanthropy
- Revenue diversification

SOLAR ENERGY TRANSFORMATION

The background of the slide is a photograph of a solar farm. Several large solar panels are mounted on tall black poles, tilted at an angle towards the sky. The panels are arranged in rows. In the background, there are green hills and mountains under a blue sky with scattered white clouds. The foreground shows some dry grass and a fence line.

GOAL

First public university in the nation to produce 100% of its own energy.



GOAL

Develop a regional and/or national training center for Workday users.



GOAL

Raze antiquated dormitory and build a senior housing project to create multi-generational learning experiences for seniors and students.



GOAL

Generate revenue and retain students by developing a housing and business complex to create a student-friendly environment.

ENGAGEMENTS

- Governor Brown
- State and Federal Legislators
- Higher Ed Coordinating Commission
- Oregon Council of Presidents
- Oregon Community College Association
- Rotary Clubs
- Chambers of Commerce
- Public Schools Superintendents
- SOREDI / Rogue Workforce Partnership
- American Association of State Colleges & Universities
- National Association of Intercollegiate Athletics
- VFW Groups / University Club

PORTLAND/PENDLETON

- Oregon Historical Society
- Urban League of Portland
- Portland Public Schools
- Portland Community College
- Portland / Pendleton Rotary
- HRV HS / Lincoln HS



PORTLAND RAIDER RENDEZVOUS AND GOVERNOR'S DEBATE



LIFE AFTER SOU BOARD SERVICE...

Service Continues... 😊





QUESTIONS AND DIALOGUE

Thank You!

Fall 2022 Enrollment Update



Enrollment Update

October 20, 2022

Executive Dashboard and KPI's

- Key Performance Indicators
 - Improvement in retention and graduation rates
 - What about those students not included in retention and graduation rate?"

Fall 2022 New Student Funnel, 4th Week

Funnel Report: New Applicant Headcount by Student Type Fall 2021 Week Ending 10/17/21 vs. Fall 2022 Week Ending 10/16/22 4 Weeks After Start of Term

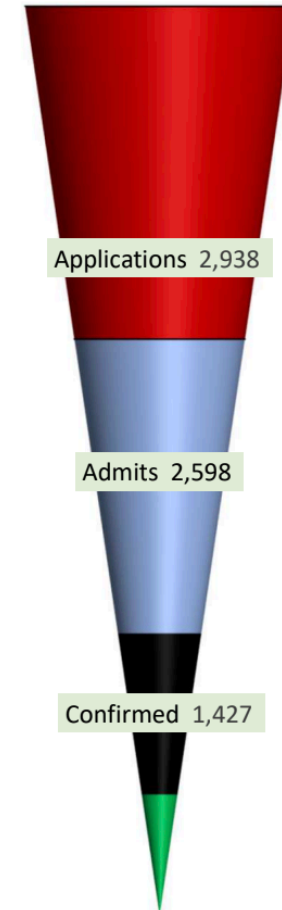
Applications				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	926	1,124	198	21.4%
Freshmen - Nonresident	945	975	30	3.2%
Transfer - Resident	353	286	-67	-19.0%
Transfer - Nonresident	275	217	-58	-21.1%
Postbacs/Grads	439	342	-97	-22.1%
Total Apps	2,938	2,944	6	0.2%

Admits				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	881	1,040	159	18.0%
Freshmen - Nonresident	866	889	23	2.7%
Transfer - Resident	325	268	-57	-17.5%
Transfer - Nonresident	249	179	-70	-28.1%
Postbacs/Grads	277	239	-38	-13.7%
Total	2,598	2,615	17	0.7%

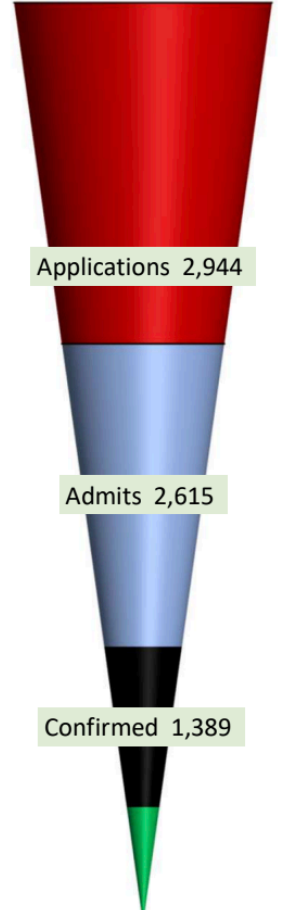
Confirmed				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	438	469	31	7.1%
Freshmen - Nonresident	259	316	57	22.0%
Transfer - Resident	269	234	-35	-13.0%
Transfer - Nonresident	184	131	-53	-28.8%
Postbacs/Grads	277	239	-38	-13.7%
Total	1,427	1,389	-38	-2.7%

Enrolled				
Student Type	Fall 2021	Fall 2022	Change	% Change
Freshmen - Resident	321	348	27	8.4%
Freshmen - Nonresident	185	214	29	15.7%
Transfer - Resident	224	185	-39	-17.4%
Transfer - Nonresident	147	103	-44	-29.9%
Postbacs/Grads	192	159	-33	-17.2%
Total	1,069	1,009	-60	-5.6%

Fall 2021 Total Apps



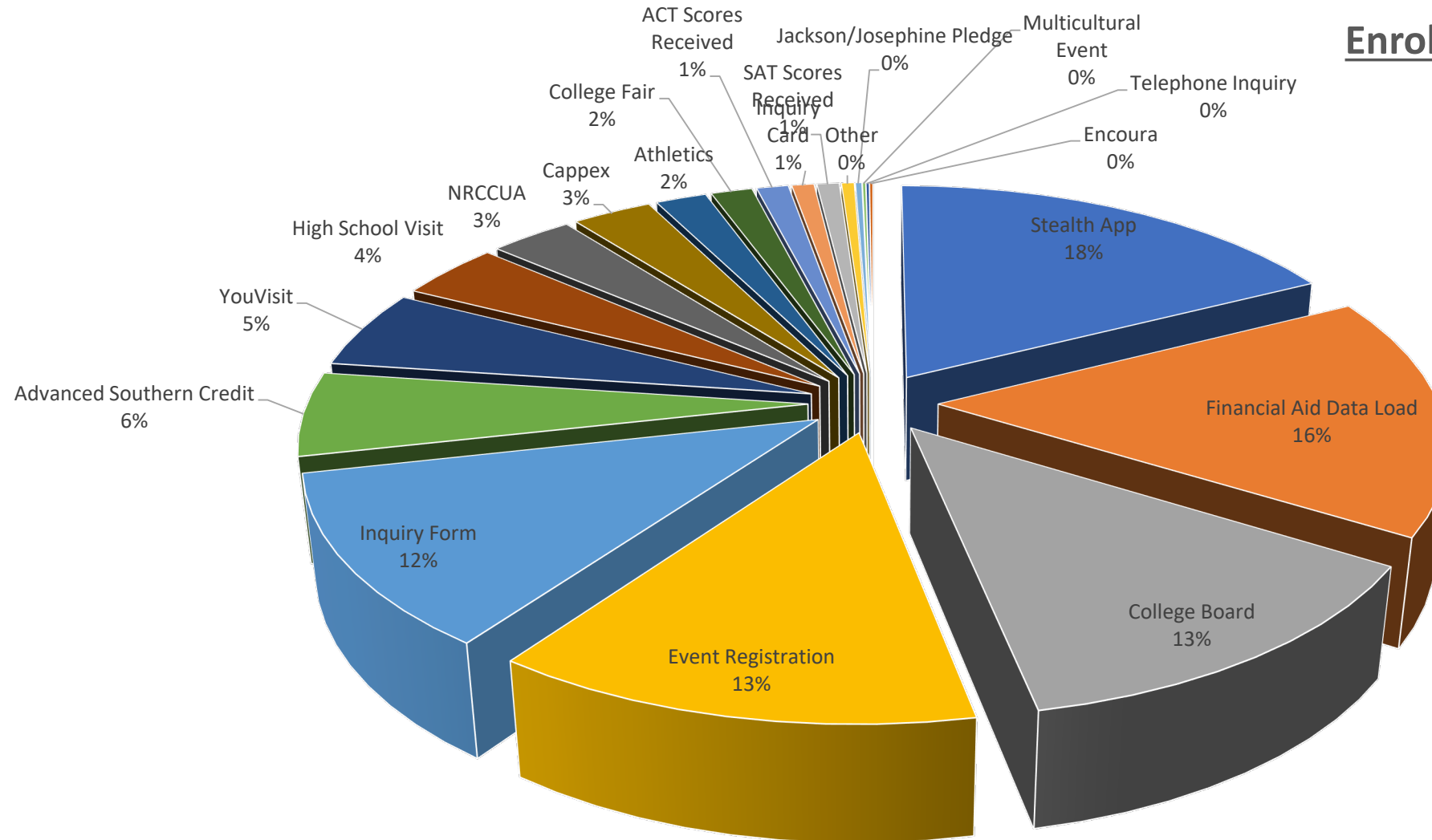
Fall 2022 Total Apps



Fall 2022 Enrollment 4th Week

	Fall 2021	Fall 2022	Change	% Change
New Freshmen	507	556	49	9.7%
New Transfers	365	281	-84	-23.0%
New PostBacs/Graduates	188	149	-39	-20.7%
Subtotal - New Students	1,060	986	-74	-7.0%
Continuing Students	2300	2105	-195	-8.5%
Returning Students	366	280	-86	-23.5%
Non-Admitted Students	1,213	1,335	122	10.1%
Grand Total - Headcount	4,939	4,706	-233	-4.7%
Grand Total - FTE	3,269	3,106	-163	-5.0%
Resident	3,517	3,395	-122	-3.5%
Non-resident	1,422	1,311	-111	-7.8%
International	64	62	-2	-3.1%
American Indian/Alaskan Native	66	55	-11	-16.7%
Asian	130	100	-30	-23.1%
Black/African American	88	88	-	0.0%
Hispanic/Latino	608	495	-113	-18.6%
Pacific Islander	43	37	-6	-14.0%
North African, Middle eastern, Other	28	36	8	28.6%
Two or More Races	421	323	-98	-23.3%
Subtotal - Students of Color	1,384	1,134	-250	-18.1%
White	2,827	2,218	-609	-21.5%
Unknown	664	1,292	628	94.6%
Alaska	38	37	-1	-2.6%
California	945	825	-120	-12.7%
Hawaii	49	38	-11	-22.4%
Idaho	36	35	-1	-2.8%
Washington	132	124	-8	-6.1%
All Other States	239	232	-7	-2.9%

Enrolled Source Codes



Enrollment Council Focus Areas

Recruitment and Marketing

- Demand Builder (add 100,000 names to prospective pool each year)
- K-12 Data Share and Admissions Pathway Guarantee Expansion
 - Signed Partners: Ashland; Central Point; Eagle Point; Medford; Grants Pass; Redmond Proficiency Academy; Phoenix-Talent
- Community College Partnership Agreements
- Adult learners and micro credentials
- Youth Programs Matriculation Rate Improvement
- Brand Identity
 - Update to style guide
 - Brand pillars and messaging
- EDI opportunities
- LAD Scholars

Enrollment Council Focus Areas



Financial Aid Leveraging
(annual updates)



Diversity Scholarship
improvements



Remissions policy

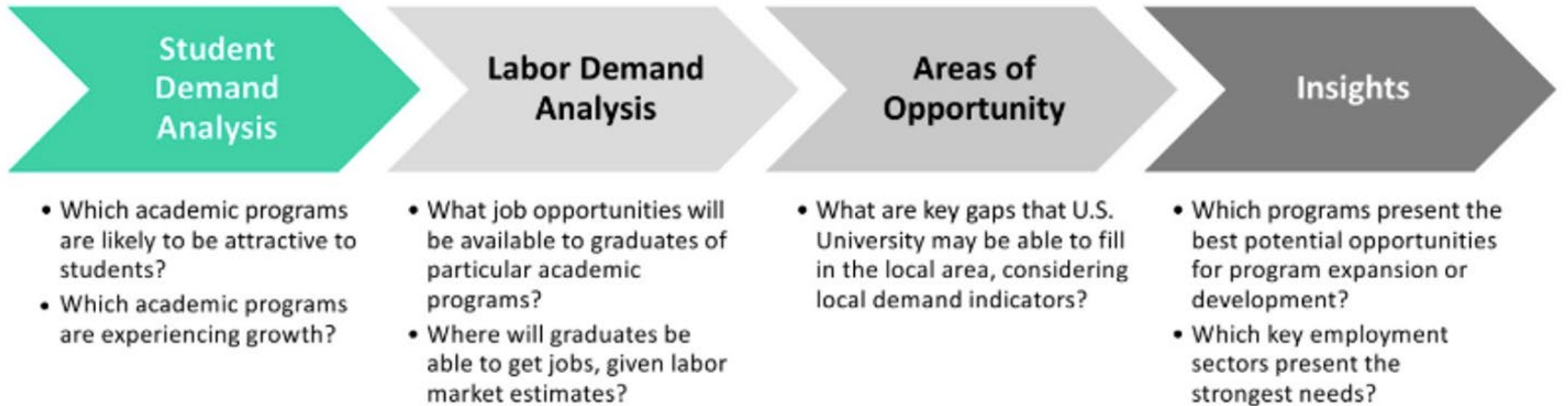
Enrollment Council Focus Areas

Student Success and Retention

- Closing the Equity Achievement Gaps
- Navigate Predictive Analytics
- Affinity Groups Year 2
- Student Withdrawal
- Connect Oregon
- Leadership Series
- LAD Scholars

Enrollment Council Focus Areas

- Academic Program Planning



Targeted Retention Strategies



Retention Primer

Board of Trustees

October 2022

Retention: Global to Individual?

- Treatment program has to fit the diagnosis
 - Industry best practices
 - Local knowledge
- Aggregate Data and Information
 - Navigate
 - Student Satisfaction Surveys
 - NSSE
- Individual Service
 - Wrap around services
 - E.g. mental health, student clubs, athletics, social justice engagement, tutoring, academic advising, financial, etc.)
- Every student interaction is an opportunity to retain a student

How it is Measured

- Common Measures
 - Retention Rate: 65.6% (National Mean: 67.5)
 - % of First time, Full time who start in a fall term who return the following fall term
 - Reported to the federal government in our common data set
 - All Undergraduate retention: 76.1%
 - % of all eligible undergraduates who begin a fall term and return the following fall
 - Freshmen Cohort Graduation Rate: 46.5% (National Mean IPEDS Cohort: 47%)
 - % of first time, full time freshmen who completed a degree within 6 years
 - Transfer Cohort Graduation Rate: 59.2%
 - % of students who started at another college who receive a SOU degree within 6 years of first enrolling at SOU)
- [SOU's Executive Enrollment Data Website](#)



Best Practices

2021 Effective Practices for Student Success, Retention, and Completions,
Ruffalo Noel Levitz



FOUR-YEAR PUBLIC INSTITUTIONS				
STRATEGY/TACTIC	Strategy is very effective or effective. (only out of those institutions using the strategy)			
	USING	ONLINE	TRADITIONAL/ ON CAMPUS	HYBRID
Advising specifically for students approaching graduation to ensure they are on track	100%	100%	100%	100%
Academic support (e.g., learning center, math lab, tutoring)	98%	84%	100%	94%
Congratulating, alerting, and nudging system (early alert system)	98%	98%	92%	94%
Advising by professional staff, one-on-one	93%	93%	100%	93%
Providing each student with an academic plan/roadmap of courses	93%	93%	100%	94%
Use of social media to engage students post enrollment	89%	89%	81%	85%
Providing guided pathways with fewer course options to keep students moving to graduation	88%	88%	89%	77%
Student success coaching (internal)	85%	82%	98%	93%
Providing career services during students' second year to help students see the connection between coursework and careers	83%	83%	90%	80%
Providing career services during students' first year to help students see the connection between coursework and careers	82%	82%	93%	80%
Student life program supporting student success	81%	64%	96%	79%
Faculty advising, one-on-one	77%	77%	98%	97%
Giving students practical work experiences in their intended major (e.g., internships, volunteer work, experiential learning, service learning)	77%	77%	96%	91%
Using on-campus student employment as a strategy to engage/retain students	74%	74%	100%	87%
Individualized academic recovery plan for students on probation or suspension	73%	70%	92%	88%
Communication plan for recruit-back purposes for students who have left	73%	73%	72%	65%
Intentional post-enrollment communications at key intervals to impact student retention	70%	91%	88%	89%
Financial aid and scholarships aimed at retention for specific populations	68%	87%	97%	96%
Mandatory first-year experience or orientation course	68%	80%	98%	97%
Peer mentoring	68%	83%	100%	91%

FOUR-YEAR PUBLIC INSTITUTIONS				
STRATEGY/TACTIC	USING	Strategy is very effective or effective. (only out of those institutions using the strategy)		
		ONLINE	TRADITIONAL/ ON CAMPUS	HYBRID
Learning communities	68%	53%	89%	77%
Supplemental Instruction	67%	82%	89%	89%
Please list any other effective practice not mentioned above.	67%	67%	100%	100%
Explicit diversity, equity, and inclusion strategies	64%	63%	95%	84%
Orientation program targeted to transfer students	62%	87%	90%	93%
Required developmental education courses	61%	58%	83%	71%
Digital badging	60%	60%	67%	67%
Co-requisite courses designed to accelerate the developmental completion pathway	57%	74%	97%	89%
Financial literacy programs to assist students and parents with managing their personal finances	56%	70%	89%	75%
Training residence hall staff to recognize at-risk students	56%	56%	97%	85%
Summer bridge program	48%	65%	93%	91%
Interviews or surveys with students who are withdrawing, before they leave	46%	69%	79%	71%
Orientation program targeted to adult students	26%	70%	77%	67%
Student success coaching (outsourced)	10%	60%	60%	60%
Digital diaries	6%	50%	67%	67%

Most Widely Used Strategies

FOUR-YEAR PUBLIC INSTITUTIONS	
STRATEGY/TACTIC	USING
Programs designed specifically for first-year students (e.g., orientation for first-year students, a first-year experience program)	90%
Programs designed specifically for students who are at risk academically	75%
Honors programs for academically advanced students	74%
Programs designed specifically for international students	64%
Programs designed specifically for veterans	61%

Percentage of institutions using retention management software to track retention

Four-year private

35%

Four-year public

47%

Two-year public

35%



Strada-Gallup Education Consumer Survey (2019)

Telephone survey of more than 340,000 U.S. adults ages 18–65 that explores their educational experiences and attitudes

What is the main reason you took college courses but did not complete a degree?

Work-related	17%
Financial pressure	12%
Other life event or personal problem	11%
Just wanted to learn more or didn't need a degree	7%
Pregnant or had children	7%
Classes, degree or school was not a good fit	4%
Got bored, lost interest or became distracted	4%
Family obligations	4%
Personal health reasons	3%
Didn't have enough time for classes	3%
Couldn't decide on a career or field of study	2%
Was not mature enough	1%
Family pressure	1%
Classes were too difficult	1%
Deployed	1%

What is the main reason you are not currently taking college courses?

Don't need it or not interested	19%
Work-related	17%
Too expensive	12%
No time for classes	11%
Family obligations	7%
Age	6%
Personal health problems	5%
Retired	4%
Life	1%
Inconvenient location	1%

What do we know about SOU?

Campus Climate Survey

SOU performs about average with respect to retention

- Not comparable to UO's, OSU's of the world, they have different student types

Student Satisfaction Surveys

- National Survey of Student Engagement (NSSE)
- Institutional Student Satisfaction Survey
- Withdrawal Intervention
- Simpson Scarborough Report (2018)
 - Academic Program Offerings
 - Cost of Housing

What are we doing about it?

Campus climate survey actions

Enrollment Council Focus Areas

- Closing the Equity Achievement Gaps
- Navigate Predictive Analytics
- Affinity Groups Year 2
- Student Withdrawal
- Connect Oregon
- Leadership Series
- LAD Scholars

Redesigning Career Services

Many, many others...😊

Budget Update & Review of Pro Forma

Roadmap

- Pro Forma:
 - Year to date status; then,
 - Out-year projection (conservative data set with aid and controls)
- Reminder of the Path Forward

FY23 E&G Budget with Forecast

- New structure for pro forma!
 - Year to date actuals with estimate to complete
- Revenue forecast is slightly higher but **still barely keeping** pace with expenses
- *Cautious optimism* on revenues: positive indicators based on increased face-2-face activity and 'returning to normal'
- Academic Partners (AP) on separate line
- Impact of inflation on S&S is TBD
- Target reductions still set to \$3.6M
- \$3.3M transferred into E&G
 - Transfers now positive – normally negative due to higher transfer out
- Marginally higher EFB in FY22 & FY23
- Projected \$7.2M EFB ties to 10.9% KPI and roughly 1.3 months of operations

NACUBO recommendation is 40%
OR Department of Treasury requires 30 days of available cash on hand

Education and General (in thousands of dollars)	2021-23 Biennium		
	2021-22 Actual (000's)	2022-23 FY23 BUDGET (000's)	2022-23 FYE Forecast (000's)
REVENUES			
State Appropriations: SSCM	25,720	26,361	26,361
Total State Funding (SSCM,ETSF,SELP,1-Time)	26,220	26,860	26,860
Tuition	34,281	34,611	36,220
Fees	3,581	4,015	4,010
Raider Aid (remissions)	(3,915)	(3,476)	(3,677)
Tuition, net of Raider Aid	33,947	35,149	36,553
Misc. Other Revenue	1,476	2,964	2,816
TOTAL REVENUES	61,643	64,974	66,229
EXPENSES			
<u>Personnel Services</u>			
Faculty	(15,129)	(15,971)	(15,873)
Admin	(9,922)	(10,532)	(10,374)
Classified	(6,642)	(7,450)	(7,315)
Students, GA's, etc	(1,066)	(1,586)	(1,420)
Salaries Sub-total	(32,760)	(35,539)	(34,982)
PERS & ORP (Retirement Pgms)	(8,042)	(8,524)	(8,900)
PEBB (Healthcare)	(6,786)	(8,473)	(8,473)
Other (FICA, SAIF, etc.)	(2,987)	(3,500)	(3,435)
OPE Sub-total	(17,815)	(20,497)	(20,808)
Net Personnel Services	(50,575)	(56,036)	(55,789)
<u>Supplies & Services (S&S)</u>			
S&S Expenses	(10,503)	(13,835)	(12,118)
AP Program Share (AP)	(1,608)		(1,625)
Capital Expenses (CapEx)	(117)	(263)	(263)
Total S&S, CapEx, AP	(12,228)	(14,098)	(14,006)
Cost Reductions, Savings, Outside Support		3,664	3,664
EXPENDITURES BEFORE TRANSFERS	(62,803)	(66,469)	(66,132)
NET TRANSFERS (In & Out of E&G)	251	192	251
TOTAL EXPENSES & TRANSFERS	(62,552)	(66,277)	(65,881)
FUND BALANCE			
Change in Fund Balance	(909)	(1,303)	348
Beginning Fund Balance	7,794	6,501	6,886
Ending Fund Balance	6,886	5,198	7,234
% Operating Revenues	11.17%	8.80%	10.92%
Days of Operations	40.18	29.63	40.08
Months of Operations	1.34	0.99	1.34

Education and General <small>(in thousands of dollars)</small>		2019-21 Biennium	2021-23 Biennium		2023-25 Biennium		
		2020-21 Actual (000's)	2021-22 Actual (000's)	2022-23 FY23 BUDGET (000's)	2022-23 FYE Forecast (000's)	2023-24 FORECAST (000's)	2024-25 FORECAST (000's)
REVENUES							
State Appropriations: SSCM		23,559	25,720	26,361	26,361	27,340	28,394
Total State Funding (SSCM,ETSF,SELP,1-Time)		23,937	26,220	26,860	26,860	27,839	28,893
Tuition		36,451	34,281	34,611	36,220	35,507	35,258
Fees		3,457	3,581	4,015	4,010	4,120	3,997
Raider Aid (remissions)		(3,245)	(3,915)	(3,476)	(3,677)	(3,566)	(3,533)
Tuition, net of Raider Aid		36,663	33,947	35,149	36,553	36,061	35,722
Misc. Other Revenue		481	1,476	2,964	2,816	2,880	2,944
TOTAL REVENUES		61,081	61,643	64,974	66,229	66,779	67,559
EXPENSES							
Personnel Services							
Faculty		(14,691)	(15,129)	(15,971)	(15,873)	(17,217)	(17,603)
Admin		(8,127)	(9,922)	(10,532)	(10,374)	(10,712)	(11,168)
Classified		(5,309)	(6,642)	(7,450)	(7,315)	(7,673)	(8,154)
Students, GA's, etc		(1,005)	(1,066)	(1,586)	(1,420)	(1,655)	(1,654)
Salaries Sub-total		(29,132)	(32,760)	(35,539)	(34,982)	(37,256)	(38,578)
PERS & ORP (Retirement Pgms)		(7,050)	(8,042)	(8,524)	(8,900)	(9,704)	(10,069)
PEBB (Healthcare)		(7,026)	(6,786)	(8,473)	(8,473)	(8,744)	(9,024)
Other (FICA, SAIF, etc.)		(3,172)	(2,987)	(3,500)	(3,435)	(3,659)	(3,788)
OPE Sub-total		(17,249)	(17,815)	(20,497)	(20,808)	(22,106)	(22,881)
Net Personnel Services		(46,381)	(50,575)	(56,036)	(55,789)	(59,362)	(61,459)
Supplies & Services (S&S)							
S&S Expenses		(9,231)	(10,503)	(13,835)	(12,118)	(12,391)	(12,670)
AP Program Share (AP)		(1,106)	(1,608)		(1,625)	(1,662)	(1,716)
Capital Expenses (CapEx)		(124)	(117)	(263)	(263)	(269)	(275)
Total S&S, CapEx, AP		(10,461)	(12,228)	(14,098)	(14,006)	(14,322)	(14,660)
Cost Reductions, Savings, Outside Support				3,664	3,664	3,312	As Modeled
EXPENDITURES BEFORE TRANSFERS		(56,842)	(62,803)	(66,469)	(66,132)	(70,372)	(76,120)
NET TRANSFERS (In & Out of E&G)		(1,526)	251	192	251	(3,227)	(3,341)
TOTAL EXPENSES & TRANSFERS		(58,368)	(62,552)	(66,277)	(65,881)	(73,599)	(79,461)
FUND BALANCE							
Change in Fund Balance		2,713	(909)	(1,303)	348	(6,820)	(11,902)
Beginning Fund Balance		5,081	7,794	6,501	6,886	7,234	414
Ending Fund Balance		7,794	6,886	5,198	7,234	414	(11,488)
% Operating Revenues		12.76%	11.17%	8.00%	10.92%	0.62%	-17.00%
Days of Operations		48.74	40.18	29.63	40.08	2.05	(52.77)
Months of Operations		1.62	1.34	0.99	1.34	0.07	(1.76)

Path Forward

Reminder



1. Continued austerity **this fiscal year** (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)

Revenue Forecast

Strategic Direction 5 (SD5)

Reminder

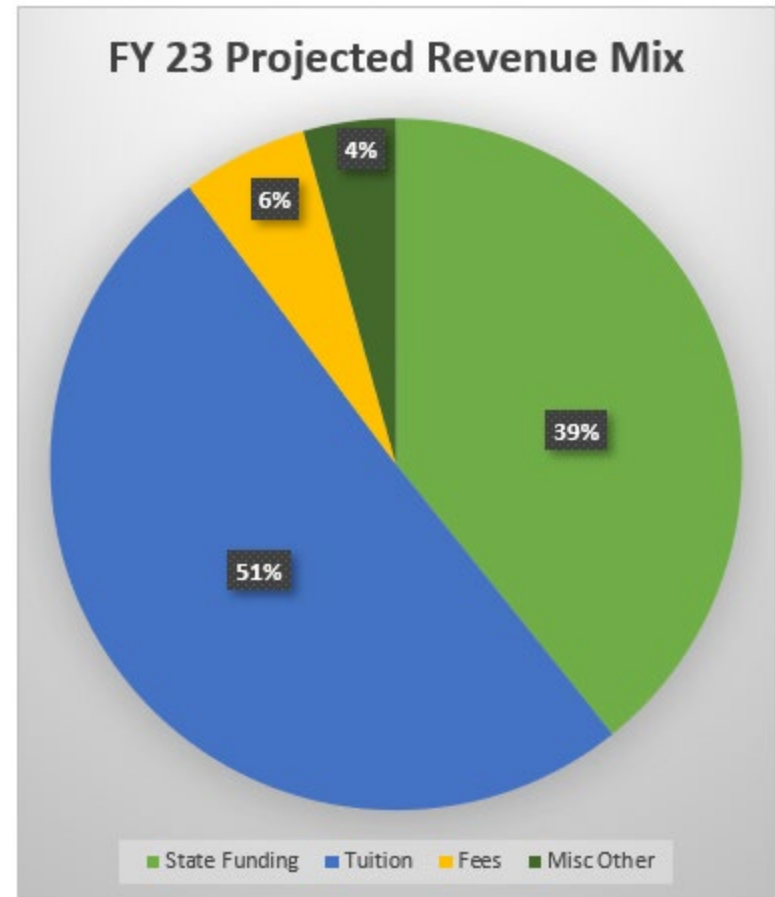


Financial Sustainability

- Definition: **SOU will maintain financial stability and invest for institutional vitality.**
 - Key to our success: attack both sides of the revenue / expense equation
-
- Revenue Forecast
 - Cost Management (Expense side of the equation)...not explicit in the original definition

FY23 E&G Revenue Streams

- Enrollment Projection
 - No changes to model after Spring Term review
- State Funding
 - 51% of biennium
 - Benefits Navigator
- Miscellaneous Revenues
 - Growth in fees and land lease
 - Offset by bad-debt allowance



Projected Revenue Increases, FY 23 and 24

Source	FY 23 (\$m)	FY 24 (\$m)	Remarks
Housing transfer to E&G	\$1m	~ \$1m (TBD)	Refinancing North Campus Village (the Project) created liquidity
PERS rate change for E&G		\$ 0.7m	In E&G pro forma
Deferred Maintenance (CI&R) bump for cost escalation	~ \$2m		Plant fund, used for Capital; awaiting final amount
SSCM refinement for E&G	\$ 0.6m	???	Could be recurring...TBD

Alternative Revenue Streams

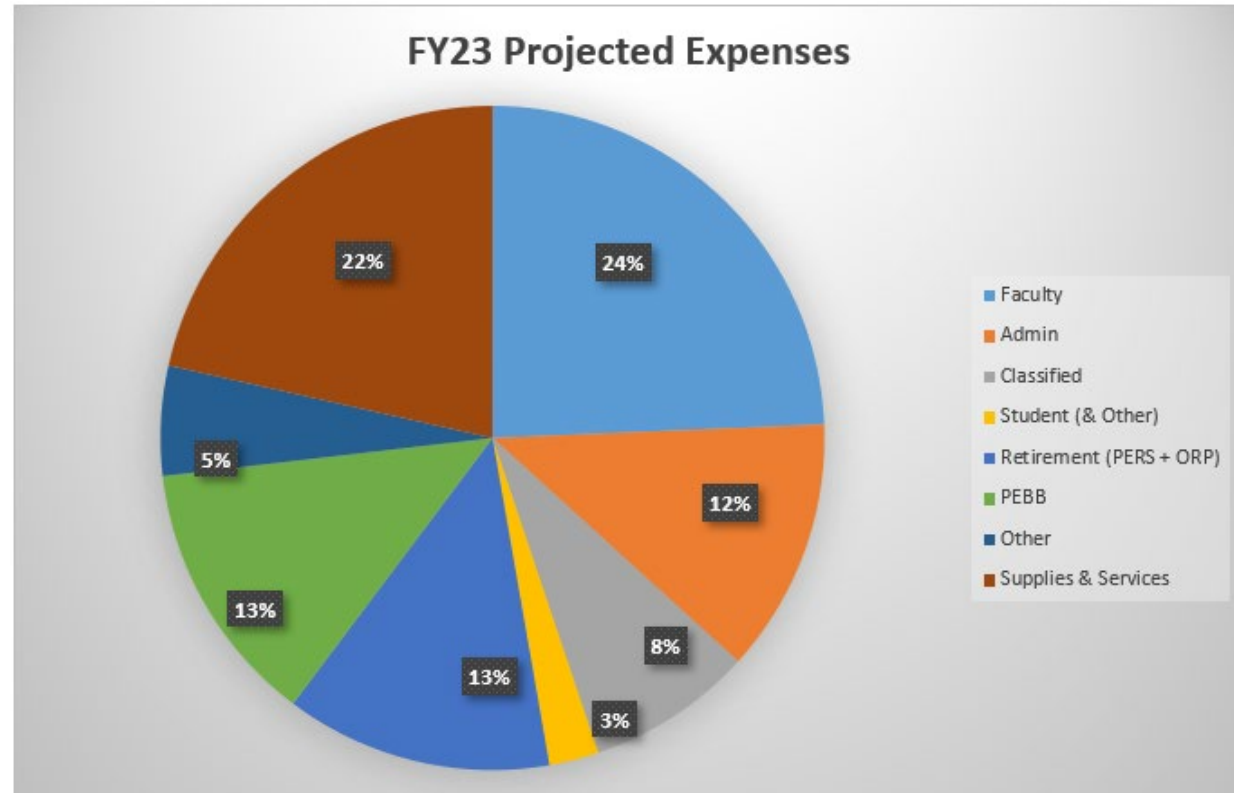
Verbal Update

- ✓ Solar Energy Production
 - Internal Campus
 - External Community Scale
- ✓ Cascade Housing Project
- University District Business Accelerator
- PNW Workday Training Center

Cost Management Update

FY23 E&G Expense Elements

- Labor & OPE
Comprises 78% of
total expense
portfolio
- Very little flexible
spending available
- S&S costs
escalating



Exploring Cost Management

Status:

- ✓ Identified quantitative and qualitative factors for each division
- ✓ Outlined ‘operating rhythm’ for town hall communications and breakout sessions
- ✓ Discussed high-level plan with advisory group (Faculty Senate / ASSOU / Staff Assembly)

Next Steps:

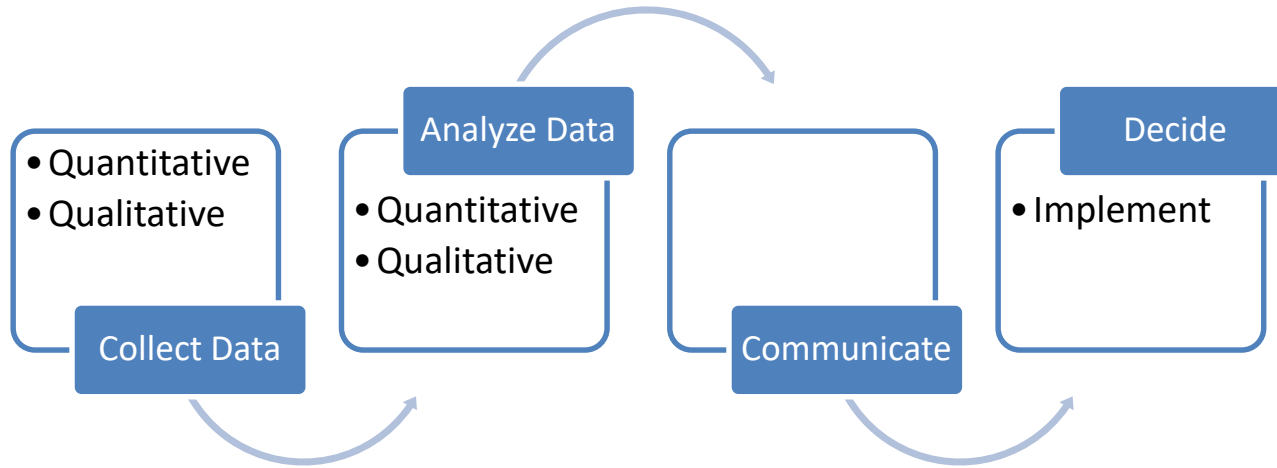
- Formalize programmatic analysis documents / strategy
- Present to board for discussion / consensus

Changing the Cost Model (Road Map)



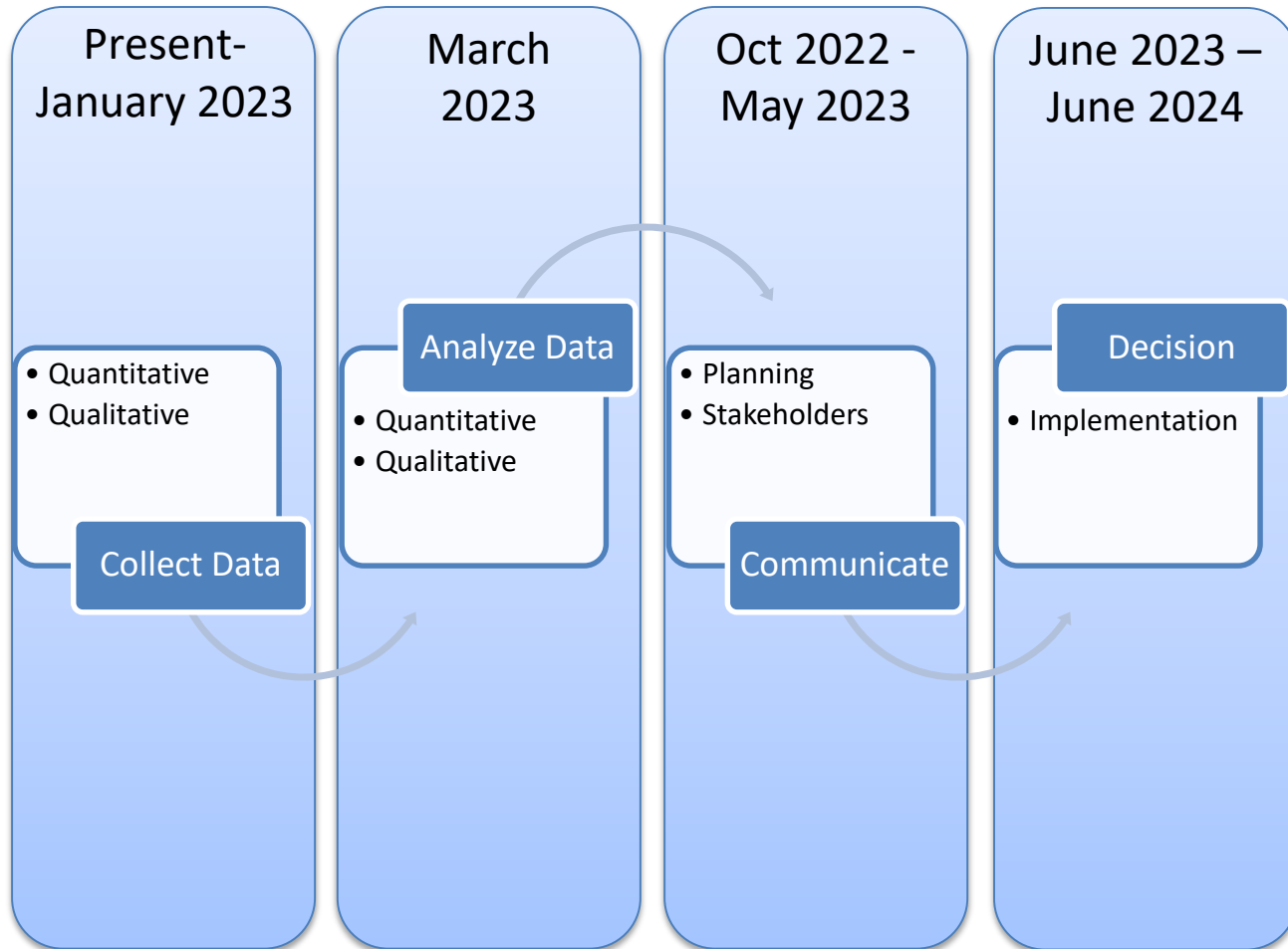
- Reduce Operating Costs
 - \$1M in electrical savings through solar energy
 - \$700-800K/year in information management system costs through CISR project
- Programmatic Analysis (PA)
 - Changing the recurring cost-base
- Methodology and Discussion

High-level Process Flow



- Academic Affairs
- Business Affairs
- Enrollment Management and Student Affairs
- University Advancement
- Athletics

Timeline



Sample Programmatic Analysis

Business Affairs (VPFA Portfolio)

- Quantitative analysis based on organization size, complexity and seven “workload factors” (see excel file)
- Twenty-three qualitative factors used for academic support programs (see document)
- Workday “discovery” (processes and data) key for HR, Payroll, Finances, Budget, and IT
- Implement new operations (industry best practices) and configure “order of operations” to optimize service

Path Forward

Reminder



1. Continued austerity **this fiscal year** (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)

Academic Affairs

Criteria for determining cost reductions and opportunities for revenue generation in Academic Affairs

- **Academic Program Review** (see attached; 1/3 of all programs do this on a 3-year rotation schedule)
- Contribution to: Liberal Arts Foundation, Regional Responsiveness, Innovation and Creativity
- Student Credit Hours (SCH) by program over time
- Headcount (majors) by program over time
- Faculty FTE by program
- Degrees conferred (majors, minors, certificates) over time
- Retention (Fall-to-Fall by program) over time
- Course fill rate
- Average class size
- Revenue-to-Cost ratio over time
- Student-to-Faculty ratio over time
- Faculty type
 - tenured
 - probationary (non-tenured, 3-year extendable contract)
 - adjunct year long
 - adjunct term-by-term
- Faculty retirements (known)
- Faculty retirements and resignations (anticipated/likely)
- Open faculty and staff lines
- Staff and administrative positions

Strategies to further reduce costs; including but not limited to:

- Program reductions
- Non-renewal of adjunct year longs
- Reduction of adjunct term-by-terms
- Curricular adjustments/efficiencies
- Increase course fill rates
- Reduce administrative overhead
- HyFlex model of delivery

Strategies to increase revenue:

- Better marketing
- Convert minors to certificates to get revenue from SSCM (funding model)
- Create certificate for general education
- New and “emerging” programs using existing courses
- Fundraising to endow community supported faculty lines
- Leverage the Institute for Sustainability and Creativity Conference

ACADEMIC PROGRAM REVIEW,

Insert Name of Academic Program

Due to the Director of University Assessment by April 15, 2021

Purpose:

The purpose of the Academic Program Review (APR) is to provide a formal process and medium for program stakeholders to provide information about accomplishments, strengths, challenges, and to align academic programs with the goals as outlined in the SOU Strategic Plan. The APR can also help programs track the impact of changes to curriculum, program requirements, and faculty staffing over time. The APR can be used for both descriptive and evaluative purposes.

Audience:

The audience for the APR is your department, the administration, and the SOU board of trustees. The writing process and the APR document and data included in it are of critical importance for the programs and institution in their planning processes. The tone and voice of the APR need to be appropriate to these audiences and consistent throughout the entire report.

Executive Summary: (a page or less)

Mission and Vision Statements

A **mission statement** is a concise explanation of the program's reason for existence. It describes the program's purpose and its overall intention. The mission statement supports the vision and serves to communicate purpose and direction to clients, customers, vendors and other stakeholders.

Questions to consider when drafting mission statements could include:

- What is our program's purpose?
- Why does our program exist?

A **vision statement** looks forward and creates a mental image of the ideal state that the program wishes to achieve. It is inspirational and aspirational and should challenge employees. Questions to consider when drafting vision statements might include:

- What problem are we seeking to solve?
- Where are we headed?
- If we achieved all strategic goals, what would we look like 10 years from now?

Mission answers the question “Why do we exist?” Vision answers the question “What will the future look like as we fulfill our mission? What will be different?” While mission is about today, vision is about the future, what we will become.

A mission statement can and should be written in a short, concise form. It should pass the “T-shirt” test, meaning, it should be able to be printed on a t-shirt and still be readable. The vision needs to be more than a statement. It should be a description. This description may be a paragraph or a whole page. It should paint a picture of the future that will come to be as we carry out our mission

Some books and consultants encourage business and organizational leaders to write two statements, a mission statement and a vision statement. However, when organizations have two statements those statements begin to compete with each other and no one remembers either.

Write ONE statement, and make it the mission statement. Once you have clarity around your mission, then you are ready to dream about the future and how it will be different. That’s your vision!

I. PROGRAM DESCRIPTION/CONTEXT

- A. What is the mission statement of the program?**
- B. What is the vision of the program?**
- C. Provide an overview of your program in 250 words or less.**

II. THE STUDENT LEARNING EXPERIENCE

Strategic Direction 1: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal 1: 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.

*** This comment pertains to sections II, III, and IV. Your program needs to highlight some of the key data points included in the appendix in the narrative. You should summarize and distill the data down into a few sentences for each section. Use specific data and how you interpret the data in light of your program.

A. To the best of your ability, please describe the success of students within this program (e.g., admission to graduate programs, professional placement, etc.)?

- Key data point – Percentage of graduates within six months of graduating who are working or studying in their field.

B. Describe how students in this program participate in significant off-campus activities/programs (e.g., internships, civic engagement, experiential learning, service-learning projects, performances, exhibitions, etc.)?

- Key data point – Percent of students in program who are participating.

C. What are the scholarly and/or creative activities of the students in this program (e.g., capstones, professional presentations, publications, significant reports, creative endeavors, etc.)?

D. What are the program's assessment outcomes including both internal and external evaluations? How well do the majors achieve the program's student learning outcomes? (report provided by Kristin Nagy Catz)

- Potential Key data points:
 - reported scores on standardized national exams, VALUE institute
 - Assessment Committee Summary Data

E. Please address program success at SOU utilizing the data provided.

- Key Data points provided - Appendix A
 - Degrees Awarded by year - describe any anomalies or trends in the data over the last five years.
 - Major Counts
 - Undergraduates
 - Graduates
 - DFWI rates by class level, instructional method, strands if applicable, and a list of courses exceeding 20% DFWI.
 - Retention Analysis - Term to Term details

- 3 Year - retention
- 3 Year - Ethnicities selection/differential success rate
- 2 Year - retention
- 2 Year - Ethnicities selected/differential success rate
- 1 Year - retention
- Geographic Origin - most recent Fall term
 - Undergraduates
 - Graduates
- Student Demographics - most recent Fall term
 - Undergraduates
 - Graduates
- Minors by AY (first and second minors included)

F. Describe your program's efforts to redesign curriculum or courses to enhance student learning? Also, please provide any support that these efforts are effective. Have you noticed any student learning trends that have affected pedagogy and how have you addressed that?

III. PROGRAM APPRAISAL and INSTITUTIONAL SUPPORT

Strategic Direction II: SOU will become an [employer of choice](#) and provide excellent service to all of its constituents (e.g, learners, family, community)

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

Strategic Direction V: SOU 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.

A. Have you made any changes to your program/processes to provide greater access to your program/classes, help your learners understand how to be successful in your program and/or connect them to career preparation. Are there opportunities for your program to better serve adult learners? Describe why or why not below.

B. Service excellence: How do you serve students, the campus community, and external constituents and patrons? How does your program interface with the community?

C. **Institutional Support**: Please comment on how well your program is served by administration, staff and institutional processes? Do the existing processes work well?

A series of data reports have been provided for review and reflection. How does this data inform program management and its efficiency?

Key Data points provided (Appendix B):

- SCH by year
 - Undergraduate SCH
 - Graduate SCH
 - Source of SCH by Primary Major (who is taking your classes - shows % of SCH serving majors)
 - SCH Distribution Across Programs (where are your students taking classes?)
- Program Retention - 5 year Student Return Rate
- SCH/ELU for last 3 years (full program, and by subject if more than one)
 - Includes SCH by Year, by Course Level
 - Includes Full program - over past 3 years
 - SCH/ELU major classes
- Course Fill rate = (filled seats/available seats in lecture sections)
- ELU breakdown by Faculty Type
- Distribution of classes by class size (lecture only)
- Avg/median class size-lecture/online/seminar/Telecourse (LUST)

IV. FACULTY

A. Describe the individual efforts of the program's faculty in maintaining a dynamic, innovative, and student-centered curriculum.

- Key Data from Activity Insight*
 - Curriculum Development Report

(this section will require faculty entry into Activity Insight, where there is capability to run on-demand reports that will provide faculty activities and accomplishments.)*

B. Summarize and describe the scholarly or creative output of this program over the past three years (based on most recent departmental expectations as presented in SOU bylaws). How do these activities enhance the program and community?

- Key Data from Activity Insight
 - Scholarship & Research Report
 - Average scholarly work per faculty member over the last three years
 - Service Report from Activity Insight (Professional, University, Community)
 - Leadership roles on campus per faculty member over the last three years

C. What are your hiring plans and how will they support the strategic directions of the university? (SD 4: Goal 1 and 2, Current Composition of Faculty, Diversity/Inclusion)

V. GOALS, ASPIRATIONS and 21st CENTURY TRANSFORMATIONS

Having reviewed the current state of your program, the purpose of this section is to look forward. In this section, we want you to consider the strategic plan and how your program is evolving.

A. Are there ways you can modify, augment, streamline or discontinue programming to add efficiencies or better meet the changing needs of students, industry and/or society?

B. What are the program goals for the next three years and how do they relate to the strategic directions?

C. What is your bold and audacious idea for your program? Frame your answer addressing how this idea supports SOU's mission and strategic directions. What would it take to accomplish your bold idea?

Division **Enrollment Management & Student Affairs**

Department _____

Employee completing form _____

Direction: Please work through the questions below and answer to the best of your ability – bullet points are perfect. Position/ function specific – not personnel management. The short-term purpose of this information is Cost Management. Your audience is Neil however Deborah will take highlights from this to populate a template that will be public.

1. What are the main objectives of your unit, and how do you measure success in achieving them?
2. What are the services that your unit provides and to which customers (students, faculty, staff, donors, others)?
3. List each position in your unit, and briefly describe the responsibilities of each. Include part-time and work-study student hours. Indicate if functionality of the position is tied to federal, state, or institutional compliance.
4. Do you see needs and demands for services that your unit cannot currently meet? If so, what are they, and how do they relate to the university's mission?
5. How could the university help your unit do its job better?
6. In what ways does your unit relate to other units of the university, academic and non-academic? For example, what services do you provide to other units? What services do other units provide to you? On what tasks do you collaborate with other offices?
7. What skill sets and resources does your unit possess that can be shared with other units at slack times?
8. Which individuals in your unit are cross-trained and in what areas?
9. What resources do you need to improve your services to a superior level?
10. What technologies are available to you to provide your services better? What training do you need to be more effective users of the technology?
11. What one thing do you wish you could do differently to improve your effectiveness but have not had the opportunity, time, or resources to do?
12. How do you review and evaluate your department's yearly performance?

13. Explain how your unit could function with:

- a. A 10 percent reduction to staff
 - b. A 20 percent reduction to staff
 - c. A 30 percent reduction to staff
 - d. A 10 percent reduction to non-personnel resources
 - e. A 20 percent reduction to non-personnel resources
 - f. A 30 percent reduction to non-personnel resource
 - g. What would be the consequences or other effects on service delivery in each case?
14. What opportunities exist for greater collaboration and team approaches in the delivery of services?
15. How many “middle managers” do we have? Are there opportunities to reduce middle stata in the organization and expand the span of control?
16. What technological improvements could be made that would result in labor savings?
17. How can a service be more efficiently delivered?
18. What processes do we have that can be streamlined or eliminated to improve service delivery?
19. Restructuring: What efficiencies might be gained by consolidating similar entities?
20. Personnel: Have we worked around or structured around non-effective personnel and other personnel issues, and is this the time to stop indulging and start confronting the issue(s)?
21. Outsourcing: Are there other opportunities to outsource non-mission-critical services to private contractors who could do it better, faster, cheaper?
22. Customer focus: How might our services b structured or delivered to meet the needs of students, faculty, staff, donors, and others better?
23. Benchmarking: Compare your unit with similar units at other institutions or national norms.
24. What can we stop doing?

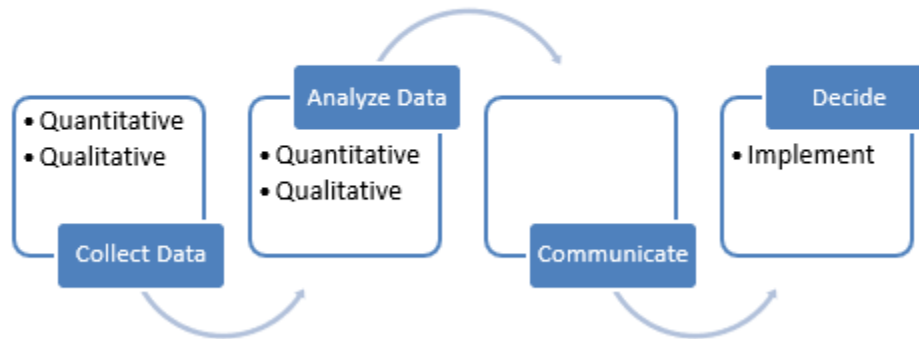
Business Affairs Program Analysis and Cost Management

The paper outlines the process and criteria for determining cost reductions and opportunities for revenue generation in Finance and Administration. Ultimately, our program analysis is about TRANSFORMING how we deliver services in Business Affairs.

The four key elements of the transformation are People, Processes, Technology and Tools. The Core Information System Replacement (CISR) will enable new technology (Workday) to enable or drive process optimization and the re-training of our people who serve the University. See Appendix One for a high-level overview of Workday launch (which summarized the process flow)

As we consider the cost management 'program analysis', it will unfold using this methodology:

High-level process flow



The quantitative and qualitative review has occurred in each Division within BAC and will continue to be refined. Quantitative factors are based on funded positions and the workload factors in each functional area. The qualitative factors are shown on a master spreadsheet (which will be available on a shared BOX file when technical issues are resolved). In addition, an individual word document for each BAC Director will be available, summarizing their analysis. These 23 qualitative factors come from ***Prioritizing Academic Programs and Services*** by Dickeson, Resource C, Criteria for Measuring Administrative Programs (pp 161-163). See Appendix Two for those qualitative criteria.

In summary, analyzing the data, coupled with optimizing processes (using Workday) in Finance, HR and Payroll will create the first opportunities to identify opportunities for saving and continuous improvement.

In parallel, studying the Facilities Management and Planning and University Housing business models will identify other opportunities to reduce cost and increase revenues.

Workday Launch



Division Finance and Administration

Department _____

Employee completing form _____

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2. What are the services that your unit provides and to which customers (students, faculty, staff, donors, others)?
3. List each position in your unit, and briefly describe the responsibilities of each. Include part-time and work-study student hours. Indicate if functionality of the position is tied to federal, state, or institutional compliance.
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5. How could the university help your unit do its job better?
6. In what ways does your unit relate to other units of the university, academic and non-academic? For example, what services do you provide to other units? What services do other units provide to you? On what tasks do you collaborate with other offices?
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10. What technologies are available to you to provide your services better? What training do you need to be more effective users of the technology?
11. What one thing do you wish you could do differently to improve your effectiveness but have not had the opportunity, time, or resources to do?
12. How do you review and evaluate your department's yearly performance?

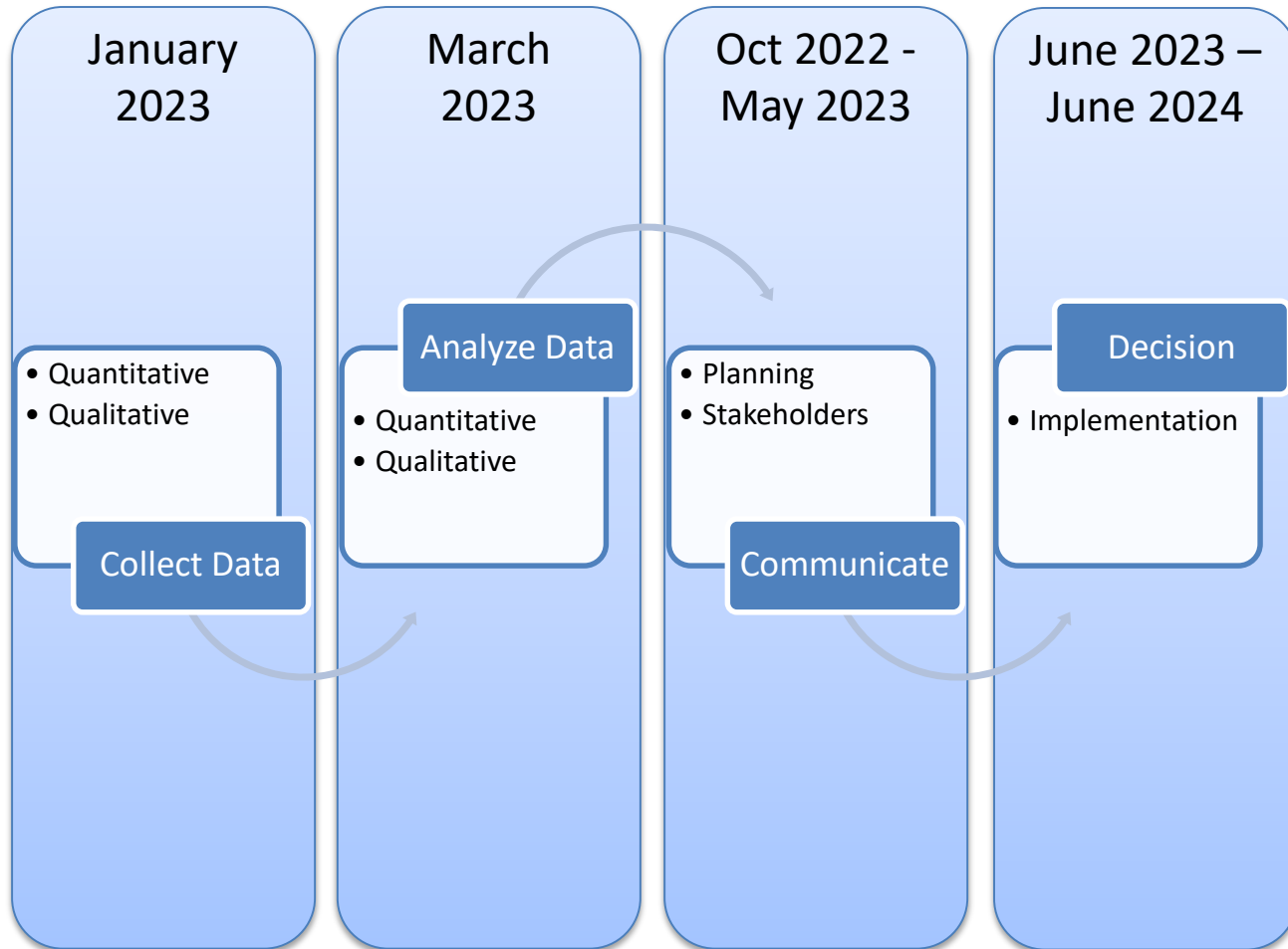
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- b. A 20 percent reduction to staff
- c. A 30 percent reduction to staff
- d. A 10 percent reduction to non-personnel resources
- e. A 20 percent reduction to non-personnel resources
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- g. What would be the consequences or other effects on service delivery in each case?

What opportunities exist for greater collaboration and team approaches in the delivery of services?

- 14. How many “middle managers” do we have? Are there opportunities to reduce middle stata in the organization and expand the span of control?
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- 22. Benchmarking: Compare your unit with similar units at other institutions or national norms.
- 23. What can we stop doing?

Timeline



Athletics Department

Criteria for determining cost reductions and opportunities for revenue generation in Athletics.

- Number of student athletes per sport
- Cost of coaching and support staff
- Institutional program cost per student athlete
- ROI for existing and new programs
- Retention rates for student athletes in program
- Graduation rates per student athletes in program
- Program alignment with University DEI goals
- Alignment with related educational programs for cost efficiency and enrollment growth
- Alignment with other related non-academic programs for efficiency and enrollment growth
- Ties to philanthropic support
- Expectations of future facilities costs
- Amount of athletic remissions dollars per student athlete
- Amount of fundraised \$ per program
- Amount of fundraised \$ for scholarship and capital (i.e., naming rights for sand courts, etc.)
- Effect of sports lottery funding
- Compliance with Title IX requirements (maintaining opportunities for gender equity).
- Average SCH per student-athlete compared to university average

Strategies to further reduce costs:

- Incentives to staff who are close to retirement
- Program (S&S) reductions

Strategies to increase revenue:

- Fund raising to endow coaching positions
- Enrollment quotas for programs

UNIVERSITY ADVANCEMENT

2022 Quantitative and Qualitative Analysis

Quantitative Measures

1. Number of employees in each department
 - a. Development (gift officers, advancement services, annual giving, finance, admin)
 - b. Community and Media Relations
 - c. Marketing
 - d. Government and Corporate Relations
 - e. Grants & Sponsored Projects
 - f. Alumni Relations
 - g. Osher Lifelong Learning Institute
2. Total compensation per employee
3. Source of compensation (public or private, or both)
4. Service & Supplies budget per department
5. Number of vacancies per department (and vacancy rate)
6. Revenue generated/ROI calculation

Qualitative Measures

1. Main objectives for success (key performance indicators)
 - a. Services provided
 - b. Position analysis
2. Unmet needs or demands
3. Collaboration analysis
 - a. Skills and resources that can be shared (external to Advancement unit)
 - b. Cross training
4. Resources needed to improve service delivery
5. Technology and training needs
6. Annual program and personnel evaluation process

Analysis

Benchmarking against peers

Impact of staff reduction or program elimination

Opportunities for collaboration

Process improvements

Outsourcing

Core Information System Replacement Project Update

Road Map

- What is CISR?
- Why are we doing it?
- When did we start? When will it end?
- How are we implementing the project?
- Where are we now? And, what's next?

Core Information System Replacement

Bottom Line Up Front (What is CISR?)

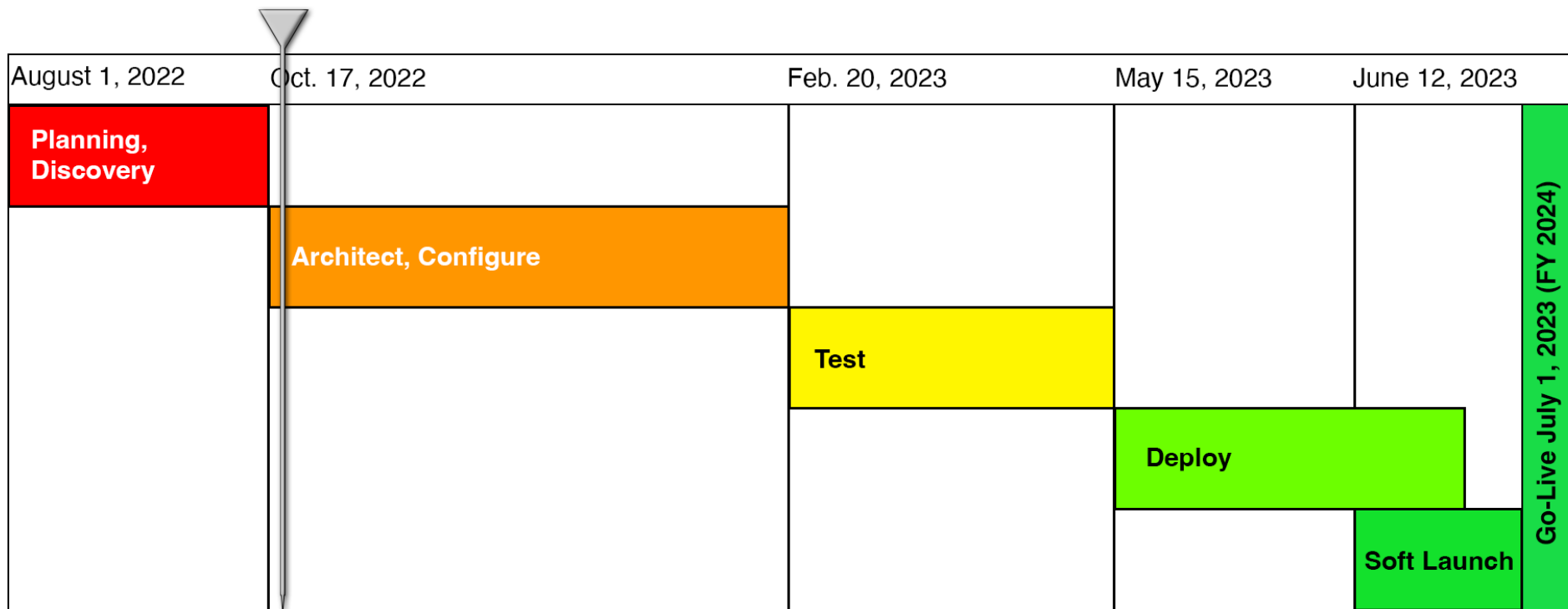
- Transformative
- Replacing (badly) outdated and kluged *Banner ecosystem* (comprised of numerous bolt-ons) IT system with *Workday*
- Workday implementation in two phases
 - HR / Finance / Payroll (year 1)
 - Student Information Systems (years 2 and 3)
- A \$10M work effort
- Key element of Cost Management strategy – saving approx. \$800K/year*
- Driver (enabler) for continuous process improvement and **workload reduction**

Why Are We Doing it?

- Create operating savings (\$800K/year after year 3)
- Process improvement
- Establish industry baseline (for better KPI and program management)
- Better IT implementation and management (fewer “bolt-ons” and fewer integrations)

When Did we Start? When Will it End?

- Started August 1, 2022
- HR / Finance / Payroll “go live” on June 1, 2023 (soft launch)

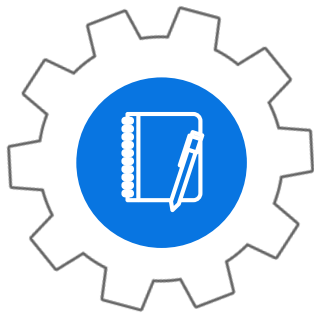


- Starting Student Information System on or around April 1, 2023
- “Go live” target is registration (May/June) 2025

How are We Implementing the Project?

- Hired *Alchemy* as our implementation partner
- President is executive sponsor
- CIO is Project Manager
- Executive Steering group established (PM and 3 VPs)
- Using existing staff for discovery, data transfer and testing

Workday Launch



Plan

- ☐ Project Startup
- ☐ Customer Training
- ☐ Initiate Project Planning
- ☐ FDM Session(s)
- ☐ Higher Ed: Academic Units, Appointments & Student Employment Sessions
- ☐ Foundation Tenant Build



Architect & Configure

- ☐ Foundation Alignment Sessions
- ☐ Higher Ed: Additional solutions review
- ☐ Customer Confirmation Sessions & Functional Unit Testing
- ☐ Build and Unit Test Reports
- ☐ Build and Unit Test Integrations
- ☐ Additional Data Conversion
- ☐ End User Training Plan
- ☐ Test Preparation
- ☐ End to End Tenant Build



Test

- ☐ End-to-End Testing
- ☐ Payroll: Parallel Testing
- ☐ User Readiness Review
- ☐ Regression Testing
- ☐ Cutover Plan
- ☐ End User Training Materials



Deploy

- ☐ End User Training
- ☐ Gold/Pre-Production Tenant
- ☐ Go-Live
- ☐ Post-Production Data Conversion
- ☐ Production Support

DELIVERY ASSURANCE

PROJECT MANAGEMENT

KNOWLEDGE TRANSFER

PRODUCTION PREPAREDNESS

Where Are we Now? And What's Next?

Status

- Finished “discovery”
- Starting to extract data from existing systems, and upload data into the first ‘instance’ of Workday

Next Actions

- Architect and configure through February
- Ongoing ‘verification and validation’ of data—seeing what our data looks like in the Workday platform

Summary

- So Far, So Good
- A Lot of Appreciation
 - Timely outside Counsel input...
 - Creative Financing
 - Great implementation partner
 - Amazing teamwork (internally and externally)
- Thanks to the Team (for burning the candle at both ends)

Central Hall Phase 1.a Contract Award and Phase 1.b Project Expenditures (Action)

Roadmap

- Introduction: Three-page Narrative
 - Scope
 - Cost
 - Timeline
- Source of Funding – Summary of State Bonds
- Budget for Central Hall Projects
- Bid Summary
- Action: Request for Approval of Central Hall Capital Project Resolution

- Backup Data:
 - Floor Plan
 - Bid Summary
 - Next Steps:
 - Solicit RFP for construction (second phase of 2019 bond funding)
 - Execute contract with remaining funding (and \$2m in CIR bond funds)

**Southern Oregon University
Central Hall
Project Fact Sheet**

Background

Central Hall was built in 1950 as the campus library and a general classroom building. It served those functions until 1967 when a new library building was constructed nearby. In 1967, Central underwent a major interior renovation to convert usage primarily to classrooms and offices. The renovation included construction of many new interior partitions and major renovations to the mechanical and electrical systems. The building configuration and systems are substantially unchanged since the 1967 remodel.

Central contains approximately 42,000 gross square feet of interior space on (3) floors plus a 13,000 square foot attic that houses mechanical equipment. The building is constructed with cast-in-place concrete walls, floors and bearing walls. Interior partitions and the roof system are of wood construction.

Project Scope

The Central XI-Q 2019A bond was awarded for:

1. Seismic upgrades
2. Remediate sagging concrete floors at the main floor and second floor
3. Solve water intrusion and drainage issues at the south basement walls
4. Code required life safety upgrades (fire suppression and fire alarm)
5. Complete mechanical systems replacement
6. Complete plumbing systems replacement
7. Complete electrical systems replacement
8. Restoration of interior finishes. Architectural upgrades if the budget allows

Budget and Funding

SOU was awarded \$6M in 2019 Q-bonds to correct deferred maintenance deficiencies. It was apparent from the start that the project would require far more than \$6M to construct.

A hazardous materials survey revealed extensive asbestos materials throughout the building. It was initially thought that some of the building mechanical and electrical systems could be reused, but that assumption proved to be unworkable. All the mechanical, plumbing and electrical systems are 55-years old and beyond their useful life. Construction costs skyrocketed between 2019 and 2022.

SOU will supplement the \$6M in Q-bonds with Capital Improvement and Repair (CIR) funds to cover the Phase 2 work. Additional funding for Phase 3 (buildout of the basement & 2nd floors) was requested in the 23-25 biennium.

Phased Project Approach

The project has been broken up into two phases for several reasons including:

- funding limitations
- ability to shorten the overall schedule by starting construction on Phase 1 while finalizing the design for Phase 2
- breaking up project in smaller packages to attract more local contractors

- defer bidding some of the specialty trades for (hopefully) better construction market conditions in late 2022
- creates the ability to spend \$6m budget (authorized Q-series bonds) and prepare for remaining work

Phase 1.a Work Scope (low bid at \$1.1m):

- Asbestos Abatement including floor coverings and mastics, pipe and duct insulation, interior wall & soffit finishes
- Architectural demo including non-structural partitions & finishes, doors, frames, relights, and ceilings
- Mechanical demo including HVAC equipment, split-system A/C units, ducts, grilles, and louvers.
- Plumbing demo including water piping, plumbing fixtures, hydronic piping & equipment, fire suppression piping & hose cabinets
- Electrical demo including lighting, branch circuits, subpanels, devices and low voltage wiring.

Phase 1.b Work Scope:

- Structural/seismic upgrades for entire building
- Remediate sagging concrete floors at the main floor and second floor
- Solve water intrusion and drainage issues at the south basement walls
- Code required life safety upgrades (fire suppression and fire alarm systems)
- Mechanical systems replacement
- Plumbing systems replacement
- Electrical systems replacement
- New interior finishes at ground floor only.

Phase 2 Work Scope, \$14m cost estimate (2023-25 biennium):

- Buildout of the Basement & 2nd floor
- Design process for Phase 2 to begin in Nov 2022

Timeline

Current Project Status: Phase 1 design and bidding is complete. Phase 1 contractor ready to start work.

Projected Milestone Dates

Oct 24, 2022	Begin Phase 1.a abatement-demolition work (pending Board approval)
Nov 1, 2022	Begin Phase 2 design work
Nov 17, 2022	Complete Phase 1.b bid documents. Advertise for contractor bids
Dec 31, 2022	Complete Phase 1.a abatement-demolition work. Start Phase 1.b construction
June 30, 2023	Complete Phase 2 design work
Mar 15, 2024	Complete Phase 1.b construction. Re-occupy Central main floor

Request for Board Authorization to Proceed with Phase 1.a (Abatement & Demolition)

- Work scope includes hazardous materials abatement and interior demolition on 3 floors.
- Project was advertised for public bids on Sept 7, 2022.
- 6 bids were received on Sept 27, 2022.
- Low bidder is Outlier Construction Company with Global Environmental as their Abatement subcontractor.
- Outlier and Global are local firms with all the required qualifications and experience.
- The Outlier and Global team have both worked for SOU on several prior projects.
- The Outlier/Global team successfully completed a very similar project at Britt Hall in 2020.
- Funds for the award (\$1,100,400) are currently in the Central Q-bond account.
- FMP recommends awarding contract to Outlier Construction

Request for Authorization to expend full \$6m Q-series bond (phase 1.b) and additional \$2.6m budget authority from C&IR Q-series bonds (projected start date Jan 9, 2023)

- Bid documents are 98% complete. Advertisement for Phase 1.b bids scheduled for Nov 17, 2022.
- Work scope includes structural upgrades; weatherproofing & drainage improvements; new life-safety systems; mechanical, electrical & plumbing systems; and complete new main floor finishes
- Available budget: Current Central Hall Q-series bond remaining is approximately \$5.5M; and Capital Improvement and Renewal (C&IR) is \$4.9M (with additional C&IR escalation funding pending from HECC, roughly \$2M)
- Estimate to complete phase 1: After the Phase 1.a demolition work is complete, we will have approximately \$4.4M remaining in the Central XI-Q bond account.
- Recommend board approve a “not to exceed” (NTE) amount for phase 1.b of \$6.3M (\$4.3M from Central Hall Project bond funding and NTE \$2M from 2021-23 C&IR bond account).

Source of Funding – State Bonds

(Source: HECC, as of October 4, 2022)

- Q-series bonds can only be used for the authorized purpose:
 - 2019 XI-Q Central Hall - \$6M – to renovate the facility
(bond closeout extended by Dept of Admin Services (DAS) NLT **January 31, 2024**)
 - 2021A XI-Q Capital Improvement and Renewal (CI&R) –
deferred maintenance (narrowly defined by DAS)
- **Project work has NO impact on Education and General fund**

Project Description	Completion Date	Closeout Date	Data		
			Begin Balance	Draw Total	End Balance
2019A XI-Q SOU Capital Improvement	12/31/2022	3/31/2023	3,915,249	3,898,535	16,714
2019A XI-Q SOU Central Hall Cap Improvement	9/30/2023	12/31/2023	6,000,000	484,365	5,515,635
2021A XI-Q SOU Capital Improvement	3/30/2024	6/30/2024	4,858,089	-	4,858,089
			14,773,338	4,382,900	10,390,438

Budget for Central Hall Capital Projects

Phase / Work	Description	Cost Est	Source of Funds	Remarks
Architect and Engineering	Design and CD	\$.5M	XI-Q bonds (CH)	Work is complete
Phase 1.a	Haz Waste and Demo	\$1.2M	XI-Q bonds	Low bid at \$1,100,400 within budget
Phase 1.b	Seismic, MEP floor 2	\$4.3M \$2M	XI-Q bonds C&IR Q- series	Out for bids on/about Nov '22, desired award in Dec '22
subtotal		\$6M (C Hall) \$2M	XI-Q bonds C&IR Q- series	Total bond authority Budget of \$4.8m for 2021 CI&R; and additional \$2M 'escalation' funding (TBD)
Phase 2	Fit out Basement and 2 nd floor	\$14M	Pending authorization in '23 long session	Scored well in HECC capital rubric

* - C&IR bond funds are loosely called “deferred maintenance” funds

**Southern Oregon University
Board of Trustees
Finance and Administration Committee**

**RESOLUTION
Central Hall Phases 1.a and 1.b**

Whereas, defined in Section 1.6.4 of the Board Statement on Delegation of Authority, the board retains authority for the approval of a capital project budget that is anticipated to exceed \$500,000, including expenses for architects, construction managers, engineers and other professional consultants; and approval of any increase to a capital project budget that causes the total of all increases to the capital project budget to exceed \$500,000; and

Whereas, defined in Section 1.6.5 of the Board Statement on Delegation of Authority, the Board retains sole authority for the approval of the execution of instruments, including but not limited to instruments related to the acquisition, disposal or provision of goods and services, where the anticipated cost or value to the University exceeds \$500,000; and

Whereas, ORS 352.087(1)(t) states the Board may delegate and provide for the further delegation of any and all powers and duties, subject to the limitations expressly set forth in law; now, therefore,

Be it resolved, the Board approves the award of the contract for Central Hall, Phase 1.a for hazardous materials abatement and demolition (specifically, the board authorizes SOU to enter into a contract with Outlier Construction Co for a total cost of \$1,100,400 including a 5% contingency fee; and

Be it further resolved, the Board approves the capital project budget and award of Central Hall Phase 1.b, not to exceed \$8 million total (specifically, \$6 million in XI-Q bonds for Central Hall and \$2 million in 2021 XI-Q Capital Improvement and Renewal bond funding); and

Be it further resolved, the board authorizes the university president and the vice president for finance and administration to execute any instruments for the provision of goods and services necessary to complete Central Hall Phase 1.b., subject to the budget and funding sources defined above.

VOTE:

DATE: October 21, 2022

Review of Campus Climate Survey



**EDI Campus Climate Survey -
Selected Key Findings and Next Steps
Office for Equity, Diversity, & Inclusion**

Toya M. Cooper, JD | Vice President

Jonathan Chavez Baez, MA | Director

Patricia Syquia McCarthy, JD | Staff & Community Liaison

EDI Campus Climate Survey – Selected Findings & Next Steps

- Survey Purpose, Instrument, & Response Rates
- Selected Key Findings
- Actionable Items: Belonging, Recruitment, Discriminatory Events
- Belonging, Experiences & Demographics
- Actionable Items
- Methods
- Goal Setting
- Questions

EDI Campus Climate Survey: Purpose & Instrument

- Establish a baseline assessment against which to measure change over time related to university equity, diversity, and inclusion programming and initiatives as assessed across community--
 - Attitudes
 - Perceptions
 - Experiences
- The Office for Equity, Diversity, and Inclusion (EDI) engaged the vendor, SoundRocket to administer a campus climate survey in Spring 2021.

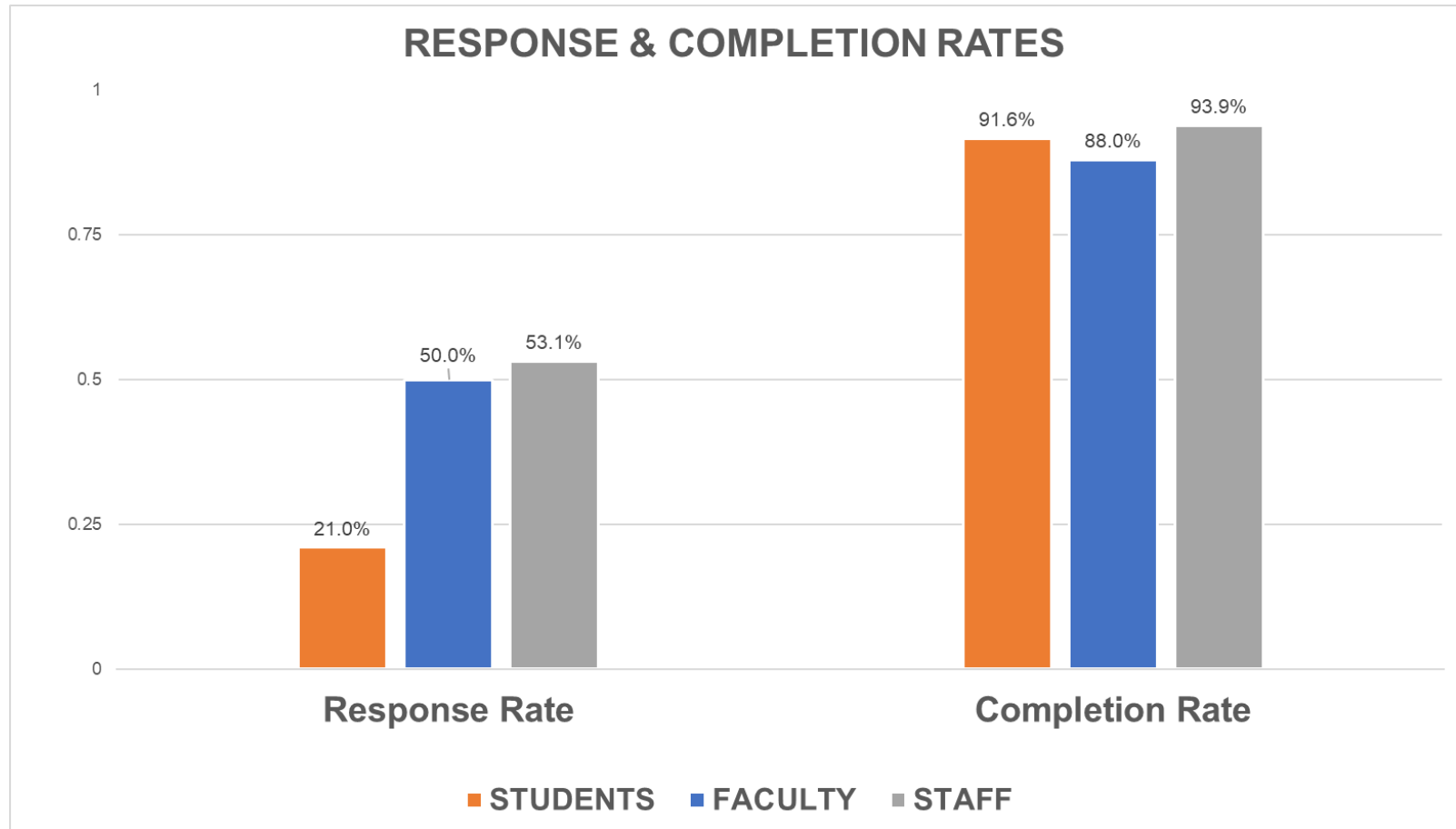
EDI Campus Climate Survey: Purpose & Instrument

- Series of demographic questions
 - campus identity (e.g., faculty or student; Humanities or Chemistry)
 - social identity (e.g., woman, nonbinary, Asian American)
- General climate (e.g., friendly or hostile;)
- EDI features questions (e.g., ableist, vs. non-ableist)

EDI Campus Climate: Response Rate

- Total Invited: All faculty, staff, students, and trustees invited to participate for a survey population of 3,197 invitees
- Response Rates:
 - Staff 53.1%; Students 21%; Faculty 50%;
 - Overall Participation Rate of 26.23%

EDI Campus Climate Survey: Response Rate



EDI Campus Climate Survey: Response Rate

“SoundRocket's basic climate study design is expected to achieve somewhere between 15-30% total response rate across all populations. The 2022 climate survey efforts at SOU comfortably exceeded what SoundRocket has come to expect with studies following this design, both for individual populations (students & employees) and at the overall level.”

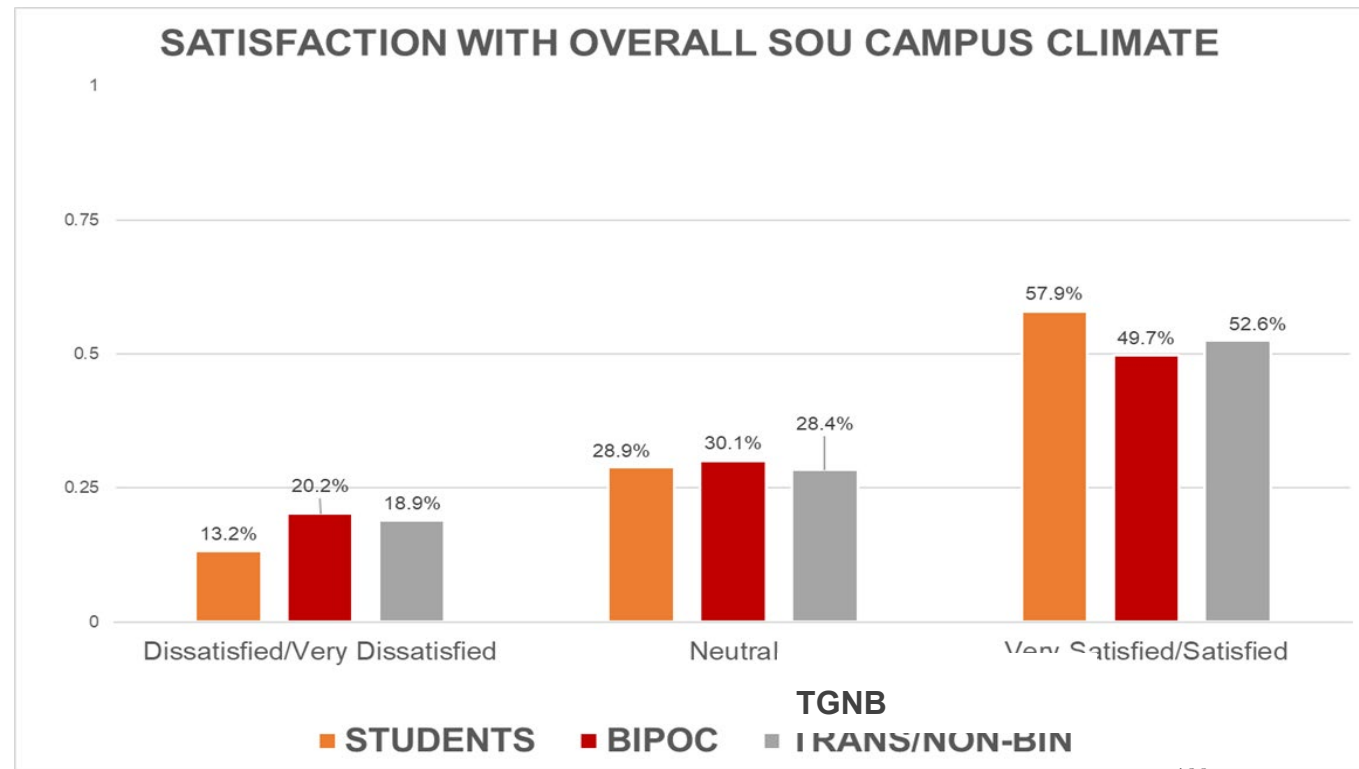
-Josh Patterson

Research Director | Higher Education Studies

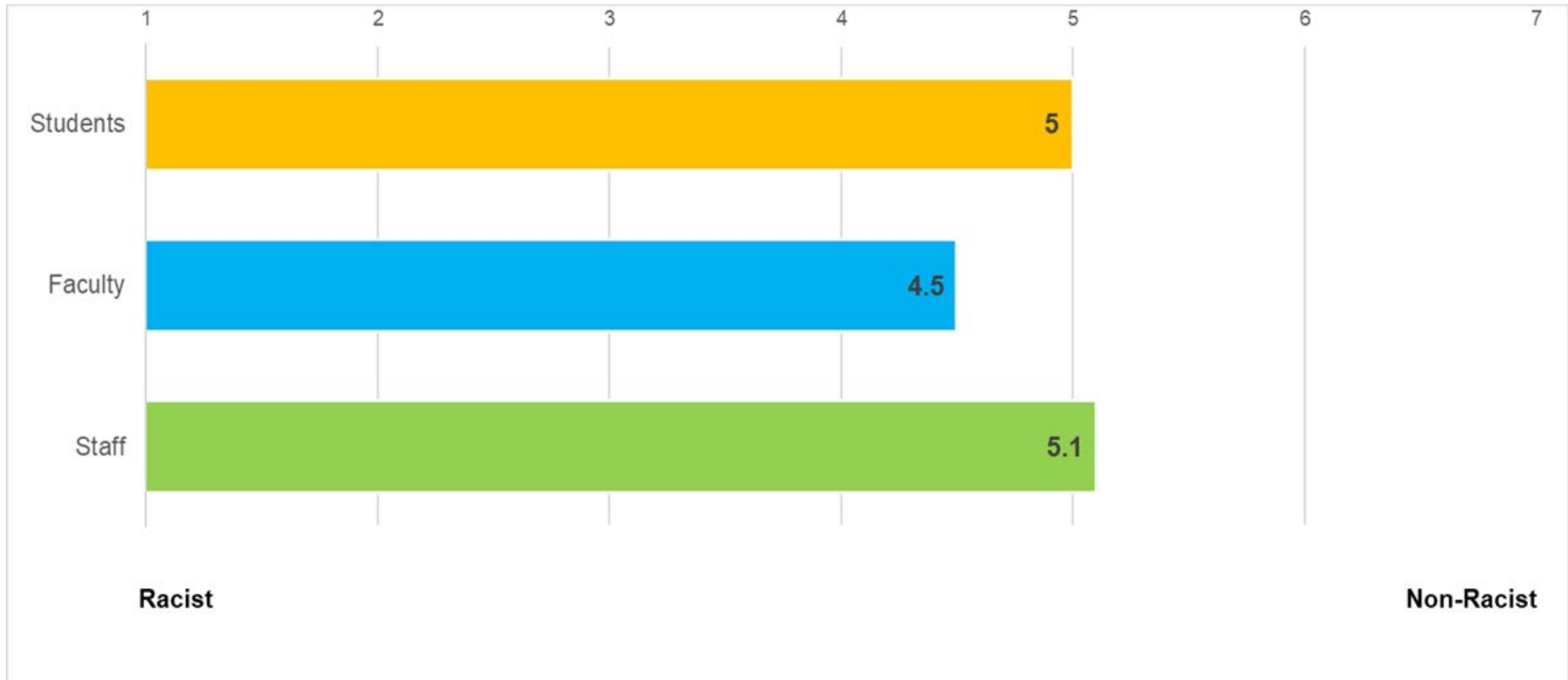
SoundRocket

EDI Campus Climate Survey: Overall Satisfaction

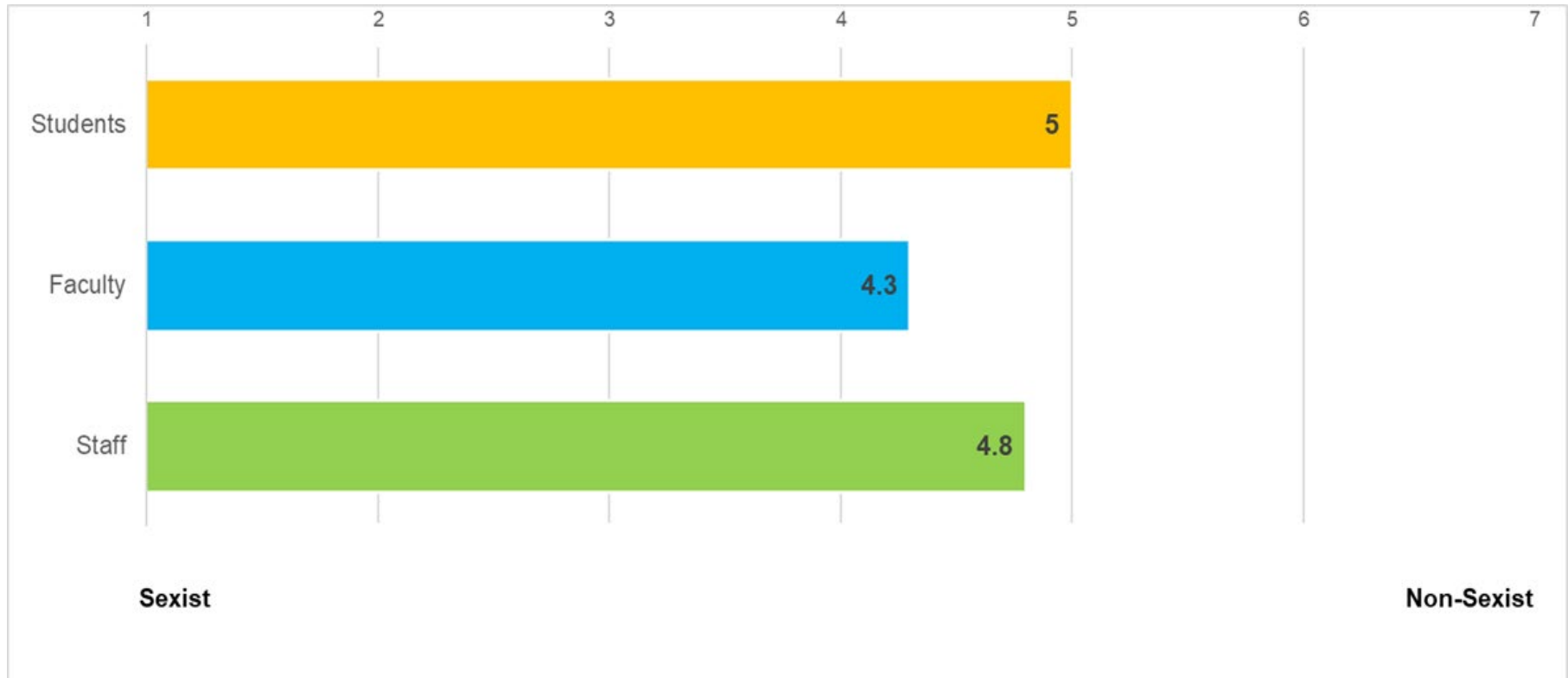
- Generally: staff, faculty, and students report being neutral or more satisfied than dissatisfied with the campus climate both generally and with campus climate as it relates to EDI features.
- Student Example:



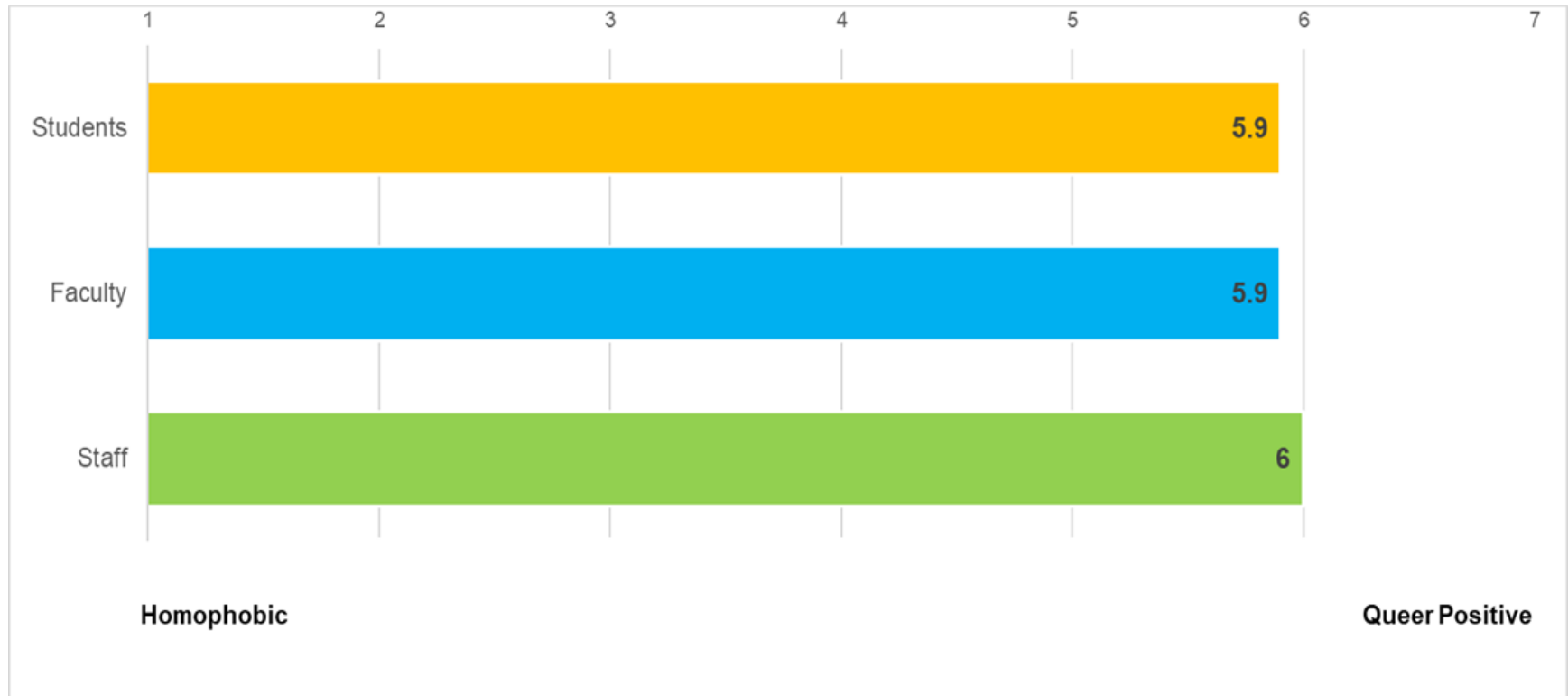
EDI Campus Climate Survey: Overall Satisfaction - Race



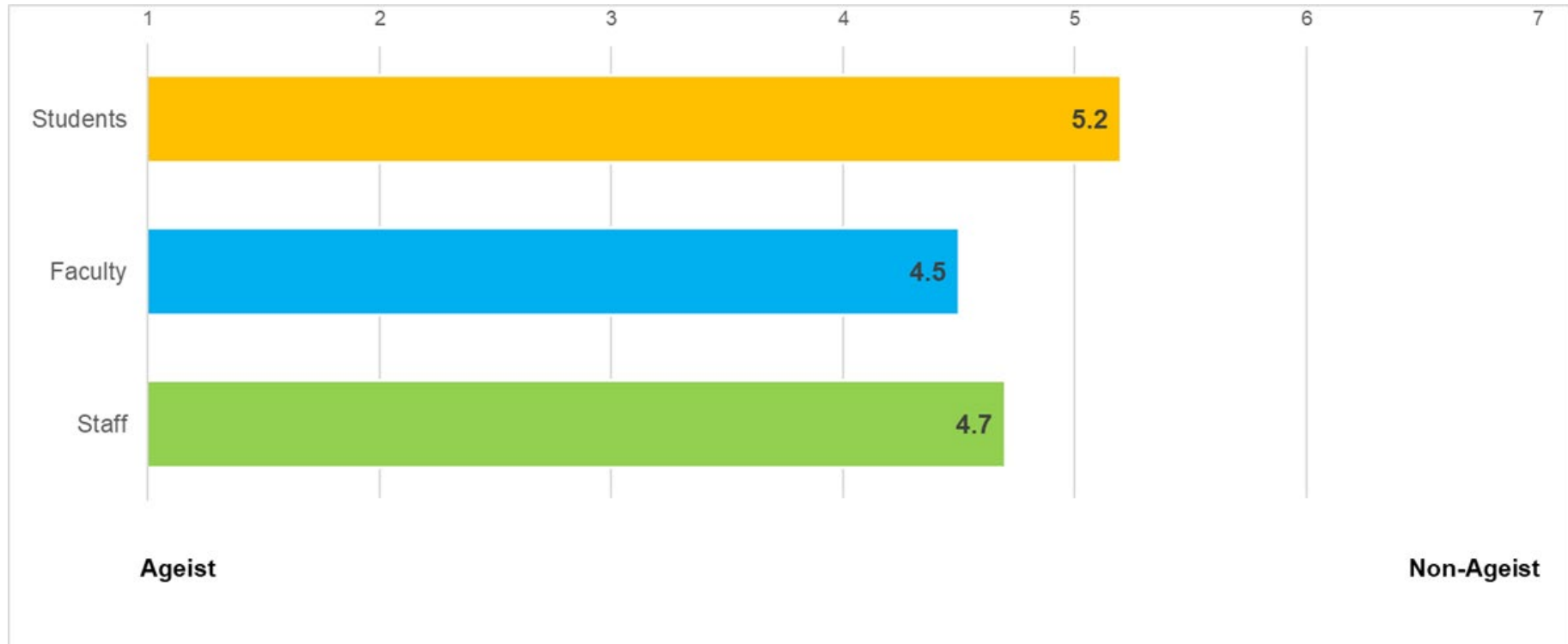
EDI Campus Climate Survey: Overall Satisfaction - Sex/Gender



EDI Campus Climate Survey: Overall Satisfaction - LGBTQ+



EDI Campus Climate Survey: Overall Satisfaction - Age



Key Findings: Met with No Surprise

- Generally, minoritized populations indicated less satisfaction, lower levels of positive experiences, and lower perceptions across a range of campus EDI features
 - Lower percentages of a sense of belonging in one or more campus communities (BIPOC, Women)
 - Lower percentages of a sense of value (BIPOC, Women)
 - Higher percentages of feeling unsafe on campus* (BIPOC, Women, LGBTQ+)*
- Generally, most populations give low rating to level of campus diversity
- Generally, most populations give low rating to campus diversity resourcing

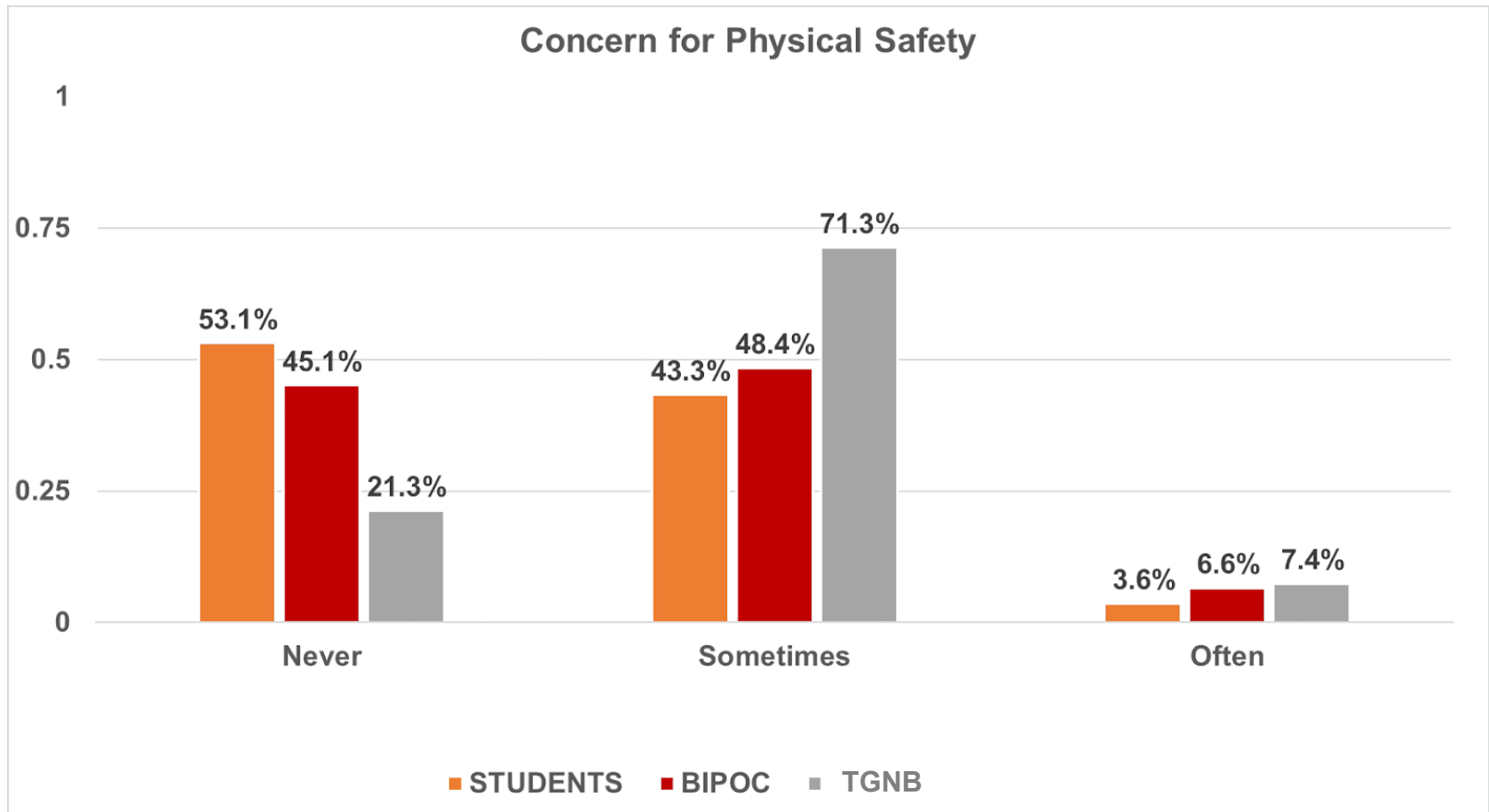
Key Findings: Met with Some Surprise

- Age not perceived as salient to identity
- Factor analysis questions categorized ageist vs. non-ageist as general rather than as an element of EDI campus climate

Factor 1 General Climate Elements
Hostile/Friendly
Disrespectful/Respectful
Contentious/Collegial
Individualistic/Collaborative
Competitive/Cooperative
Unsupportive/Supportive
Unwelcoming/Welcoming
Ageist/Non-Ageist

Factor 2 DEI Climate Elements
Racist/Non-Racist
Homogenous/Diverse
Sexist/Non-Sexist
Homophobic/Non-Homophobic
Elitist/Non-Elitist
Transphobic/Non-Transphobic

Key Findings: Surprises - Safety & LBGQT+ Students



Key Findings: Meeting with Surprise

- No or low response from members of LGBTQ+ along several features of EDI (n of 5 or less)
 - Campus Pride Recognition*
 - Higher indications of safety concerns may be evidence of feeling empowered and knowledgeable about individual rights, university responsibilities, and procedures for addressing grievances

Actionable Items: Belonging

- Belonging & Welcome (Perceptions)
 - Reinstatement of Affinity Groups (formerly Black Indigenous People of Color - BIPOC Luncheons)
 - Ongoing work of Affinity Teams (Enrollment Management and Student Affairs)
 - Visibility Fair

Actionable Items: Discriminatory Events

- Discriminatory Events & Safety Concerns (Experiences)
 - Further disaggregation of data re: safety & LGBTQ+ students
 - Further study of methods of engagement on LGBTQ & BIPOC populations
 - Discourse & Difference

Actionable Items: Recruitment

- Recruitment – Networking | Pipelines (Demographics)
 - Admissions & EDI: New and ongoing work
 - Outreach Programs & EDI: Tracking participation & maintaining contact @ milestones
 - Faculty/Division Directors & EDI: Networking and Search Process Work

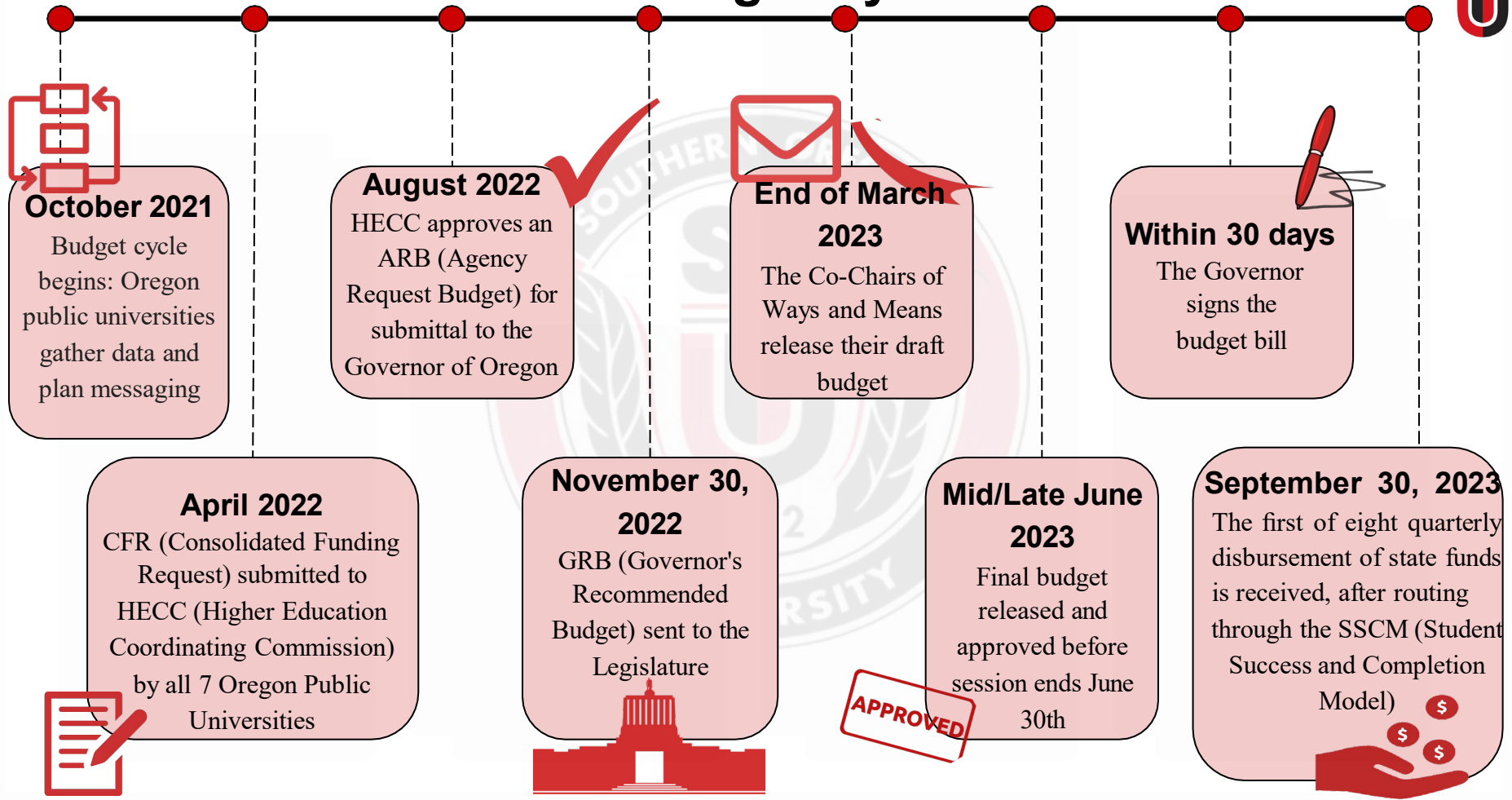
Goal Setting & Methods

- Equity Institution & Organizational Culture Tool
 - identification of barriers in areas prime for improvement
 - use of existing data from survey and cross-referencing other surveys (e.g., Title IX; Library)
 - Setting incremental improvement goals from survey to survey

QUESTIONS?

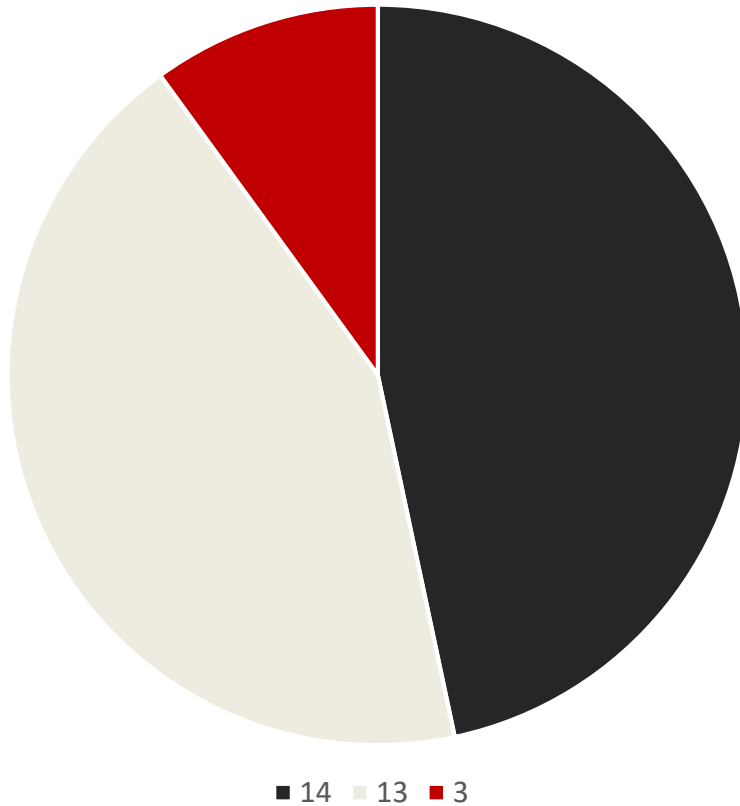
Government Relations and Legislative Update

Budget Cycle

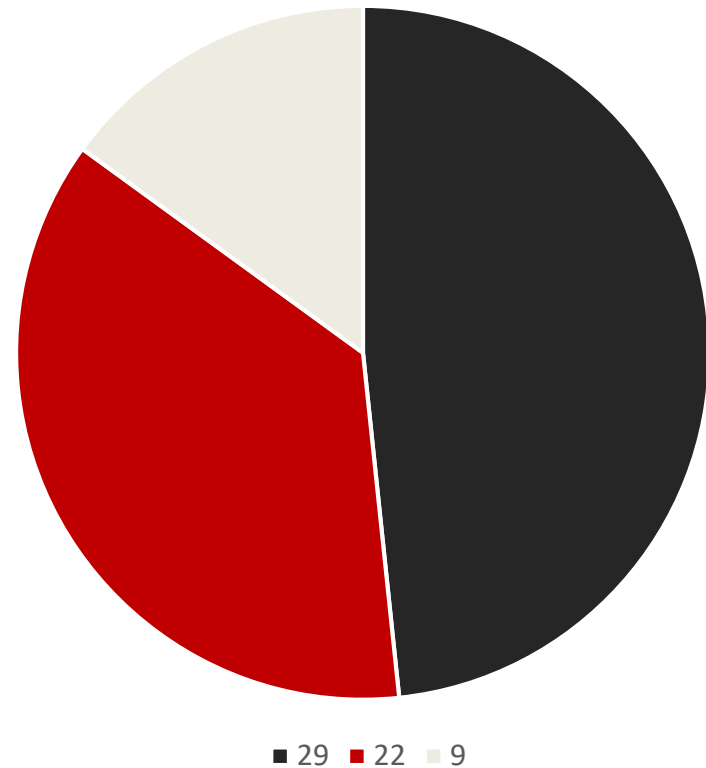


2022 Election: A Lot of Change

Oregon Senate: 30 Seats



Oregon House: 60 Seats



OPU Common Legislative Agenda

Preliminary Only!

- Affordability
 - PUSF + 150M
 - Financial Aid (OOG, Tribal Grant)
- Equity Investments
 - Support HB 2590 Outcomes
- Economic Development
- Capital Investments
 - HECC Prioritized List

Messaging In Development

- NCHEMS Report hits in end October
- Election Day, November 8
- Session begins January 17
- Budget hearings late March/early April

Proposed Board of Trustees 2023-2024 Meeting Schedule (Action)

SOU Board of Trustees
2023-2024 Board and Committee Meeting Schedule

MEETING	Academic and Student Affairs	Finance and Administration	Executive and Audit	Board of Trustees
DAY	Third Thursdays	Third Thursdays	Third Fridays	Third Fridays
FREQUENCY	Four Times Per Year (and as needed for curriculum approvals)	Six Times Per Year	Five Times Per Year	Five Times Per Year
TIME	12:00-3:30 p.m.	4:00-6:00 p.m.	9:30-11:30 a.m.	12:00-5:00 p.m.
	January 19, 2023	January 19, 2023	January 20, 2023	January 20, 2023
	March 16, 2023	March 16, 2023	March 17, 2023	March 17, 2023
	April 20, 2023	April 20, 2023	April 21, 2023	April 21, 2023
	June 15, 2023*	June 15, 2023*	June 16, 2023*	June 16, 2023*
				Retreat September 13, 2023** September 14, 2023** All Day, Time TBD
	October 19, 2023	October 19, 2023	October 20, 2023	October 20, 2023
	January 18, 2024	January 18, 2024	January 19, 2024	January 19, 2024
		March 21, 2024 (Budget focus)		
	April 18, 2024	April 18, 2024	April 19, 2024	April 19, 2024
		May 16, 2024 (Budget focus)		
	June 20, 2024***	June 20, 2024***	June 21, 2024***	June 21, 2024***
				Retreat September 19, 2024 September 20, 2024 All Day, Time TBD
	October 17, 2024	October 17, 2024	October 18, 2024	October 18, 2024

University President's Annual Evaluation

**Executive session, pursuant to
ORS 192.660 (2)(f) and (i)**

No action will be taken in executive session.

Board Statement on Evaluation of the University President Board of Trustees of Southern Oregon University

It is the policy of the Board of Trustees of Southern Oregon University (“Board”) to review the performance of the President annually.

The primary purposes of the annual review are to enable the President to strengthen their performance and effectiveness in leading the institution to success and to allow the President and the Board to set mutually agreeable goals. The review process is not intended as a substitute for regular and ongoing communication about progress toward goals between the President and the Board.

Annual reviews will inform decisions regarding compensation, although compensation adjustments are not necessarily awarded simultaneously with a positive performance review. Adjustments to, or renewal of, the President’s contract will be handled as a separate matter, taking into account presidential performance, peer-group comparisons and other factors.

The annual review process will occur on a July 1-June 30 cycle. The annual review will cover the preceding year.

The criteria for evaluation and information responsive to those criteria will be based principally on the President’s self-assessment with respect to goals mutually set by the Board and President for the year in review.

The retrospective elements of the President’s self-assessment customarily will include:

- A copy of the mutually-agreed upon goals, with a description of efforts to meet them and the President’s progress assessment, including the identification of significant challenges the President faced over the course of the review year that affected progress toward goals, with particular focus on those that are likely to persist
- A description of other personal or institutional achievements of which the Board should be aware.
- Comments regarding university officers and other campus leaders who report directly to the President, as they pertain to the president’s goals or achievements.
- Key areas in which the Board has been especially supportive.

The prospective elements of the President's self-assessment customarily will include:

- Goals the President proposes for their individual performance over the course of the upcoming year and for three to five years.
- The President's professional development plans and any associated requests of the Board.
- Key areas in which the President would especially benefit from Board support.

Review Process

1. President's Self-Assessment

The President will submit his or her self-assessment to the Board Chair before September 1 of each year. The Board Chair, Vice Chair, and the President will then meet to discuss the self-assessment. The President's self-assessment will be provided to the Board, along with any other information determined by the Board Chair.

Prior to discussion with the Board of Trustees, the Board Chair may, in a timely manner, seek confidential input from trustees and, as the Board Chair deems appropriate, from members of the University community selected by the Board Chair, as the Board Chair deems appropriate.

2. Board Chair's Evaluation

The Board Chair will prepare an evaluation of the President. The evaluation and self-assessment will be shared with the Board of Trustees prior to any meeting in which the Board or committee of the Board will discuss the evaluation.

3. Evaluation of the President

The Executive and Audit Committee may meet in executive session for the purpose of evaluating the President, during which the President is to present their self-assessment and engage in a discussion with the committee regarding both the retrospective and prospective elements of the assessment. The President may be excluded from any portion of such an executive session at the discretion of the Board Chair.

At the Board's fall meeting, or as soon thereafter as the Board's calendar will reasonably allow, the Board of Trustees may go into an executive session to discuss the evaluation of the President. The President may be excluded from any portion of such an executive session at the discretion of the Board Chair.

4. Presentation and Approval of Goals

After the Board discusses the evaluation of the President, the President will then present to the Board for approval the goals that the President proposes for their individual performance for the upcoming year. The President's presentation of their goals and the Board's consideration of such goals shall take place in public session.

5. Board Feedback to the President

After the meeting in which the evaluation of the President takes place, the Board Chair will meet with the President to communicate verbally and/or in writing to the President the conclusions of the evaluation and any recommendations, concerns, or priorities arising out of the evaluation.


The Executive and Audit Committee may, at its discretion, perform a comprehensive performance review of the President, including a 360-degree review. A comprehensive review of this nature should generally be performed prior to consideration of the renewal of the President's contract. When a comprehensive review is performed, it is to be incorporated into the annual review process described above, with such adjustments to the schedule as may be necessary.

Pursuant to ORS 351.065, documents regarding the President's performance, including the President's self-assessment, the Board's evaluation, and the 360-degree review are faculty personnel records and are not public records.

The Board periodically will review and, as necessary or desirable, revise this policy and its associated procedures in light of experience gained, best practices, and legal developments as applicable.

Approved on June 21, 2019


Chair, Board of Trustees


University Board Secretary

Revision	Change	Date
	-Initial Version	January 20, 2017
1	“Retrospective elements” and “Prospective elements” sections updated; Review Process updated; basic edits and corrections	June 21, 2019

Proposed Revision to University President's 2022-2023 Goals (Action)

2022-2023 Goals

- GOAL 1: Promote Justice, Equity, Diversity and Inclusion on Campus and Throughout the Region
 - Translate Goals and Strategy into Actionable Steps
 - Leverage partnerships with City, County, Tribal, State, and Federal governmental entities to complement SOU's efforts
 - Explore business and non-profit partners to complement SOU's efforts
- GOAL 2: Provide Leadership for Student Enrollment, Support and Success
 - Collaborate with K-12 entities to create or strengthen partnerships
 - Create or reinvigorate relationships with community colleges for transfer pathways and other collaborations
 - Support strategic engagement of the Enrollment Council

2022-2023 Goals

- GOAL 3: Craft Long-Term Fiscal Sustainability Roadmap
 - Oversee Cost Management Processes, Including Vacant Position Management, Reorganization and Transformation
 - Diversify Revenue Streams—Lay Groundwork, Identify Options and Develop Implementation Plans
 - Lead a Redesign of the Grants Management Processes
- GOAL 4: Develop an *Approach* to Strategic Plan
 - Engage with Stakeholders to Celebrate Achievements
 - Identify Areas for Adjustment or Refinement
 - Create Inclusive Process with Student/Faculty/Staff Inputs
 - Continue to Incentivize “Doing” (Execution of the Plan)

2022-2023 Goals

- GOAL 5: Strengthen Internal and External Outreach
 - Lead strategic messaging to external university stakeholders
 - Implement best practices for campus awareness and avenues for strategic inputs from students/faculty/staff
 - Promote Culture of Healing, Self-Care, Resilience and Perseverance
- GOAL 6: Position the University for Inaugural Comprehensive Campaign
 - Promote internal culture of philanthropy conversations
 - Engage top tier of philanthropic partners, solidifying early campaign lead gifts
 - Leverage philanthropy to support long-term fiscal sustainability

Future Meetings

Adjournment