

OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 13, 2023

TO: Board of Trustees of Southern Oregon University

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Board of Trustees

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

Topics of the meeting will include reports from the 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 review of the audited financial statements and acceptance of the annual financial report for the 2021-2022 fiscal year; and an expenditure authorization and contract award for the Ruffalo Noel Levitz Demand Builder service. The board will also act on proposed revisions to the Bylaws of Southern Oregon University; the Board Statement on Delegation of Authority; Board Statement on Board Committees; and the Board Statement on the Conduct of Public Meetings.

There will be an update and discussion on the SOU realignment; government relations and legislative priorities; the Core Information System Replacement Project; the Equity, Diversity, and Inclusion Work Group of the board; and an honorary degree policy. The board also will discuss a budget update consisting of a review of the financial pro forma, a revenue forecast, and a cost management update.

The meeting will occur as follows:

Friday, January 20, 2023
12:00 to 5:00 p.m. (or until business concludes)
Meese Room, 3rd Floor, Hannon Library
To Zoom the proceedings at the time of the meeting, visit
https://sou.zoom.us/j/88165656105.
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 January 20, 2023



Call to Order / Roll / Declaration of a Quorum

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SOU Land Acknowledgement

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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.



Board of Trustees Meeting

Friday, January 20, 2023 12:00 – 5:00 p.m. (or until business concludes) Meese Room, Hannon Library, SOU Campus

Zoom: https://sou.zoom.us/j/88165656105

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 Catherine Cable			
	1.3	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary			
	1.4	Agenda Review	Chair Santos			
20 min. 2		Public Comment				
	2.1	Invited Public Comment: Associated Professors of Southern Oregon University	Sara Adams, 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 3.1	Consent Agenda October 21, 2022 Minutes	Chair Santos			
15 min.	4.1	Reports Committee Reports	Trustee Jonathon Bullock; Trustee Shaun Franks; Chair Santos			
5 min.	4.3	SOU Faculty Senate Report	Dr. Brian Fedorek, SOU, Faculty Senate Chair			

Board of Trustees Meeting Friday, January 20, 2023 12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

5 min.	4.4	SOU Staff Assembly Report	Ashley King, SOU, Staff Assembly Chair		
15 min.	4.5	Equity, Diversity, and Inclusion Report	Toya Cooper, SOU, Vice President for Equity, Diversity, and Inclusion		
10 min.	4.6	University Advancement Report	Janet Fratella, SOU, Vice President for Advancement and Executive Director, SOU Foundation		
10 min.	4.7	President's Report	President Rick Bailey		
40 min.	5 5.1	Action, Information, and Discussion Items Review of Audited Financial Statements and Acceptance of Annual Financial Report for Fiscal Year 2021-22 (Action)	Jean Bushong, CliftonLarson- Allen, Principal		
10 min.		BREAK			
55 min.	5.2	SOU Realignment Update and Discussion (Note: no action will be taken on this item)	President Bailey		
10 min.	5.3	Government Relations and Legislative Update	Jeanne Stallman, Associate Vice President for Government and Corporate Relations		
		5.3.1 SOU's 2023 Legislative Session Priorities			
		5.3.2 Update on Legislator Working Groups			
15 min.	5.4	Budget Update and Review of Pro Forma	President Bailey; Greg Perkinson, SOU, Vice President for Finance and Administration		
		5.4.1 Revenue Forecast	Greg Perkinson; Dr. Neil		

Board of Trustees Meeting Friday, January 20, 2023 12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

		5.4.2 Cost Management Update	Greg Perkinson	
5 min.	5.5	Core Information System Replacement Project Update	Greg Perkinson; Tom Battaglia, SOU, Chief Information Officer	
15 min.	5.6	Contract Award and Expenditure Authorization: Demand Builder (Action)	Dr. Neil Woolf; Greg Perkinson	
10 min.	5.7	Board of Trustees Equity, Diversity, and Inclusion Work Group Update	Chair Santos; Trustee Mimi Pieper	
25 min.	5.7	Amendments to Board Governing Documents (Action)	Vice Chair Sheila Clough	
		5.7.1 Bylaws		
		5.7.2 Board Statement on Delegation of Authority		
		5.7.3 Board Statement on Board Committees		
		5.7.4 Board Statement on the Conduct of Public Meetings		
		5.7.5 Update on Honorary Degrees Policy		
	5.8	Future Meetings	Chair Santos	
	6	Adjournment	Chair Santos	



Public Comment



Consent Agenda

Board of Trustees Meeting Friday, October 21, 2022

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Santos called the meeting to order at 12:03 p.m. He welcomed all to the first meeting of the school year and acknowledged the new trustees: Brent Barry, Katherine Cable, Iris Maria Chavez, Andrew Gay, Christina Medina, and Liz Shelby.

He welcomed guest presenters: Alicia Gerrity, Brian Fedorek, Donna Lane, Rachel Gibbs, Ashley King, Toya Cooper, Janet Fratella, Carrie Vath, Susan Walsh, Neil Woolf, Josh Lovern, Tom Battaglia, Leon Crouch, Jonathan Chavez Baez, and Patricia Syquia-McCarthy.

Trustee Thorndike read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

	1		
Daniel Santos	Present	Shawn Franks	Present
Rick Bailey	Present	Andrew Gay	Present
Brent Barry	Present	Christina Medina	Absent
Jon Bullock	Present	Mimi Pieper	Present
Katherine Cable	Present	Liz Shelby	Present
Iris Maria Chavez	Present	Barry Thalden	Present
Sheila Clough	Present	Bill Thorndike	Present
Debra Lee	Present		

Public Comment

Donna Lane, president of the Associated Professors of Southern Oregon University (APSOU) gave a quick update on Faculty Senate. The group has had a lot of collaboration with administration and she commended President Bailey for his transparency and opendoor policy. She said that in light of the financial situation, faculty are looking at equated loading units, software programs, financials, and individual departments. Faculty are being encouraged to visit the president's webpage.

Consent Agenda (Action)

Vice Chair Sheila Clough moved to approve the consent agenda. Trustee Thorndike seconded the motion. Adoption of the minutes was approved unanimously.

Reports

Committee Reports

Trustee Jonathon Bullock reported on the October 20 Academic and Student Affairs Committee meeting. He highlighted topics such as the articulation retreat with community colleges and the expansion of the Bridge program from Provost Susan Walsh's report. From Vice President Woolf's report, he highlighted an update on changes to Free Application of Federal Student Aid (FAFSA), expected family contributions, enrollment, the increase in international students, and increased student involvement in activities. Other topics of the committee's meeting included updates in general education and new degrees and great presentations from Dean of Students Carrie Vath, STEM Division

Director Sherry Ettlich, and Danielle Mancuso. He further reported that a significant topic was regarding cost management. He also noted a presentation by Dr. Matt Stillman and Josh Lovern regarding revenue enhancement work underway on the Student Success and Completion Funding Model (SSCM).

Trustee Franks reported on the October 20 Finance and Administration Committee meeting. Highlights included the new members of the committee; organizational updates, updates on the Higher Education Coordinating Commission (HECC) and transitions in Business Administration Council (BAC). Other issues covered included financial sustainability, the Workday project, a year-end investment review, a capital projects update including the Central Hall, which is on the board's agenda as well.

Chair Daniel Santos reported on the October 21 Executive, Audit, and Governance Committee. There were numerous discussions including a report from the internal auditor which included the difference between internal and external audits, residency requirements for the seven public universities, a hotline update, and the procurement process using an equity, diversity, and inclusion (EDI) lens, and the creation of a workgroup on board policies, He further reported that the committee discussed the president's evaluation and recommends the president's revised goals, which will both be discussed later in the meeting.

Associated Students of Southern Oregon University (ASSOU) Report

ASSOU President, Alicia Gerrity, provided background information about herself for new trustees. She reported that a lot has happened since June. She talked about club sports and their transition to be managed by athletics due to budget constraints; the ASSOU retreat; the collective theme of transparency; and therefore, the group is keeping up with town halls and newsletters. The two issues ASSOU will focus on are parking and dining. The judicial and legislative branches of government are fully seated and the executive branch is nearly full. She reported that work has begun assembling task groups and committees are up and running. Finally, she touched on the mentorship program with the SOU's President's Cabinet.

SOU Faculty Senate Report

Faculty Senate Chair Brian Fedorek reported that the transformation of general education (GE) has been a major discussion topic for the group. Items such as new courses coming through for GE, fine tuning the language of capacities, numerical literacy capacity, and name and roles/responsibility changes from University Studies Committee to the General Education Committee. He also noted that the division structure changes will cause changes to the faculty representation and will result in a lot of discussion to ensure all departments are represented. Dr. Fedorek also mentioned the discussion of faculty awards for scholarship, service, research, and teaching.

SOU Staff Assembly Report

Staff Assembly Chair Ashley King reported that the Staff Assembly completed its first year and shared the group's new leadership and committee chairs. The assembly approved several bylaws changes and will be voting on their first two resolutions. She talked briefly of the great progress on the website. She discussed the presentation of results of the staff appreciation survey to cabinet and upcoming elections to vacancies.

Equity, Diversity, and Inclusion Report

Vice President Cooper provided a brief summary of the EDI campus climate spring survey noting the day's agenda item on the topic. She talked about the Discourse & Difference work group which is designed to grow SOU's capacity to have difficult conversations about deep social differences. She announced some upcoming events that included Ian Haney Lopez on May 23 in partnership with OSF as well as upcoming roundtables on November 3 of this year and February 9 and May 11 of next year; these are patterned as "resetting the table" with a trained mediator.

One of the summer work groups continues assembling the Inclusive Rogue Valley Guide—an educational resource of internal and external resources listing EDI-related services in the valley. Ms. Cooper also reported on her meetings with the seven division directors and their conversations around recruitment and retention as well as the development of networking to grow outreach. Lastly, she discussed work with human resources, affinity groups, faculty, and partnership programs.

University Advancement Report

Vice President Janet Fratella shared that Advancement's priority for the year is to build long-term capacity for the university. They are in the silent phase of the SOU Foundation's first comprehensive campaign and will go public when they are at 50 percent of the goal. Another priority is to increase the statewide footprint of SOU, citing the traction SOU is receiving from President Bailey's visits around the state with editorial boards, alumni, donors, and schools as well as Raider Rendezvous. She mentioned updates on numerous Advancement initiatives including revitalizing grants and contracts, increases in marketing metrics, corporate relations and partnerships to provide professional development, and an initiative to increase networking among alumni. She noted the President's Medal, which is part of Alumni Relations, and its latest recipient, Juan Carlos Romero Hicks.

Reporting on the transfer of funds from the foundation to the university, she said this year marked a milestone with over a \$1M. She reported donations including the generous gift from Lithia & Driveway, and the importance of achieving 100 percent board participation.

President's Report

President Bailey reported on numerous items. He began with an overview of his remarks throughout the state as part of the 150-year celebration. He outlined five opportunities including: enrollment; partnership and collaboration; fiscal stability and growth; revenue diversification; and engagement. He later discussed his engagement and activities meeting people and groups statewide who are important to SOU.

On enrollment, President Bailey presented a graph that depicted declining enrollment and headcount stating that, although it is a challenge, it can be viewed as an opportunity to grow since Oregon is ranked forty-third in the country in terms of the percentage of students that go directly from high school to college. The partnerships SOU is establishing with high schools is taking advantage of this opportunity. He where SOU students come from including Oregon community college transfers, which have been lower in recent years. Tying these together, President Bailey explained SOU's partnerships with school

districts, the data-sharing agreements, conversations with public school superintendents, and transfer agreements with community colleges.

President Bailey reviewed the four areas of fiscal sustainability and growth which included: cost management, reimagining grants infrastructure, philanthropy, and revenue diversification. He pointed out the importance of the grants infrastructure so that faculty will be incentivized to apply for grants. He commended Ms. Fratella on the 400 percent growth in SOU philanthropy over the last five years. He then provided updates on revenue diversification and four goals to: become the first public university in the nation to produce 100 percent of its own energy; develop a regional and/or national training center for Workday users; raze the antiquated Cascade dormitory and build a senior housing project to create multi-generational learning experiences for seniors and students; and generate revenue and retain students by developing a housing and business complex/district to create a student-friendly environment.

Action, Information and Discussion Items

Fall 2023 Enrollment Update

Vice President Woolf provided a fall enrollment overview based on the fourth-week data. He showed that the new freshman cohort has increased 9.7 percent to 556 but transfers, at 281, and overall enrollment and headcount, at 4,706, are down. Enrollment at community colleges is increasing and SOU should reap those benefits in the next couple of years. As presented in the materials, he discussed where students come from, key performance indicators, improvement in retention and graduation rates, and why students do not continue. Dr. Woolf also explained the Enrollment Council and its subcommittees, which are focused on strategies to improve enrollment at SOU.

Answering trustee questions about graduates' student loan debt, Dr. Woolf said that once a student leaves the university, the debt is between the student and their loan servicer.

Targeted Retention Strategies

Vice President Woolf discussed retention and said it is about good relationships, particularly with faculty. Responding to Chair Santos, he said SOU uses the National Survey of Student Engagement and student satisfaction surveys. To answer "how is retention measured", Dr. Woolf referred to four metrics on the executive enrollment dashboard. There is retention rate of first-time, full-time students who start in the fall and return the following fall; SOU's rate is 65.6 percent. All undergraduate retention includes eligible undergraduates who begin a fall term and return the following fall; SOU's rate is 76.1 percent. The freshmen cohort graduation rate is the percentage of first-time, full-time freshmen who complete a degree within six years; SOU's rate is 46.5 percent. Lastly, the transfer cohort graduation rate is the percentage of students who start at another college who receive an SOU degree within six years of first enrollment; SOU's rate is 59.2 percent.

He emphasized that every student interaction is an opportunity to retain a student and showed best practices, all of which SOU is doing. SOU uses retention management software and Gallup polling. He described reasons why students do not return to SOU and these included: academic programming and the cost of housing. He then reviewed some of SOU's strategies to increase enrollment and retention including: campus climate survey actions, enrollment council focus areas, redesigning career services, and more.

There was much discussion regarding why students leave and the importance of cohorts. Although there were anecdotes of students leaving for financial or mental health reasons, it is not quantified in the data.

Budget Update and Review of Pro Forma

Vice President Perkinson commended Josh Lovern's new, cleaner format of the pro forma. Mr. Lovern stated that he was cautiously optimistic as there is some revenue growth in a few areas, especially tuition. The population dynamic has changed and SOU did not predict the switch to in-person versus online courses. On the expense side, Academic Partnerships programs were pulled out of Supplies and Services (S&S) and a distinct area of fund balances was added. Mr. Perkinson said the university closed the last fiscal year slightly ahead of \$6.5M expectations, which is reflected on the pro forma. Trustees discussed the \$3.6M deficit and Mr. Perkinson said it will be tracked in the "green" column [which shows the current year's forecast]; President Bailey added that he's confident SOU will hit that number but noted that some of it is one-time savings such as vacancies.

Revenue Forecast

Vice President Perkinson reviewed revenue streams and the projected revenue mix, as presented in the meeting materials. Revenue increases included the housing transfer from refinancing North Campus Village, employee retirement rate changes, an increase to deferred maintenance funding for cost escalation, and SSCM refinement. He also touched on anticipated alternative revenue streams: the solar energy project; Cascade Housing project; University Business District; and a Pacific Northwest He said that with a better-than-expected closing last year and revenue improvements, SOU is seeing a better forecast to end the year.

Cost Management Update

President Bailey introduced the topic describing the process that is being undertaken by five divisions, Academic and Student Affairs, Finance and Administration, Enrollment Management and Student Affairs, Athletics, and University Advancement. Each division has identified quantitative and qualitative factors in the data collection. He recounted the recent town hall event and conversations with advisory groups such at Faculty Senate, ASSOU, and Staff Assembly. The president's next steps are to formalize programmatic analysis documents and strategy, continue discussions, present to the board, and reach consensus by next spring. As the documentation in the meeting materials was discussed extensively among the committees, the vice presidents reviewed their documents again spending time on the processes to collect data, analyze data, communicate, and make future decisions.

Additional steps will include more meetings and soliciting feedback but it was noted that each division is different. For athletics, President Bailey explained that in the prior day's committee meeting, trustees reviewed with the director, cost, retention rates, graduation rates per program, and how athletic programs help with EDI goals. Additionally, funding from the state for sports is offset by remissions dollars, and donations figure highly into athletics. He stated that SOU can't just stop participating in conferences due to agreements. Ms. Fratella talked about return on investment and that some positions are

funded fully by the SOU Foundation (SOUF) or are split between SOU and SOUF and outsourcing is not always less expensive.

Core Information Systems Replacement (CISR)

Mr. Perkinson summarized the project. He discussed the process and that it starts with communication. This is a transformative project replacing an outdated a Banner system with Workday. Workday will be implemented in two phases: HR/finance /payroll and the student information systems. This \$10M work effort and is a key element of the cost management strategy with a savings of approximately \$800K per year, continuous process improvement, and reduced workloads. Perkinson reviewed the next steps and the overall timeline for implementation, which culminates in May/June of 2025.

Central Hall Phase 1.a Contract Award and Phase 1.b Project Expenditures (Action) Vice President Perkinson provided an update on capital projects. He explained that there is \$6M of bonds with the potential to use deferred maintenance funding for the Central Hall project. He explained that the \$6M is restricted funding, as is the capital improvement and renewal funding, though it is less restrictive. He informed the board that use of these dollars will have no impact on the Education and General fund and that the architectural and engineering have already been completed.

Trustee Thalden moved to spend up to \$2M complete Phase 1 of the Central Hall project. The motion was seconded by Trustee Lee and the resolution was passed unanimously.

Review of Campus Climate Survey

Vice President Cooper introduced the EDI team members, Jonathan Chavez Baez and Patricia Syquia-McCarthy. She provided an overview of the survey process and the need to identify the right instrument, which was from Soundrocket. This platform allowed for customization. There was a good overall response rate of 26.23 percent. She reported that 57 percent of respondents felt satisfied with campus and her desire to learn more about the 43 percent who are not or were neutral. She shared additional information regarding the instrument, response rate. The largest percentage of respondents were women and white, less than half of students identified as Black, Indigenous, and People of Color and overall, 40 percent were satisfied with the climate.

Mr. Chavez Baez and Ms. Syquia-McCarthy reviewed the survey results as presented in the meeting materials and there was much discussion on the meaning and significance of neutrality. He highlighted overall satisfaction and pointed out that faculty had the lowest rate of satisfaction. He commented that the results were encouraging but much work that remains. He said that not only are these issues addressed as a universal approach but individually as well. He reiterated that small group work and one-on-one work is needed to understand what is going on in the data.

Government Relations and Legislative Update

Jeanne Stallman reviewed a diagram of the budget cycle, highlighted the completed work, explained the possible turnover of legislators in the November election, and highlighted the state universities' common agenda. Regarding this agenda of affordability and funding, equity investments, economic development and capital investments, she indicated that messaging is in development and gave a review of key upcoming dates

including the National Center for Higher Education Management Systems report due in October, and other key dates relative to the election, priorities and the legislative session.

Ms. Stallman informed trustees that she might call upon them to reach out to legislators but said she would prepare them and provide talking points if so. She also reminded them that only the board chair speaks on behalf of the board unless otherwise directed.

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

Chair Santos presented the schedule which is an extension of the board's current schedule. He asked if there were any comments or discussion.

Trustee Cable moved to approved the 2023-24 meeting scheduled. Trustee Lee seconded the motion and it passed unanimously.

University President's Annual Evaluation

Chair Santos said the committee would go into executive session to review the president's evaluation. For the record, he said that, pursuant to ORS 192.660(2)(f) and (i), the committee would enter into executive session to review and evaluate the employment-related performance of the chief executive officer, who does not request an open hearing, and to consider information or records that are exempt by law from public inspection. Pursuant to ORS 192.660(6), no final action would be taken or final decision made in the executive session.

In addition to board members, the board secretary, Sabrina Prud'homme was permitted to remain in the room. In concluding the executive session, Chair Santos returned the meeting to open session.

Proposed Revision to University President's 2022-23 Goals (Action)

Chairs Santos announced that President Bailey would like the board to consider a proposed revision to his goals that were adopted in June. The Executive, Audit, and Governance Committee reviewed the revisions and recommended it to the board for adoption as well. President Bailey said that in June the board approved six strategic goals. He is asking that goal number four—the approach to the strategic plan—be "put in the parking lot." He believes that in 2026, the university will be at inflection point which includes cutting ribbons on the Cascade project and the University Business District; seeing the fruition of the work with K-12 and community college agreements; solar; and the CISR project. He does not want to eliminate the goal but to revisit it in a few years.

Trustee Gay moved to adopt President Bailey's revised goals. Trustee Pieper seconded the motion and it passed unanimously.

Future Meetings

Chair Santos announced that the board's next meeting will be on Friday, January 20, 2023. He asked that any ideas for the agenda be sent to him or the board secretary.

Adjournment

Chair Santos asked if anyone had a questions or additional items to discuss. Hearing none, he adjourned the meeting at 5:08 p.m.

Adjournment

Chair Santos asked if anyone had a questions or additional items to discuss. Hearing none, he adjourned the meeting at 5:08 p.m.



Committee Reports

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



Student Body Leadership (ASSOU) Report



Faculty Senate Report



Staff Assembly Report



Equity, Diversity, and Inclusion (EDI) Report



Office for Equity Diversity & Inclusion
Toya M. Cooper, JD
Vice President for Equity, Diversity, &
Inclusion
Board of Trustees Report
January 20, 2023

EDI: Winter Updates



- Cultural Competency Report
- Further Operationalizing EDI
- Programming Activity Updates

Cultural Competency Report



- Reminder:
 - Cultural Competency at Public Universities and Community Colleges (2017 House Bill 2864 | Now ORS 350.375)
 - Pursuant to statute, universities were to establish cultural competency standards, means for assessing and monitoring, and biennial reporting. Approved by Board in 2020; Former EDI Leadership Team authored
- Report for 2020-22 reporting period in meeting materials

Operationalizing EDI



• Reminder:

- Cultural Crosswalk tool: pairing of Equity Institute, assessment practices, inclusive excellence, and survey data
 - How a program/activity inhibits or advances SDIV and its goals
 - What if any modifications in policy, practice, procedure would allow for greater effectiveness?

• Update:

- Breaking Down the Work/Tool Structure
- Planning for continuous coordination and <u>improvement</u>

Program or Activity	Artifact	Values	Assumptions	Possible Barrier to SDIV & Goals	What does the Data Reflect /What Data Practices Do We Need?	Necessary Modification to Policy, Practice, Procedure	How We Know We're succeeding
Definitions Instructions	Identify the overt and obvious institutional features of the organization-people, places and things anyone can see –internally and externally e.g., Traditions, Events, Ceremonies, Jargon, Communication Patterns, Buildings, Wall art, Grounds, etc.	internally and how we represent	Identify the fixed but mostly unnoticed beliefs we have and behaviors we engage in that are the "essence" of SOU e.g., Things we don't question	What possible barriers to creating greater equity, diversity and inclusion does the artifact, value, or assumption ?	Do we have data that speaks to the topic; if not, what data /data practices do we need?	What can we do differently/in addition to/instead of what we're doing to mitigate or remove the barrier?	What are the metrics of successful barrier mitigation/re moval?
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Operationalizing EDI - Breakdown



- Five Questions: Advancement of SDIV & Goals
- 1. Who are the EDI partners? (Identify Program)
- 2. What are they doing to advance SDIV? (Inventory of Programs & Activities)
- 3. How's it working for us? (Assessment of Activities)
- 4. What can we do better? (Necessary Modifications | Possible Collaborations)
- 5. What's the next step? (Continuous Coordination and Improvement)

Programming Updates



- Happening Now:
- MLK Community & Service Learning
- Persistent Urgency: What are you doing for others?
- Activity Partners: (Internal) EDI and Racial Equity Center @ SJEC; (External)OHRA, Community Works

Programming Updates



- Coming Up!
- January 31st Inclusive Living & Learning Guide Publication | Status: On Schedule
- February 9th&May 11th Discourse & Difference Roundtables | Status: On Schedule
- Educational Resources Review and Analysis | Status: Ongoing



QUESTIONS?



CULTURAL COMPETENCY REPORT DECEMBER 2022

TOYA COOPER, JD

Vice President for Equity, Diversity, & Inclusion

JONATHAN CHAVEZ BAEZ, MA
Director for Equity, Diversity, & Inclusion

PATRICIA SYQUIA MCCARTHY, JD Staff and Community Liaison for Equity, Diversity, & Inclusion



INTRODUCTION

In 2017 Oregon passed House Bill 2864, "Relating to Cultural Competency at Public Institutions of Higher Education." The law defines "cultural competency" and mandates that each public institution of higher education have a process for recommending and providing oversight for the implementation of institutional standards for the same that are based on a broad range of equally weighted staff, faculty, student, and administrative perspectives. In addition to oversight of the established standards, the law mandates that institutions --

- provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards;
- Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds;
- Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this subsection;
- Recommend mechanisms for assessing how well the institution meets cultural competency standards; and
- Ensure that the institution clearly communicates to new faculty, staff and administrators
 the institution's commitment to including meeting cultural competency standards in
 professional development.¹

This document summarizes Southern Oregon University's 2020 report on the related work and fulfills the biennial reporting requirement for the work performed during the 2020-2022 reporting period.

I. SUMMARY OF THE 2020 BIENNIAL CULTURAL COMPETENCY REPORT

As indicated in the inaugural report, the Southern Oregon University's (hereinafter the Oregon's cultural competency requirement predate the passage of the state mandate. In 2018, the University Board adopted, and the University began implementation of its Strategic Plan composed of seven mission and value driven Strategic Directions and their supporting goals. Strategic Direction IV (SDIV) reflects the institution's commitment to creating a diverse,

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¹ ORS 350.375

equitable, and inclusive community where all learners flourish.² This Direction and its supporting goals, as well as goals for increased equity, diversity, and inclusion found among the six additional strategic directions, guide the university's work in support of cultural competency—complying with the state's mandate found at ORS 350.375. Two University groups led campus efforts to ensure compliance with the law's requirements—the presidential Committee for Equity and Diversity (the CED), and the Equity, Diversity, and Inclusion Leadership Team (the EDI Leadership Team).

The CED represents a broad range of faculty, staff, student, and administrative perspectives. This body collaborated with and received direction and guidance from the EDI Leadership Team, composed of the Assistant Director for Latino/a/x Outreach and Support, University Board Secretary, and professor of Gender, Sexuality, and Women's Studies. Together, the CED and EDI Leadership Team developed a framework for inclusive excellence through which the work to guide the work of SDIV would be developed and performed; authored the 2020 Cultural Competency report

II. CULTURAL COMPETENCY COMPLIANCE FOR THE 2020-22 REPORTING PERIOD

Since reporting in 2020, SOU has established additional infrastructure for the oversight of campus efforts in the administration of SDIV and in compliance with ORS 350.375. The following narrative summarizes those developments and provides a non-exhaustive catalog of work performed in the fulfillment of the law's mandates for the provision of ongoing training and development opportunities. It also improves inclusion for students, faculty, staff, administrators from diverse backgrounds.

A. Activity Oversight – Developments in Infrastructure

1. Office for Equity, Diversity, and Inclusion

a. **Vice President**. Following a national search for its inaugural Vice President for Equity, Diversity, and Inclusion (VPEDI), the university appointed Toya M.

² Strategic Direction IV: SOU will create a diverse, equitable, inclusive community where learners flourish.

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

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

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

Cooper, JD to the position. Cooper joined the university from her most recent previous appointment as the Director for Equity and Inclusion Compliance and Title IX Coordinator for Marist College in Poughkeepsie, New York. The California diversity officer and attorney joined Southern Oregon University with two decades of experience in higher education, having held the roles of institutional legal counsel, diversity officer and associate program director, and admissions counselor and multicultural program coordinator. Pursuant to the position description (Appendix A – VPEDI Position Description), the VPEDI was charged with and has formally established the office for Equity, Diversity, and Inclusion, recommending and guiding direction for and creating a right-sized budget in support of the related work.

- b. Director. VPEDI Cooper created two additional positions to support the newly established Office for Equity, Diversity, and Inclusion (OEDI). Selecting two remaining members of the preceding EDI Leadership Team, Cooper sought internal appointments for a Director and Staff and Community Liaison for OEDI. Previously holding the position of Assistant Director for Latino/a/x Programs & Outreach Support, Jonathan Chavez Baez, MA now serves as the university's Director for Equity, Diversity, and Inclusion with major responsibilities for programming, and supporting and developing work in the areas of recruitment and retention, staff professional development, and outreach to and support of current and prospective underrepresented SOU learners. The DEDI also assists in maintaining and developing partnerships with community organizations serving underrepresented and/or underserved K-12 populations and identifies opportunities for additional relationships. The Director position is a full-time position. (Appendix B Director Position Description).
- c. **Staff and Community Liaison.** Also from the preceding EDI Leadership Team, VPEDI Cooper sought and secured appointment of Patricia Syquia McCarthy, JD to fill the role of Staff and Community Liaison, having the major duties of providing oversight for OEDI's system for the intake and review of and decision on university staff and community partner requests for OEDI co-sponsorship, Syquia McCarthy is also responsible for the development and improvement of systems for the same to ensure timely, effective fulfillment of co-sponsored programming. (Appendix C –Staff & Community Liaison Position Description). Syquia McCarthy also serves as the university's Contracts Administrative Officer and Risk Manager. The Staff and Community Liaison position is a part-time, .3 FTE position.
- d. **Student Employees**. Finally, the OEDI is supported by three student employees positions. These student employees are participants in the university's PEAK and Bridge Programs. The PEAK (Professional Experience, Achievement, and Knowledge) job program is designed to provide Southern Oregon University students with on-campus employment opportunities that encourage rich

relationships with faculty and staff, foster professional curiosity and competency, and engender a sense of substantive contribution to the university community. The Bridge Program is available to Oregon High School graduates with special consideration to students who bring equity strengths to the campus. The program is a first-year experience that helps promising students transition to college successfully by supporting their social, emotional, and academic strengths. Students who participate in the program are guaranteed employment and compete for on-campus student employee positions.

e. **Committee for Equity & Diversity.** Previously chaired by Director Chavez Baez in his capacity as a member of the EDI Leadership Team, the Vice President for Equity, Diversity, and Inclusion now chairs the Committee for Equity and Diversity. The CED meets once a month, offers recommendations and by way of volunteer working groups, assists in executing campus projects led by the Office for Equity, Diversity, and Inclusion that are designed to educate and increase a sense of inclusion among and across all campus populations.

B. Training and Development Opportunities

The Office for Equity, Diversity, and Inclusion engages in the ongoing work of designing, identifying, and developing educational and developmental opportunities in collaboration with internal and external partners for the benefit of faculty, staff, and administrators. Further, various other University divisions (e.g., the Social Justice and Equity Center of Student Affairs, Academic Affairs, etc.) also offer programming of this nature. The following is a non-exhaustive representation of programming offered during the 2020-2022 reporting period.

1. Online Diversity and Inclusion Training (Safe Colleges)

The office for Equity Grievance administers the university's required educational programming, covering the subjects of Title IX and the prevention of sexual harassment. In addition to this training in 2020, the former EDI Leadership Team recommended, and the university assigned to all employees, the Diversity and Inclusion Suite of online training modules produced by Safe College's (now Vector Solutions). University staff and faculty received access to the following program modules and completed the programming at the following rates.

Module Title	Campus Completion Rate
Engagement with Diversity	74.09%
The Influence of Unconscious Bias	71.93%
Communication for Inclusion	75.65%
Implicit Bias and Microaggression	67.40%
Making Campus Safe for LGBTQ+	66.94%
Diversity and Inclusion	69.14%

2. USC Race & Equity Institute

In February 2022, campus leadership participated in the USC Race and Equity Institute (The Institute). The Institute is an eight-week program designed to increase cultural competency and capacity for advancing greater equity, inclusion, and diversity on campus. Employees occupying the following positions participated in the program:

- President
- Vice President for Equity, Diversity, & Inclusion
- Provost and Vice President of Academic Affairs
- Vice President of Enrollment Management and Student Affairs
- Vice President for Finance and Administration and CFO
- Vice President for Advancement and Executive Director of University Foundation
- University General Counsel
- University Board Secretary
- Director of University Housing
- Dean of Students
- Director of Equity Grievance
- Division Director for Center for the Arts
- Division Director for Social Sciences
- Assistant Director for Latino/a/x Programs & Outreach Support (now the Director for Equity, Diversity & Inclusion)
- Contracts Administrative Officer & Risk Manager (now also Staff & Community Liaison for Equity, Diversity, & Inclusion)
- Director of Marketing
- Associate Provost & Director of Graduate Studies
- Director of Athletics
- Interim Director of Library Services
- Division Director of Business, Communication, and the Environment
- Division Director of Undergraduate Studies
- Division Director of STEM
- Division Director of Education, Health and Leadership

3. Culturally Responsive Innovation Community

Initially developed in K-12 contexts, Culturally Responsive Teaching (CRT) is an approach to pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). SOU faculty have taken on the task of exploring how this vital research can be translated to higher education in general, and specifically in the SOU community. To meet this need, a group of faculty members launched a CRT Innovation Community. The group explores existing research in CRT, examines its own curriculum and instructional practices considering this research, develops and experiments with new CRT-informed practices, and disseminates findings and applications to SOU and the broader higher education community. Supporting these efforts, the team has benefited from campus presentations and workshops from presenters such as author and expository educator Zaretta Hammond and educator, author and consultant, Matthew Reynolds.

4. Division Director Recruitment and Retention Conversation

In July the university's division directors participated in a four-part conversation on recruitment and retention in faculty hiring. Relying on heavily on Daryl G. Smith's Diversity's Promise for Higher Education: Making It Work, 3rd Edition, and other selected works, participants reviewed the myths and beliefs regarding recruitment of historically underrepresented faculty candidates; the value of intentional, ongoing networking and network development; the value of implementing a Diversity Statement requirement to the faculty candidate application process, exploring ways to quantify and creatively "compensate" the invisible labor of faculty EDI work; and the examining select policies, programs, and/or practices that serve EDI, faculty-related goals or that would benefit from modification in support of the same.

C. <u>Improving Inclusion</u>

1. Establishing a Baseline - EDI Campus Climate Survey

In fulfillment of the above-referenced goals, the university met its established goal to complete a baseline survey to assess the community's perceptions, beliefs, and experiences along the university's EDI-related features against which to measure its progress. In the spring of 2022, the Office Equity, Diversity, and Inclusion in partnership with survey vendor SoundRocket administered the campus survey to all faculty, staff, and students enrolled and employed as of September 22, 2021, and for a 12-month period prior to that date. (Appendix D)

Notable among the survey's key findings are those related to: 1) perceptions of campus safety among Transgender/Non-Binary identifying members of the university community, 2) capacity for engaging in difficult dialogue across significant differences in viewpoints, particularly for those who espouse self-identified, "conservative" views; and 3) identifying one or more campus sub-environments or communities in which one feels they belong within the campus community, particularly among historically underrepresented members. These

constructs of inclusion and belonging have aided and continue to aid in the development of previously existing and new campus efforts.

2. Inclusion Supportive Initiatives

The following initiatives and program activities both predate and/or respond to several of the climate survey's key findings. These activities are supportive of the essential work of fulfilling goals established under Directions of the Strategic Plan and are consistent with meeting the mandates of ORS 350.375 for improving inclusion.

- General Education Skills-Based Core Capacities Model (5th Capacity, EDI)
 - O Description: In June 2020, the Faculty Senate approved the Core Capacities Model for Purposeful Living. This transformation represents a transition to skills-based competencies model from the former "disciplinary strands" model for General Education. Among the six capacities is the model's fifth capacity, "Equity, Diversity, and Inclusion." This capacity is designed to prepare students to engage in an intentional and continuous process of learning culturally affirming ways of being, interacting, and behaving that result in equitable living outcomes in both global and local communities. The capacity encourages the development of empathy, respect, and understanding around differences and the tools to help bridge those differences, thereby enabling students to work collaboratively, effectively, equitably, and respectfully with diverse groups. All students must take one lower division course of 3-4 credits and 4 upper division credits in this capacity for a total of 7-8 EDI Core Capacity credits.

With the start of the COVID pandemic demanding the management of significant consequences for the administration of academic programs, the effective start date of the Core Capacities for Purposeful Living general education program began in Fall 2022. (Appendix E)

- Gender, Sexuality, and Women's Studies Major, Minor, Transgender Studies Certificate
 - o Gender, Sexuality, & Women's Studies (GSWS) is an inter- and multidisciplinary program drawing from the social sciences, humanities, arts, and sciences. Students cultivate a critical perspective addressing the intersections of gender, sexuality, race, ethnicity, Indigeneity, class, disability, and embodiment. The program provides students with the conceptual tools to explore and understand the world through an intersectional framework and encourages students to make connections between macro-social structures and individual lives. GSWS majors engage in social justice activism by developing their skills with advocacy, community building, and theory-informed praxis. The program offers a major, minor, and Transgender Studies certificate, drawing on courses from departments and programs housed across the university. The program also

participates in the Interdisciplinary Studies Major, as both a primary and secondary field.

- Affinity Teams for Student Support (Enrollment Management)
 - Description: The Affinity Group Teams provide non-curricular related support for the success and persistence for historically ethnic and racially underrepresented student learners. The teams are led by the Dean of Students and staffed by faculty and staff volunteers.
- EDI Newsletter (OEDI)
 - Description: The EDI newsletter is a quarterly digital newsletter authored by members of the OEDI and/or guest authors that is distributed to the campus community. It provides updates on the work of the OED and campus partners in EDI, informs readers of upcoming related events, and invites the community to participate in related programs and activities.
- Cultural Heritage Observations & Educational Programming (OEDI, Student Affairs. See Appendix G for full listing.)
 - Description: Campus and Community programming that tracks with the calendar of monthly cultural heritage and identity recognitions (e.g., Indigenous People's Day, Disability Awareness, Women's History Month, Juneteenth).
- Data Sharing Agreements (Enrollment Management)
 - Description: The university has entered into agreements with regional secondary school districts (Medford, Ashland, Grants Pass, Central Point, Eagle Point, Bend, Redmond Proficiency Academy; with more to come) to share student directory information with the university, which will expand recruitment to students not historically included in traditional recruitment outreach activities.
- Theater Arts Anti-Racism Committee (Oregon Center for the Arts)
 - Description: In response to student-initiated participation in the nation-wide movement for greater racial diversity, equity, and accessibility in theater, the university's Oregon Center for the Arts division established TAARC- Theater Arts Anti-Racism Committee and reimagined the division's program offerings in response.
- Sustainability and Equity in Purchasing Policy (Sustainability, Business Services, OEDI)
 - Description: In 2021 the university aligned its purchasing policy with its vision, mission and values for sustainability, equity, diversity, and inclusion by modifying the policy to promote the purchase of products and services from manufacturers and vendors that share university commitments. (Appendix F)

- Revision of Diversity Scholarship Program (Enrollment Management, OEDI)
 - Description: Under the leadership of the Vice President for Enrollment
 Management, members of the Scholarship Committee, Office of Admissions and
 EDI have developed a plan for greater effectiveness in the administration of the
 university diversity scholarship program.
- Advancement EDI Funding and Funding Sources
 - Description: The Office of University Advancement sought and secured new philanthropic funds established in support of EDI-related work. (See Appendix H)
- Visibility Fair (OEDI, Admissions, Student Affairs, Academic Affairs, Business Services)
 - Description: The Visibility Fair provided SOU students with a one-stop-shop clearinghouse gathering of representatives of and resources from the campus's available wrap-around services. Wraparound services provide students with tools, resources, and/or navigational expertise in support of their academic, social, and emotional success in their persistence toward degree attainment. (See Appendix I)

III. CONCLUSION

Strategic Direction IV, its supporting goals, and other goals established in the advancement of the additional six directions of the University's Strategic Plan commit SOU to the work of developing a diverse, equitable, and inclusive community where student, faculty, staff, and administrative learners flourish. As evidenced in this report, the nature of this work is continuous, ongoing and the essential means to fulfilling Oregon's Cultural Competency requirements for public universities. Having established a baseline for the climate in which the work occurs, Southern Oregon University will continue to assess its progress on reaching the related goals that support the fulfillment of the state's mandate, will modify the goals as warranted, and will develop new goals for the emerging, increasingly diverse population it serves.

APPENDIX A

Vice President for Equity, Diversity and Inclusion Position Details

Employee Information

First Name: Toya Last Name: Cooper

Supervisor

Supervisor Position Description

Job Title: Vice President/SOU Position Number: F99252 00

Org Unit: Office of the President Staff

First Name: Rick Last Name: Bailey

Position Details

Department Information

Job Location: Ashland (15 A) If other job location, please specify

NOC/WorkComp Code: 8868 - Colleges/Schools Professionals

Position Information

Job Title: Vice President for Equity, Diversity, and Inclusion

Position Number: F98514 Class Code: UF301

Administrative Appointment Type: Renewable

Administrative Appointment Start Date Administrative Appointment End Date

FTE: 1.0

If FTE varies over 12 months, list dates and FTE

Is this a grant funded position? No Appointment Basis: 12 months CUPA Number

Job Group/Function Job Level

Pay Type: Salary

Salary/Rate: \$140,000 @ 1.0 FTE

Adjusted Appt. Salary: \$140,000.00 (12 months @ 1.0000 FTE) | \$140,000.00 (12 moths @ 1.0000

FTE) I

\$88,030.30 (11/15/2021 - 06/30/2022 @ 1.0000 FTE)

If unclassified hourly, not to exceed amount

FLSA Exempt Benefits Eligible: Yes

Diversity Statement Southern Oregon University is a welcoming community committed to inclusive excellence and the celebration of diversity. Without diversity, our educational process is diminished. Working together in support of our commitment to diversity, we strengthen and enrich

our role as learners, educators, and members of a tightly connected global community. We encourage those who share in our commitment to diversity, to join our community and we expect all our employees to demonstrate an ability and desire to create an inclusive campus community.

Qualifications/Job Duties Summary

Position Summary: The Vice President for Equity, Diversity, and Inclusion (VPEDI) is the Chief Diversity Officer responsible for the executive leadership, strategic planning and administrative oversight for institutional equity and diversity. Reporting to the President and serving as a member of the President's Cabinet, the primary purpose of the position is to fulfill the educational mission of the institution by developing, coordinating, implementing, and assessing operational and strategic goals related to equity, diversity, and inclusion. This VPEDI is uniquely positioned to identify and implement an organizational office structure that best aligns available resources with university and legislative initiatives.

As SOU seeks to strengthen its commitment to racial and social justice and to make the university a better and stronger environment for members across all spectrums of identity, the VPEDI will promote deep, structural institutional reforms and foster a culture of self-examination, healing, and constant improvement to achieve an understanding of institutional equity and diversity integral to the institution's culture and values. The role will build internal and external bridges and provide strong, creative, collaborative, and energetic leadership to support and sustain a diverse and welcoming campus community. The VPEDI works alongside Cabinet members who embrace shared responsibility in cultivating, sustaining, and continuously developing an environment in which equity is sought intentionally and inclusiveness is practiced actively. More information about the Office for Equity, Diversity & Inclusion can be found at edi.sou.edu.

Minimum Classification Qualifications

- Master's Degree in a field related to the duties performed. Related degrees may include but are not limited to sociology, social anthropology, public administration, student development, counseling and guidance, women studies, gender studies, ethnic studies, disability studies, and indigenous studies.
- Five years of significant leadership experience leading initiatives, programs, activities and services related to institutional access, diversity, inclusion, and social justice.
- Thorough knowledge of the 1964 Civil Rights Act, the 1991 Civil Rights Act, the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, Affirmative Action, Equal Employment Opportunity, and other applicable laws.
- Successful record of influence, community building, networking, and deploying effective programs for diversity and inclusion.
 - The successful candidate will not only maintain a strategic role but will also be required to be "hands-on" in completing administrative and operational tasks.

Preferred Qualifications

- Doctorate degree in higher education leadership or a field related to the duties
- performed.
- Diversity training certification.
- Experience with traditional and adult learners.
- Experience seeking external funding.
- Active in state and national equity and diversity organizations.
- Knowledge, Skills, and Abilities
- Effective performance of the duties requires an expertise in Standards of professional practice promulgated by the National Association of Diversity Officers in Higher Education (NADOHE); and are as follows:

- Have ethical, legal, and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion—definitions that are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues and complex in terms of intersectionality and context.
- Work to ensure that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan.
- Are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.
- Work with senior campus administrators and, when appropriate, governing bodies (e.g., trustees or regents) to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups.
- Work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within cocurricular programming.
- Work within a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution.
- Are committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in advancing equity, diversity, and inclusion. o Work collaboratively with senior campus administrators to plan and develop the infrastructure for equity, diversity, and inclusion to meet the needs of the campus community.
- Strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution.
- Work with senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.
- Work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity.
- Work with senior administrators and campus professionals to develop, facilitate, respond to, and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention.
- Work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion.
- Are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.
- Work closely with senior administrators to ensure full implementation of and compliance with the legal and regulatory requirements for the institution.
- Engage in their work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals
- Extensive understanding of the complexity and multiple dimensions of diversity, inclusion, and equity, including but not limited to age, class, culture, disability, ethnicity, gender, nationality, race, religion, sexual identity, sexual orientation and socioeconomic status as it relates to the impact, implementation, and management of effective diversity change efforts.
- Demonstrated knowledge, skills, awareness of and demonstrated commitment to contemporary issues of inclusion, social justice, diversity, access, and equity, including the current scholarship and pedagogical approaches that inform and address these issues.
- Understanding of under-represented student group development with the proven ability to advise students from diverse backgrounds, and ability to relate effectively with students,

- faculty, administrators, staff, and the public, particularly around sensitive issues of diversity and inclusion.
- Able to communicate a compelling and inspired vision or sense of core purpose, set clear milestones, and motivate large teams or groups of people. Demonstrated ability to provide and implement leadership initiatives.
- Demonstrated ability to initiate, establish, and foster communication and teamwork by
 maintaining a positive, cooperative, productive work atmosphere in and outside the
 University with the ability to establish and maintain effective working relationships within a
 diverse population and with those from various cultural backgrounds.
- Ability to effectively communicate the importance of equity, inclusion and diversity in verbal and written forms.
- Demonstrated ability to interpret, consistently apply, and make independent decisions within legal and general policy and regulatory guidelines. Skill to conceptualize, analyze and interpret educational issues, policies, and regulations as it relates to diversity, equity and inclusion.
- Understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.
- Strong analytical and research skills; ability to gather, evaluate, and to develop wellreasoned conclusions and recommendations. Ability to proactively assess work operations and anticipate potential problems; ability to develop and implement strategies for preventing/resolving problems.
- Initiative in independently planning, organizing, and performing work assignments within broadly defined parameters. Ability to work with a high level of productivity and accuracy/attention to detail.
- Excellent organizational and time management skills with the ability to set own priorities to coordinate multiple assignments with fluctuating and time-sensitive deadlines.
- Efficient computer skills and proficiency with a variety of computer applications including word-processing, spreadsheets, databases, software applications and online systems.
- Ability to effectively perform work of a highly sensitive and confidential nature that requires access to information, use of sound judgment and strict discretion, and maintain strict confidentiality of privileged information.
- Ability to interact diplomatically with diverse personalities and to exercise judgment and tact in interactions with faculty, staff, students, and the public.
- Demonstrated ability to work with senior officials and executives from within and outside the University, and ability to think strategically and serve as a sounding board for the executive team.
- Proven experience developing, organizing, and administering budgets.
- Commitment to process monitoring and continuous process improvement in systems and services. Knowledge of training, conflict resolution and mediation methods.
- Must be able to work additional hours and adjust working hours to meet special jobs. May be called back periodically to perform work as needed on an emergency basis.
- Must be able to successfully pass a pre-employment background check.
- Under the provisions of the Fair Labor Standards Act (FLSA):
- Position classification defined as "exempt" are not subject overtime
- Position classifications defined as "non exempt" are subject to overtime
- The person holding this position is considered a "mandated reporter" under the Oregon Revised Statutes and is required to comply with the requirements set forth by the Oregon department of Human Services.

Notice to Prospective Employees

Section 485 of the Higher Education Act, and The Federal Crime Awareness and Campus Security Act of 1990 (now referred to as the "Clery Act"), requires that prospective employees be notified of the availability of SOU's Annual Security and Fire Safety Report. The report provides the annual statistics and campus policies for the reporting of and responding to campus crimes and fires; access to campus facilities; conduct code and campus policies on use, possession and sale of drugs/alcohol; and educational/information programs to inform the campus community about campus security procedures and crime prevention.

An electronic copy of the Annual Security Report (ASR)can be accessed at the following link: https://inside.sou.edu/assets/security/AnnualCrimeReportFinal.pdf. A physical copy of the ASR is available at no charge upon request. To request a copy please visit the Campus Public Safety Office at 382 Wightman Street, Ashland OR 97520. For more information call 541-552-6258, or email clerycoordinator@sou.edu.

Physical Demands

This position must possess and maintain a current, valid Driver License: Yes

Supervisory Responsibility
Complete this section if the position supervises other employees.

Supervisory Responsibilities, if applicable

How many employees (not including student employees) are supervised? 2

Funding Information
Pay Index Code
Plans Work, Assigns Work, Approves Work, Disciplines/Rewards, Responds to Grievances,
Hire/Discipline/Dismiss, Transfer/Promote, Prepares/signs performance evaluation/salary
recommendations

Index Code UDIGFA Activity Code % Split 100% Funding source Duties

Job Duties

Duties (The following examples illustrate typical work activities and are not meant to be all-inclusive or restrictive)

Institutional Leadership

- Serve as a member of the President's Cabinet and be a thought partner by providing expertise on institutional equity and diversity matters.
- Work collaboratively with Academic Affairs, Enrollment Management and Student Affairs, Finance and Administration, University Advancement, Athletics, Faculty Senate,

The Associated Students of Southern Oregon University, Committee for Equity and Diversity, Bias Response Team, and other constituents and committees throughout campus.

- Actively participate in effective internal and external strategies to enhance the University's strategic plan and recognition regionally, nationally and internationally.
- Model leadership behaviors that enable and support a culture of service excellence, specifically related to the values of knowledge, teamwork, accountability and quality service.

Percent of total time 20

- Duties Strategic Diversity, Equity and Inclusion Planning
- Plan, guide and advise the President and executives on diversity, equity, and inclusion matters.
- Serve as a primary resource for the University on best practices, trends, and campus community needs in the areas identified which include development, access and inclusion, intercultural issues, diversity and social equity.
- Engage the campus community in developing and implementing a University- wide diversity plan and inclusive excellence model.
- Research, develop, recommend, administer and evaluate policies, procedures, and technology applications to facilitate the University's goals and to ensure effectiveness and compliance with all legal requirements.
- Analyze and implement the educational benefits of diversity and institutional effectiveness through academic achievement gaps, academic remediation, STEM participation, honors enrollment, recruitment and retention of students, graduation rates, etc.
- Chair the Committee on Equity and Diversity and its sub-committees comprised of students, faculty, and staff to develop and manage diversity and inclusion plan and initiatives.
- Implement and coordinate institutional employee training to promote cultural understanding and competency, and a climate of equity and inclusion. Develop and implement diversity and social justice trainings, programs, and events that promote pluralism and connections within our inclusive campus community.
- Provide presentations, workshops, seminars, focus group sessions, difficult dialogues, and community outreach, etc. to enhance the diversity mission of SOU.
- Conduct qualitative and quantitative studies to monitor campus climate.
- Promote a commitment to diversity through interactions with individuals and external agencies including the Board of Trustees, Cabinet, administrators, staff, employees, students, and the general community.
- Collaborate with Human Resources, Admissions, and Enrollment in developing strategies focused on recruiting and retaining faculty, staff, and students from underrepresented groups.
- Discuss strategies and results with a variety of constituents and spearhead new initiatives aimed at strengthening institutional equity and diversity efforts in the recruitment and retention of student and employees.
- Develop and prepare an annual budget; monitor and analyze operations, activities, and programs to determine educational and financial effectiveness and operational efficiency.
- Oversee the implementation of the strategic direction to create a diverse, equitable, inclusive community where learners flourish.
- Use metrics and analyses to drive planning; Identify valuable indicators through planning and active management; Develop a culture of clean, reliable data available at predictable intervals; Construct key performance indicators and use of metrics for decision-making.
- Analyze needs, evaluate effectiveness of services, and identify emerging trends in higher education as inputs for institutional planning.
- Actively participate in system audits, accreditation processes, and other University-wide evaluation processes.

Percent of total time 80

APPENDIX B

Office of Equity, Diversity, and Inclusion Director of Equity, Diversity, and Inclusion

Position Details

Employee

Administrative Appointment Renewable Type

FTE 1.0

If FTE varies over 12 months, list dates and FTE

Is this a grant funded

position?

No

Appointment Basis 12 months

Pay Type Salary

Salary/Rate \$76,560 - \$88,000

FLSA Exempt

Benefits Eligible Yes

Diversity Statement Southern Oregon University is a welcoming community committed to

inclusive excellence and the celebration of diversity. Without diversity, our educational process is diminished. Working together in support of our commitment to diversity, we strengthen and enrich our

role as learners, educators and members of a tightly connected

global community. We encourage those who share in our commitment to diversity, to join our community and we expect all our

commitment to diversity, to join our community and we expect all our employees to demonstrate an ability and desire to create an inclusive

campus community.

Position Summary The Director for Equity, Diversity, and Inclusion (DEDI) serves as

OEDI's primary liaison to university campus partners engaged in equity, diversity, and inclusion (EDI) programming, and supports and develops this work in the areas of recruitment and retention, staff

professional development, and outreach to and support of current and prospective underrepresented SOU learners. The DEDI also assists in maintaining and developing partnerships with community organizations serving underrepresented and/or underserved 6-12th grade populations and identifies opportunities for additional partnerships.

Minimum Classification Qualifications

- Master's degree in a relevant area of study.
- Six years of relevant professional experience.
- Outstanding written, oral, and visual presentation skills.
- Strong project management skills and the ability to work independently and with a variety of constituents.
- Demonstrated ability to establish priorities, manage shifting priorities, and handle numerous time-sensitive projects with multiple deadlines.
- Strong interpersonal skills
- Demonstrated ability to 1) work effectively with students, staff, and faculty from culturally diverse backgrounds and with multiple intersectional identities (e.g., race, ethnicity, age, gender, gender identity, socioeconomic status, and 2) advance diversity, equity, and inclusion within a college or university setting.
- Demonstrated ability to develop meaningful and effective programming with limited resources.

Preferred Qualifications

- Significant professional experience in work related to equity, diversity, inclusion, in a university and community setting.
- Significant prior experience with communities representing racial, ethnic, religious, geographic, sexual identity, gender identity, age, and socioeconomic status diversity.
- Familiarity with college recruitment and retention strategies for underrepresented students
- Spanish bilingual or proficient
- Significant Experience with event planning.
- Knowledge and experience with graphic design and publication tools (e.g., Adobe Illustrator, Pages, Canva, etc.).

Knowledge, Skills, and Abilities

Effective performance of the duties requires an expertise in Standards of professional practice promulgated by the National Association of Diversity Officers in Higher Education (NADOHE); and are as follows:

o Have ethical, legal, and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion—definitions that are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues and complex in terms of intersectionality and context.

o Work to ensure that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan.

o Are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.

o Work with senior campus administrators and, when appropriate, governing bodies (e.g., trustees or regents) to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups. o Work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within cocurricular programming.

o Work within a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution.

o Are committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in advancing equity, diversity, and inclusion. o Work collaboratively with senior campus administrators to plan and develop the infrastructure for equity, diversity, and inclusion to meet the needs of the campus community. o Strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution.

o Work with senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.

o Work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity.

o Work with senior administrators and campus professionals to develop, facilitate, respond to, and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention.

o Work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion.

o Are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.

o Work closely with senior administrators to ensure full implementation of and compliance with the legal and regulatory requirements for the institution.

o Engage in their work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals

 Extensive understanding of the complexity and multiple dimensions of diversity, inclusion, and equity, including – but not limited to – age, class, culture, disability, ethnicity, gender, nationality, race, religion, sexual identity, sexual orientation and socioeconomic status as it relates to the

- impact, implementation, and management of effective diversity change efforts.
- Demonstrated knowledge, skills, awareness of and demonstrated commitment to contemporary issues of inclusion, social justice, diversity, access, and equity, including the current scholarship and pedagogical approaches that inform and address these issues.
- Understanding of under-represented student group development with the proven ability to advise students from diverse backgrounds, and ability to relate effectively with students, faculty, administrators, staff, and the public, particularly around sensitive issues of diversity and inclusion.
- Able to communicate a compelling and inspired vision or sense of core purpose, set clear milestones, and motivate large teams or groups of people. Demonstrated ability to provide and implement leadership initiatives.
- Demonstrated ability to initiate, establish, and foster communication and teamwork by maintaining a positive, cooperative, productive work atmosphere in and outside the University with the ability to establish and maintain effective working relationships within a diverse population and with those from various cultural backgrounds.
- Ability to effectively communicate the importance of equity, inclusion, and diversity in verbal and written forms.
- Demonstrated ability to interpret, consistently apply, and make independent decisions within legal and general policy and regulatory guidelines. Skill to conceptualize, analyze and interpret educational issues, policies, and regulations as it relates to diversity, equity and inclusion.
- Understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.
- Strong analytical and research skills; ability to gather, evaluate, and to develop well-reasoned conclusions and recommendations. Ability to proactively assess work operations and anticipate potential problems; ability to develop and implement strategies for preventing/resolving problems.
- Initiative in independently planning, organizing, and performing work assignments within broadly defined parameters. Ability to work with a high level of productivity and accuracy/attention to detail.
- Excellent organizational and time management skills with the ability to set own priorities to coordinate multiple assignments with fluctuating and time-sensitive deadlines.
- Efficient computer skills and proficiency with a variety of computer applications including word-processing, spreadsheets, databases, software applications and online systems.
- Ability to effectively perform work of a highly sensitive and confidential nature that requires access to information, use of

- sound judgment and strict discretion, and maintain strict confidentiality of privileged information.
- Ability to interact diplomatically with diverse personalities and to exercise judgment and tact in interactions with faculty, staff, students, and the public.
- Demonstrated ability to work with senior officials and executives from within and outside the University, and ability to think strategically and serve as a sounding board for the executive team.
- Proven experience developing, organizing, and administering budgets.
- Commitment to process monitoring and continuous process improvement in systems and services. Knowledge of training, conflict resolution and mediation methods.

Must be willing to travel and attend training programs off-site for occasional professional development.

- Must be able to work additional hours and adjust working hours to meet special jobs. May be called back periodically to perform work as needed on an emergency basis.
- Must be able to successfully pass a pre-employment background check.
- Under the provisions of the Fair Labor Standards Act (FLSA):
 - Position classification defined as "exempt" are not subject overtime
 - -Position classifications defined as "non exempt" are subject to overtime
 - The person holding this position is considered a "mandated reporter" under the Oregon Revised Statutes and is required to comply with the requirements set forth by the Oregon department of Human Services.

Notice to Prospective Employees

Section 485 of the Higher Education Act, and The Federal Crime Awareness and Campus Security Act of 1990 (now referred to as the "Clery Act"), requires that prospective employees be notified of the availability of SOU's Annual Security and Fire Safety Report. The report provides the annual statistics and campus policies for the reporting of and responding to campus crimes and fires; access to campus facilities; conduct code and campus policies on use, possession and sale of drugs/alcohol; and educational/information programs to inform the campus community about campus security procedures and crime prevention.

An electronic copy of the Annual Security Report (ASR)can be accessed at the following link:

https://inside.sou.edu/assets/security/AnnualCrimeReportFinal.pdf. A physical copy of the ASR is available at no charge upon request. To request a copy please visit the Campus Public Safety Office at 382 Wightman Street, Ashland OR 97520. For more information call 541-552-6258, or email clerycoordinator@sou.edu.

Special Conditions

Physical Demands

This position must possess Yes and maintain a current, valid Driver License.

Duties

Job Duties (100%)

- Serves as the primary OEDI liaison to the following programs, offices, and campus partnersdeveloping a strategy for maintaining communication and up to date program calendars to ensure OEDI's engagement and participation and to identify opportunities for and help lead collaborative efforts:
 - Social Justice and Equity Center (SJEC) Coordinators
 - Educator Equity Community Coordinators
 - Pre-College and Youth Programs
 - ASSOU Multicultural and Gender Equity and Sexual Diversity Senators
 - Equity Grievance & Title IX Office
 - Student Success and Retention Committee
 - Recruitment and Marketing Committee
- Serves as a member on Pre-College Youth Programs steering committees
- Attends Academia Latina opening, plenary, and closing sessions; and administers a maximum of 2 workshops as requested and available.
- Identifies and works with campus partners to develop a long-term, data-driven strategy for attaining emerging HSI status (Academia Excelencia) and subsequently, HSI status with identifiable goals that address recruitment and retention, academic and social success for enrollees, and degree attainment.
- Maintains institutional and individual membership in supporting organizations (e.g., HACU)
- Sources and facilitates the provision of employee online and in-person EDI educational
 opportunities and ongoing professional development for staff and manages the budget and
 participation data for the same.
- Develops and plans an annual programming calendar for regular gatherings of staff BIPOC, LGBQTIA+ and other underrepresented faculty and staff affinity groups.
- Creates and delivers campus presentations and communication to inform university of EDI programming and initiatives as needed (e.g., new employee orientation, President's Cabinet; Board of Trustees)
- Creates and maintains a regular schedule for collecting EDI program data across campus divisions for entry for tracking and reporting into Improve and/or future electronic campus platforms;
- Assists in creating, planning, and executing cultural heritage events and programs;
- Supports the work of developing, authorship, and/or presentation of periodic surveys and report generation (e.g., campus climate survey administration and result presentation, Biennial Cultural Competency report in accordance with ORS 350.375);
- Serves as graphic editor for EDI quarterly newsletter;
- Researches, and in consultation with VPEDI develops an annual calendar of personal professional development to enhance effectiveness in the DEDI position
- Other duties as assigned.

Supervisor					
Supervisor Position Description	on				
Org Unit	Office of the President Staff				
First Name	Тоуа				
Last Name	Cooper				
By signing below, I acknowledge content.	e that I have read this position description and understand its				
	e that I have read this position description and understand its Date				
Employee Signature					

APPENDIX C

Office of Equity, Diversity, and Inclusion Staff and Community Liaison

Position Details

Employee

Administrative Appointment Renewable Type

FTE 0.3

If FTE varies over 12 months, list dates and FTE

Is this a grant funded

position?

No

Appointment Basis 12 months

Pay Type Salary

Salary/Rate \$13,635 - \$16,670 @ 0.3FTE

FLSA Exempt

Benefits Eligible Yes

Diversity StatementSouthern Oregon University is a welcoming community committed to

inclusive excellence and the celebration of diversity. Without

diversity, our educational process is diminished. Working together in support of our commitment to diversity, we strengthen and enrich our role as learners, educators and members of a tightly connected

global community. We encourage those who share in our

commitment to diversity, to join our community and we expect all our employees to demonstrate an ability and desire to create an inclusive

campus community.

Position Summary The OEDI Staff and Community Liaison provides oversight for

OEDI's system for the intake and review of and decision on university staff and community partner requests for OEDI co- sponsorship; and is responsible for the development and improvement of systems for the same to ensure timely, effective fulfillment of co-sponsored programming. The OEDI Community and Staff liaison also supports OEDI's up to date knowledge of key university committee activities, to ensure OEDI's engagement, participation, and the provision of its guidance on anticipated actions affecting the university's goals to advance equity, diversity, and inclusion in all of its programming,

policies, and activities.

Minimum Classification Qualifications

- Ability to work effectively with diverse groups.
- Demonstrated ability to 1) work effectively with students, staff, and faculty from culturally diverse backgrounds and with multiple intersectional identities (e.g., race, ethnicity, age, gender, gender identity, socioeconomic status, and 2) advance diversity, equity, and inclusion within a complex environment.
- Demonstrated ability to develop meaningful and effective programming with limited resources.
- Outstanding written and coral communication and presentation skills.
- Strong project management skills and the ability to work independently and with a variety of constituents.
- Demonstrated ability to establish priorities, manage shifting priorities, and handle numerous time-sensitive projects with multiple deadlines.
- Strong interpersonal skills.

Preferred Qualifications

- Significant professional experience in work related to equity, diversity, inclusion, in a university and community setting.
- Significant prior experience with communities representing racial, ethnic, religious, geographic, sexual identity, gender identity, age, and socioeconomic status diversity.
- Experience with event planning.

Knowledge, Skills, and Abilities

Effective performance of the duties requires an expertise in Standards of professional practice promulgated by the National Association of Diversity Officers in Higher Education (NADOHE); and are as follows:

o Have ethical, legal, and practical obligations to frame their work from comprehensive definitions of equity, diversity, and inclusion—definitions that are inclusive with respect to a wide range of identities, differentiated in terms of how they address unique identity issues and complex in terms of intersectionality and context.

o Work to ensure that elements of equity, diversity, and inclusion are embedded as imperatives in the institutional mission, vision, and strategic plan.

o Are committed to planning, catalyzing, facilitating, and evaluating processes of institutional and organizational change.

o Work with senior campus administrators and, when appropriate, governing bodies (e.g., trustees or regents) to revise or remove the embedded institutional policies, procedures, and norms that create differential structural barriers to the access and success of students, faculty, and staff who belong to marginalized and oppressed groups. o Work with faculty, staff, students, and appropriate institutional governance structures to promote inclusive excellence in teaching and learning across the curriculum and within cocurricular programming.

o Work within a community of scholars to advocate for inclusive excellence in research, creativity, and scholarship in all fields as fundamental to the mission-driven work of the institution.

o Are committed to drawing from existing scholarship and using evidence-based practices to provide intellectual leadership in

- advancing equity, diversity, and inclusion.
- o Work collaboratively with senior campus administrators to plan and develop the infrastructure for equity, diversity, and inclusion to meet the needs of the campus community.
- o Strive to optimize the balance between centralization and decentralization of efforts to achieve equity, diversity, and inclusion throughout the institution.
- o Work with senior administrators and members of the campus community to assess, plan, and build institutional capacity for equity, diversity, and inclusion.
- o Work to ensure that institutions conduct periodic campus climate assessments to illuminate strengths, challenges, and gaps in the development and advancement of an equitable, inclusive climate for diversity.
- o Work with senior administrators and campus professionals to develop, facilitate, respond to, and assess campus protocols that address hate-bias incidents, including efforts related to prevention, education, and intervention.
- o Work with senior administrators and campus professionals to facilitate and assess efforts to mentor, educate, and respond to campus activism, protests, and demonstrations about issues of equity, diversity, and inclusion.
- o Are committed to accountability for advancing equity, diversity, and inclusion throughout the institution.
- o Work closely with senior administrators to ensure full implementation of and compliance with the legal and regulatory requirements for the institution.
- o Engage in their work in ways that reflect the highest levels of ethical practice, pursuing self-regulation as higher education professionals
- Extensive understanding of the complexity and multiple dimensions of diversity, inclusion, and equity, including but not limited to age, class, culture, disability, ethnicity, gender, nationality, race, religion, sexual identity, sexual orientation and socioeconomic status as it relates to the impact, implementation, and management of effective diversity change efforts.
- Demonstrated knowledge, skills, awareness of and demonstrated commitment to contemporary issues of inclusion, social justice, diversity, access, and equity, including the current scholarship and pedagogical approaches that inform and address these issues.
- Understanding of under-represented student group development with the proven ability to advise students from diverse backgrounds, and ability to relate effectively with students, faculty, administrators, staff, and the public, particularly around sensitive issues of diversity and inclusion.
- Able to communicate a compelling and inspired vision or sense of core purpose, set clear milestones, and motivate large teams or groups of people. Demonstrated ability to provide and implement leadership initiatives.
- Demonstrated ability to initiate, establish, and foster communication and teamwork by maintaining a positive, cooperative, productive

work atmosphere in and outside the University with the ability to establish and maintain effective working relationships within a diverse population and with those from various cultural backgrounds.

- Ability to effectively communicate the importance of equity, inclusion and diversity in verbal and written forms.
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- Initiative in independently planning, organizing, and performing work assignments within broadly defined parameters. Ability to work with a high level of productivity and accuracy/attention to detail.
- Excellent organizational and time management skills with the ability to set own priorities to coordinate multiple assignments with fluctuating and time-sensitive deadlines.
- Efficient computer skills and proficiency with a variety of computer applications including word-processing, spreadsheets, databases, software applications and online systems.
- Ability to effectively perform work of a highly sensitive and confidential nature that requires access to information, use of sound judgment and strict discretion, and maintain strict confidentiality of privileged information.
- Ability to interact diplomatically with diverse personalities and to exercise judgment and tact in interactions with faculty, staff, students, and the public.
- Demonstrated ability to work with senior officials and executives from within and outside the University, and ability to think strategically and serve as a sounding board for the executive team.
- Proven experience developing, organizing, and administering budgets.
- Commitment to process monitoring and continuous process improvement in systems and services. Knowledge of training, conflict resolution and mediation methods.

Special Conditions

- •Must be willing to travel and attend training programs off-site for occasional professional development.
- •Must be able to work additional hours and adjust working hours to meet special jobs. May be called back periodically to perform work as needed on an emergency basis.
- Must be able to successfully pass a pre-employment background check.
- •Under the provisions of the Fair Labor Standards Act (FLSA):
- -Position classification defined as "exempt" are not subject overtime
- -Position classifications defined as "non exempt" are subject to

overtime

•The person holding this position is considered a "mandated reporter" under the Oregon Revised Statutes and is required to comply with the requirements set forth by the Oregon department of Human Services.

Notice to Prospective Employees

Section 485 of the Higher Education Act, and The Federal Crime Awareness and Campus Security Act of 1990 (now referred to as the "Clery Act"), requires that prospective employees be notified of the availability of SOU's Annual Security and Fire Safety Report. The report provides the annual statistics and campus policies for the reporting of and responding to campus crimes and fires; access to campus facilities; conduct code and campus policies on use, possession and sale of drugs/alcohol; and educational/information programs to inform the campus community about campus security procedures and crime prevention.

An electronic copy of the Annual Security Report (ASR)can be accessed at the following link:

https://inside.sou.edu/assets/security/AnnualCrimeReportFinal.pdf. A physical copy of the ASR is available at no charge upon request. To request a copy please visit the Campus Public Safety Office at 382 Wightman Street, Ashland OR 97520. For more information call 541-552-6258, or email clerycoordinator@sou.edu.

Physical Demands

This position must possess Yes and maintain a current, valid Driver License.

Duties

Job Duties (100%)

- The OEDI Staff and Community Liaison receives and reviews staff and community feedback and suggestions on EDI programming received at OEDI email and physical addresses; and makes recommendation on the same
- Receives and reviews individual and group requests for EDI co-sponsorship.
- Corresponds with individuals and groups requesting co-sponsorship to collect necessary
- information to facilitate decision on requests.
- Develops and oversees key operational systems and processes that support core EDI functions (e.g., Co-sponsorship Requisitions, Newsletter Call for Events and assembling of information for review, Major Event Timeline Preparation, etc.)
- Participates as the OEDI representative on the following committees to ensure OEDI
- engagement in and awareness of committee activities such as Business Affairs Council,
 Policy Council, Staff Assembly, and the Sustainability Council
- Assists in the planning and implementation of orientation programs for incoming and current SOU employees (e.g., new employee orientation, ERG luncheons and programming);

- Assists in authorship of the reports, administration of surveys, and presentation of related information on the same to the university community (e.g., Cultural Competency report in accordance with ORS 350.375; campus climate survey);
- Works with the Vice President's Executive Assistant to effectively prioritize the office's workflow and its implications for the Vice President's calendar; and
- Other duties as assigned.

Supervisor Position Description						
Org Unit	Office of the President Staff					
First Name	Toya					
Last Name	Cooper					
By signing below, I acknowledge that I have read this position description and understand its content.						
Employee Signature		Date				
By signing below, I certify that all statements on this form accurately reflect the job assignment.						
Supervisor Signature		Date				

APPENDIX D



2022 Southern Oregon University Survey on Diversity, Equity, and Inclusion

Final School Report

Prepared for:



Prepared by: SoundRocket info@soundrocket.com 734-213-4600

July 2022

Click to View Report

rev: 20220719

APPENDIX E

Equity, Diversity, and Inclusion

GenEd Course Proposal Guide

Equity, Diversity, and Inclusion Capacity Requirements

A student's capacity for Equity, Diversity, and Inclusion prepares them to engage in a lifelong, intentional, and continuous process of learning culturally affirming ways of being, interacting, and behaving that contribute to equitable living outcomes in both global and local communities. EDI prioritizes the critical awareness of historical and contemporary structural inequity and its causes; encourages the development of empathy, respect, and skills for communicating across differences (including but not limited to: race, ethnicity, Indigeneity, gender, gender identity or expression, disability, body size, age, sexuality, social class, religion, linguistic background, and nationality); and develops tools in service of a diverse, equitable, and inclusive society.

Students who have developed their capacity for Equity, Diversity, and Inclusion will:

(Please see notes at the end of this document for detailed examples of proficiency skills.)

- 1. Identify the intersectional positions occupied by themselves and other people.
- 2. Decode and interrogate representations of identity, culture, and other social categories.
- 3. Recognize how systems of power shape society, and how to reinvent society to promote a more equitable world.

All courses approved for the Equity, Diversity, and Inclusion capacity must provide substantial opportunities for students to practice and apply proficiencies 1 through 3.

All Equity, Diversity, and Inclusion courses must be offered through an <u>anti-racist</u> and/or <u>decolonial</u> framework. See SOU's <u>EDI Glossary</u> for more.

All Equity, Diversity, and Inclusion courses must include a signature assignment in which students exhibit evidence of their developing capacity.

Examples of signature assignments may include but are not limited to:

- ➤ **Process artifacts**, such as lab journals, field diaries, literature reviews, recorded observations, sketches, drafts, mockups, and prototypes, etc.
- Culminating artifacts, such as papers, essays, videos, articles, reports, presentations, podcasts, designs, programs, exhibitions, demonstrations, other performances, and various media, etc.

All lower-division courses approved for the Communication & Expression capacity will also be mapped to the E, F, and/or G strand of University Studies for backward compatibility (no additional application is required.

Wherever possible, upper-division courses approved for the Communication & Expression capacity will also be mapped to the H, I, or J strand of University Studies for backward compatibility, but this is not a requirement.

Required Materials to Submit with Application

The Capacity Course Application can be found h ere and is due Friday, April 1, 2022.

While completing your application, you will need to upload the following deliverables:

- a) a complete **course design map** (see: <u>template</u> & <u>instructions</u>) that demonstrates how each capacity proficiency will be taught and assessed in your course.
- **b)** a complete **syllabus** for the proposed course (we encourage you to use **this template** if it is helpful; see **template instructions here**). Whatever format you choose, your syllabus must include:
 - these GE Syllabus Common Elements;
 - a statement communicating the course's anti-racist or decolonial framework;
 - a list of course learning outcomes that clearly align with required capacity proficiencies;
 - a clear list of assignments used to assess all capacity proficiencies.

Course Review Process

Each Capacity Course Application will be reviewed and evaluated by Capacity Mentors using a copy of <u>this checklist</u>. Applications that clearly meet the outlined requirements above will move forward to the University Studies Committee, then Faculty Senate, with a recommendation to approve provisionally for 2 or 3 years. This determination must be unanimous among reviewing mentors.

Applications that do not clearly meet the requirements will be returned to course developers with feedback for further clarification or revision.

If Capacity Mentors cannot reach a consensus recommendation, the application will be elevated for a full review by the entire University Studies Committee, which will have the final say.

Course Development Support

PLEASE NOTE THE FOLLOWING ELIGIBILITY GUIDELINES:

- Support for Courses That Exist in AY 21-22 Catalog: \$1,500 stipend per approved application of an existing course (limit 1 stipend per capacity, capped at 2 stipends per faculty member). Support for New Courses Proposed for the AY 22-23 Catalog: \$2,000 stipend per approved application of a newly created course (limit 1 stipend per capacity, capped at 2 stipends per faculty member, subject to Undergraduate Curriculum approval of new course).
- **Aggregate limit:** faculty may receive up to four stipends between the existing and new course categories, but no more than 1 stipend in any capacity.
- Course Release Option: Faculty may request 2 ELU release per approved application in place of stipend, up to 4 ELU of release.

Equity, Diversity, and Inclusion Capacity Notes

Below we outline the kinds of skills students should exhibit in each proficiency in greater detail. Students who have developed their capacity for Equity, Diversity, and Inclusion will:

1. Identify the intersectional positions occupied by themselves and other people.

Example skills:

- Recognize social positions defined by race, ethnicity, Indigeneity, gender identity and expression, sexuality, ability, class, nationality, and others, and their effect on identities
- Recognize and apply key concepts underlying EDI, including Diversity, Equality vs. Equity, Inclusion, Bias, Stereotype, Privilege, Oppression, Intersectionality and Anti-Racism
- Empathize with people who occupy different intersectional positions from their own
- Recognize the intersectional impacts of multiple systems of oppression (e.g., racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and others) in shaping societal, group, and individual experiences of privilege and oppression
- 2. Decode and interrogate representations of identity, culture, and other social categories.

Example skills:

- Understand how evidence has been used to both legitimize and resist inequity, and how such evidence is created, collected and deployed via political, cultural and social practices
- Identify specific examples of bias, stereotypes, prejudice, privilege, omission, and erasure
- Recognize systemic patterns of oppression (e.g., racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and others)
- 3. Recognize how systems of power shape society, and how to reinvent society to promote a more equitable world.

Example skills:

- Create and execute strategies that help to redress oppression and create opportunity across the boundaries of intersectional positions
- Recognize how systems of privilege/power impact one's personal experiences
- Recognize how systems of privilege/power shape one's perceptions of the world and of others
- * Reimagine systems of oppression to create opportunities for marginalized groups.

APPENDIX F



Policy Title: Sustainability and Equity in Purchasing Policy

Governing Body: Southern Oregon University Policy Contact: Sustainability and Recycling Manager

Custodial Office: Finance & Administration

Approved By: President

Related Policy: Revision History Revision Number: Number: FAD.026 Date Revised: July 2021 Date Approved: August 2021

Next Review:

Change: Date:
Green Purchasing Policy April 2010

1 Revision - title change and content changes including restructuring into policy and procedure July 2021

A. Purpose

B. Definitions

Sustainable (Green) Purchasing - The method by which environmental and social considerations are considered in relation to price, availability, and performance criteria to make purchasing decisions. Also known as "environmentally-preferred purchasing" (EPP), green procurement, affirmative procurement, eco-procurement, and environmentally-responsible purchasing. Sustainable (Green) purchasing minimizes negative environmental and social effects through the use of environmentally friendly products. Green purchasing attempts to identify and reduce environmental impact and to maximize resource efficiency.

Bio-Based Products - Products or raw materials that are derived from sustainable, primarily plant sources.

Post-Consumer Recycled Content - Material collected after consumer use and used to make new products. For example, post-consumer recycled content paper is made from paper that has been reclaimed through the recycling process.

Life Cycle - Refers to a product in its entirety: the resources it is made of, the resources used in its production, the energy used in transporting the product, how the product is used, and what happens to the product at the end of its life.

Environmentally Preferable Product - A product that has a reduced negative effect or increased positive effect on human health and the environment when compared with competing products that serve the same purpose. This comparison may consider raw materials acquisition, production, fabrication, manufacturing, packaging, distribution, reuse, operation, maintenance, and disposal of the product. This term includes, but is not limited to, recyclable products, recycled products, and reusable products.

Minority Business Enterprise (MBE) - MBE is a business certification of company ownership and diversity. Generally, this certification requires that the company is at least 51% owned and controlled by a member of a minority group such as Black American, Native American, Asian- Pacific American, Subcontinent Asian American, Hispanic American or other socially disadvantaged group. MBE certifications are usually issued by the state government.

Women Business Enterprise (WBE)- WBE is a business certification of company ownership and diversity. Generally, this certification requires that the company is at least 51% owned and controlled by a woman or women. WBE certifications are usually issued by the state government.

Service Disabled Veteran Business (SDV) - SDV is a business certification of company ownership and diversity which designates that a company is owned and operated by a veteran

C. Policy Statement

- 1. To the extent possible, all purchases of products and services by SOU employees must align with SOU's values and strategic goals for sustainability and social equity. This will be done by:
 - Incorporating sustainability and social equity criteria in SOU's purchasing evaluations;
 - Responsible consumption through: elimination of single use items, prioritizing reusable and durable items, and giving consideration to the amounts and types of materials to help keep them circulating in the economy and diverting them from the landfill;
 - Purchasing from vendors and manufacturers who share the University's commitment to environmental stewardship and social equity;
 - Selecting vendors and suppliers with MBE, WBE, SDV certifications;
 - Stimulating innovation to support sustainable products and services;
 - Supporting the local economy;
 - Purchasing products and services that use water and energy efficiently;
 - Taking into account greenhouse gas emissions across their entire life cycle and making sure the product or service is resilient to changes in the climate.
- 2. SOU employees must consult, rely upon, and consider the guidance set forth in "Section C1 Sustainability Evaluation" portion of the Sustainability and Equity in Purchasing Procedure: Evaluation and Specific Requirements [LINK] as a guide for all products and services to ensure that decisions around purchasing take into account environmental impact and social equity. SOU employees must complete "Section C1 Sustainability Evaluation" in the Sustainability and Equity in Purchasing Procedure: Evaluation and Specific Requirements [LINK] for all contracts, agreements, and purchases for products and services above \$25,000 to demonstrate and make sure that purchasing decisions have taken sustainability of the product or service into account. SOU employees must follow "Section C2 Specific requirements for selected products and services" in the Sustainability and Equity in Purchasing Procedure: Evaluation and Specific Requirements [LINK] for all listed products and services, at any scale and cost.
- 3. Exceptions to the Sustainability and Equity in Purchasing Policy may be requested and are subject to approval from the Vice President of Finance and Administration. Such requests should be submitted to SOU's Contracts Administrative Officer, who will include their recommendation and forward the requests to the Vice President of Finance and Administration.
- 4. All purchasing card holders and all budget authorities must read and understand the requirements of SOU's Sustainability and Equity in Purchasing Policy and associated procedures.
- 5. Policies and procedures for other campus operations will impact the implementation of SOU's Sustainable (equity and environment) and associated procedures. These operations include, but are not limited to: general business contracting, personal services contracts, dining services, integrated pest management, landscape management, green cleaning, maintenance, renovation and construction, material and waste management, and vehicle and fleet management. These operations must follow SOU's Sustainability and Equity in Purchasing Policy and associated procedures.

This policy may be revised at any time without notice. All revisions supersede prior policy and are effective immediately upon approval.

- D. Policy Consultation
- E. Other Information
- 1. Applicability of the Sustainability and Equity in Purchasing Procedure: Evaluation and Specific Requirements

The policy statement above sets out the requirements for procurement of certain products and services, including the requirement that employees familiarize themselves with and apply the separate Sustainability and Equity in Purchasing Procedure: Evaluation and Specific Requirements [LINK] before making applicable purchases. The specific requirements include, but are not limited to, products and services in the following categories:

- Consumable office products (e.g., paper, toner cartridges, binders, batteries, desk accessories, pens and pencils, notebooks, lamps, and envelopes);
- Durable consumables (e.g., furniture, IT equipment, other electric powered equipment, appliances, and audiovisual equipment);
- Chemicals and toxins (e.g., products used for building and facilities maintenance, cleaning and landscape management);
- Food services:
- Business-related services (e.g., consultants)
- · Garments and linens;
- Professional service providers (e.g., architectural, engineering, and public relations);
- Transportation and fuels;
- Maintenance, renovation, and construction.
- 2. Implementation and Measuring Performance

SOU reports on its equity, diversity, and inclusion progress regularly and its sustainability credentials at a national level. Performance of the implementation of this policy will be monitored and measured for reporting purposes.

- 3. U.S. Environmental Protection Agency Comprehensive Procurement Guideline Program The Comprehensive Procurement Guideline (CPG) program is part of EPA's Sustainable Materials Management initiative that promotes a system approach to reducing materials use and the associated environmental impacts over the materials' entire life cycle. A key component of the CPG program is EPA's list of designated products and the accompanying recommendations for recovered content, both post-consumer material content and/or total recovered material content. This includes construction, landscaping and office products. https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program
- 4. Contracting with Businesses Owned by Socially Disadvantaged Groups In the state of Oregon, the Certification Office for Business Inclusion and Diversity (COBID) certifies businesses owned by socially disadvantaged groups, including those with MBE, WBE, SDV certifications. COBID maintains a searchable Certified Vendor Directory to assist individuals with identifying vendors meeting the specific criteria necessary for certification. https://www.oregon4biz.com/How-We-Can-Help/

The Policy Contact, defined above, will write and maintain the procedures related to this policy and these procedures will be made available within the Custodial Office.

APPENDIX G

Student Affairs EDI Programming Activities Reporting Period 2020-22

Area	Educational Program	Passive Program	Tabling	Programing event (community building/social)	Collaborators
GSJ	10	12	4	71	
Joleen Brown Mataele - Global Gender Movements Speaker Series	1				Gender, Sexuality, and Women Studies Department
Lycan & Fox of NativeWomenShare - Global Gender Movements Speaker Series	1				Gender, Sexuality, and Women Studies Department
Neghena Hamidi - Global Gender Movements Speaker Series	1				Gender, Sexuality, and Women Studies Department
Rina Arriata Global Gender Movement Series	1				Gender, Sexuality, and Women Studies Department
Rei Firdha Amalia - Global Gender Movements Speaker Series	1				Gender, Sexuality, and Women Studies Department
Black Queer Tarot at SOU				1	
Bobby Sanchez Performance	1				
Bi-Weekly Support Group: Disabled Queer Tea and Crafts				11	
Forest Defense Camp - Social Justice and Equity Center	1				
Rainbow Climbing Night - Social Justice and Equity Center				1	Student Rec. Center
Finals Destress Events each term				6	
Midterms Destress Events each term				2	
GSJ "Who are we" Tabling			2		

Sexual Assault Kick Back			1		Sexual Violence Prevention Committee
DV purple ribbons event		1	-		
GSJ social media posts		9			
Survivor Painting Night				2	Student Health and Wellness Center
New Student Botanical Walk				1	
Rainbow POGO Scavenger Hunt				2	
Aiden Ellison Remembrance Session				1	Racial Justice
Reproductive Resources & Care Rally				2	
The Bodylogues				1	Gender, Sexuality, and Women Studies Department
Rainbow Family Dinner				1	
Aro/Ace Valentine's Day Talks	1				
Burlesque Night	1				Theatre Dept.
Sexual Assault Awareness Screening	1				Sexual Violence Prevention Committee
DV Awareness art installation		1			Student Health and Wellness Center
Queer Nature Journaling				1	Ashland Parks & Rec
Lavender Graduation/Open House				1	Sexual Violence Prevention Committee
Denim Day		1			Sexual Violence Prevention Committee
Volunteering with Judi's Midnight Diner				3	Judi's Midnight Diner
Weekly Support Group: Queer & Trans Talks				35	SART
Social Justice and Equity Center - Free HIV Testing!			1		Student Health and Wellness Center
MA	4	0	0	1	
Jackson County Veterans Service Office Representative	1				Jackson County Veterans Services
Military-Connected Students: Know Your Funding, Guide Your Process	1				
Town Hall: SJEC Veterans & Military Families	1				

Veterans Day Open House:					
VA Services M2VA & Whole Health				1	Veteran's Affairs
Veterans Day Panel: SOU Staff & Faculty Veterans	1				Faculty (various departments)
NA					
Get-On-The-Bus Scavenger Hunt					
This Is Us					
RJ	21	0	0	10	
BIPOC Community Hour: Community, Advocacy, & Open Dialogue	4			1	
Black Youth Summer Institute	1				SOESD, BSOA, 7 School Districts, SOU Youth Programs
Black Youth Leadership	Į.				SOESD, BSOA, 7
Program	1			1	School Districts
Guest Speaker - Dr. Marcus "Goodie" Goodloe	1				Ahtletics
Hermana A Hermana	1				
Icecream Karaoke	1			1	University Housing
Men of Distinction	4			1	Athletics
SOU BIPOC Alliance Gathering	1			1	
The TRUth and Visibility of Black Voices in Oregon	1				Oregon Tech
MAT Multicultural Class Panel	2				
Black Indigenous & People of Color Support Group				4	
What Stands Between Us	3			1	
My Culture is Not Your Costume	1				University Housing
Sustainability	5	2	0	6	
Affordability Fair				1	Multiple Community Organizations
Arbor Day of Service				1	Multiple Community Organizations
Equity Roundtable: Barriers in Higher Education	1				Multiple Campus Departments
Equity Roundtable: Disability Resources	1				Disability Resources

Bike Ride To Zoey's	1				
Campus Sustainability Tour				1	
Earth Day Extravaganza				1	Multiple campus and community partners
Fall Farm Fest				1	Multiple campus and community partners
Fall Into The Garden Volunteer Day				1	
Food Stamp and Oregon Health Plan Appointments	1				
Light Up Your Bike		1			
Necessity Film Screening	1				
Raiders Ride! Bus and Bike Day at SOU		1			
TOTAL	40	2	0	6	

Assessment: Program Info Four Column



Support - Student Affairs: Social Justice and Equity Center

practices to promote belonging & ensure success of the "new majority", SD4 Goal 2: Establish supportive

Assessment Coordinator: Carrie Vath

Mission Statement: The SOU Social Justice and Equity Center (SJEC) provides advocacy, education, and community building at SOU; centering the needs of Black students, Indigenous students, students of color, queer and trans students, women and femmes, as well as veterans and military families and working toward a sustainable world.

Next Program Review: 2022 2023

Actions Taken Means of Assessments **Outcomes** Results Qualified staff - Train a qualified and **Survey - Student Satisfaction Survey** Reporting Period: 2021 2022 Action Taken: For AY22.23 survey committed undergraduate and (Fall and Spring), Training Records, **Result Type:** Target Met will need to be implemented. professional staff Coordinator student employee All four targets were met. (06/30/2022) (07/01/2022)**Outcome Status:** Active assessments/reflections **Related Documents:** Assessment Year(s): 2021 2022 **Target:** 100% of student employees SJECOutcome1.21.22.docx Start Date: 07/01/2021 will complete an orientation and **End Date:** 06/30/2022 training 100% of staff will participate in a minimum three professional development or training activities (webinars, conferences, internal workshops, etc.) per year 100% of coordinators will check-in with student employees to get feedback and satisfaction with service. 80% of students surveyed will rate SJEC as: Good/Great Helpfulness Good/Great Communication **Maps to Strategic Direction Goal** select all that apply (if any): SD4 Goal 1: Replace barriers with processes &

retention & success of learners from underrepresented backgrounds, SD4 Goal 3: Prepare learners to work; live & communicate effectively in order to thrive in a diverse world Maps to Core Theme Objective select all that apply (if any): II. Institutional Practices C. Diversity Inclusivity and Equity, III. Institutional Beliefs & Values A. Diversity, III. Institutional Beliefs & Values E. Well-

pathways to increase access;

Advocacy Individual and Institutional Counts - SJEC Records/Data

- SJEC staff will advocate for students at individual and institutional levels

Outcome Status: Active Assessment Year(s): 2021 2022 Start Date: 07/01/2021

End Date: 06/30/2022

Target: Each term SJEC will offer at least one student

training(s)/workshop(s) on advocacy SJEC staff members will join at least

one campus committees SJEC staff members will join at least

one community committees SJEC Coordinators will offer

training(s) to Programs, Departments, Divisions, and community members related to

Racial Justice, Green Zone, Queer and

Trans

being

SJEC Coordinators will attempt to conduct a training for each area (Programs, departments, divisions,

and community members)

SJEC will design a minimum of one

Maps to Strategic Direction Goal select all that apply (if any): SD4 Goal

2: Establish supportive pathways to increase access; retention & success of learners from underrepresented backgrounds

Maps to Core Theme Objective select all that apply (if any): II.

Reporting Period: 2021 2022 Result Type: Target Met

All targets were met except for the advocacy workshops because they were not developed yet. (06/30/2022)

Related Documents:

SJECOutcome2.21.22.docx

SJEC Trainings

Action Taken: SJEC Coordinators will develop advocacy trainings and workshops for students to be implemented in AY22.23

(07/01/2022)

Programming, Events, and Activities - Counts - Presence Data Records

Provide a range of programming events/activities that build community among minoritized students

Outcome Status: Active Assessment Year(s): 2021 2022

Start Date: 07/01/2021 **End Date:** 06/30/2022

Counts - Presence Data Records
Target: Offer a minimum of three (3)
programming events/activities each
term per area with the objective of
building community and fostering a
sense of belonging.
Racial Justice
Gender and Sexuality Justice
Sustainability and Basic Needs
Veterans and Military Families

Maps to Strategic Direction Goal -

Institutional Practices C. Diversity Inclusivity and Equity, III. Institutional Beliefs & Values A. Diversity, III. Institutional Beliefs & Values E. Well-

being

Reporting Period: 2021 2022 Result Type: Target Met

Each area exceeded the targets. (06/30/2022)

Related Documents:

SJECOutcome4.21.22.docx

SJECEventsList.docx

Racial Justice Facebook

racial justice Instagram

Racial Justice Twitter

VMF Facebook

Action Taken: Areas should strive to get better attendance at events so we can see numbers of individuals vs total attendees. (07/01/2022)

select all that apply (if any): SD4 Goal 2: Establish supportive pathways to increase access; retention & success of learners from underrepresented backgrounds

backgrounds

Maps to Core Theme Objective select all that apply (if any): II.
Institutional Practices C. Diversity
Inclusivity and Equity, III. Institutional
Beliefs & Values A. Diversity, III.
Institutional Beliefs & Values E. Wellbeing

VMF Instagram
GSJ Instagram

Sustainability Facebook
Sustainability Instagram

Resources and Referrals - Provide resources and referrals to students, faculty, staff and community members

Outcome Status: Active Assessment Year(s): 2021 2022 Start Date: 07/01/2021 End Date: 06/30/2022 Counts - SJEC Data/Records

Target: Each SJEC area will provide direct resources (where applicable) and referrals to on-campus and off-campus resources.

Notes: There is no minimum but the purpose is to identify which support resoruces are in-demand for these student groups.

Maps to Strategic Direction Goal - select all that apply (if any): SD4 Goal 2: Establish supportive pathways to

2: Establish supportive pathways to increase access; retention & success of learners from underrepresented backgrounds

Maps to Core Theme Objective - select all that apply (if any): II.
Institutional Practices C. Diversity
Inclusivity and Equity, III. Institutional
Beliefs & Values A. Diversity, III.
Institutional Beliefs & Values E. Wellbeing

Reporting Period: 2021 2022 Result Type: Target Met

Each area exceeded the targets. The Food pantry is seeing an increase in usuage post-pandemic. (06/30/2022)

Related Documents:SJECOutcome5.21.22.docx

Action Taken: For AY22.23 consider getting feedback from students realted to satisfaction with on-campus and off-campus supports. (07/01/2022)

Collaboration - Engage with campus and community partners **Outcome Status:** Active

Assessment Year(s): 2021 2022

Start Date: 07/01/2021

Counts - SJEC Data and Records Target: At least 25% of events/activities and educational programming will involve groups not affiliated with SJEC (i.e. Student Reporting Period: 2021 2022 Result Type: Target Met

All areas met the target and three areas exceeded the

target. (06/30/2022)
Related Documents:

Action Taken: For AY22.23 dermine if 25% is too low a metric for colloboration targets (07/01/2022)

Outcomes	Means of Assessments	Results
End Date: 06/30/2022	Health and Wellness Center, Campus Rec., Academic Departments, Equity Grievance, Office of EDI, etc.) Maps to Strategic Direction Goal - select all that apply (if any): SD4 Goal 2: Establish supportive pathways to increase access; retention & success of learners from underrepresented backgrounds Maps to Core Theme Objective - select all that apply (if any): II. Institutional Practices C. Diversity Inclusivity and Equity, III. Institutional Beliefs & Values A. Diversity, III. Institutional Beliefs & Values E. Wellbeing	SJECOutcome6.21.22.docx SJECEventsList.docx

Actions Taken

APPENDIX H

Philanthropic Funds established since 2020 Supporting Equity, Diversity, and Inclusion

Following the university's adoption of a new strategic plan in 2018, University Advancement prioritized working with donors whose interest and goals align with the university's vision to become an inclusive community that guides all leaners in their pursuit to professional and personal success. The donor community, locally, regionally, and nationally is extremely supportive of the university and its growing diverse student population—with increasing private support anticipated in the years to come.

Endowed funds require a minimum gift commitment of \$25,000 and are managed in perpetuity. Named current-use funds are created with a minimum pledge of \$5,000 and are often funds that donors give to annually. **The value of all gifts received and/or pledged to these funds is \$1.13 million**.

Below are the funds established by donors and managed by the SOU Foundation that support the university's EDI vision:

Social Justice and Equity Center Fund for Excellence (Current-use)

Created in 2022, gifts to the fund support the operations and activities of the Center.

Bernard P. De Costa Scholarship Fund (Endowment)

Established in 2021, the fund provides academic scholarship awards to Southern Oregon University students who graduated from a high school from the State of Hawaii or the Pacific Islands, and who can express a clear idea of their potential career path.

Theatre Diversity Scholarship (Current-use)

Created in 2022 by an anonymous donor, the fund supports students from diverse backgrounds in their pursuit of a theater degree.

First Presbyterian Church of Ashland Native Program Scholarship (Current-use)

Created in 2022, the First Presbyterian Church of Ashland Scholarship Native Program Fund provides scholarship support for Native American students who attend Southern Oregon University. **Lithia & GreenCars Scholarship Fund** (Current-use)

Established in 2022, the fund will be used to recruit and retain first-generation and/or minoritized populations traditionally underrepresented in higher education.

Daniel Richard Scholarship Fund (Endowment)

Established by a donor in 2021, the scholarship is intended to support students enrolled at Southern Oregon University who participate in the Bridge Program. Recipients must be from a group or community that has been historically underrepresented at colleges and universities, and/or has overcome (or is) overcoming extraordinary challenges.

Donn Wadley and Joyce O'Donnell Scholarship Fund (Endowment)

The scholarship fund supports students in the education program, with a preference for those students from traditionally under-represented racial or ethnic minority groups.

KEA Football Scholarship (Current-use)

Created in 2021, the fund's purpose is to recruit and/or retain student-athletes connected with the state of Hawaii or students who are of Hawaiian heritage to attend Southern Oregon University.

Harris Stratton Scholarship Fund (Current-use)

Established in 2021, the fund supports students seeking a degree from SOU, who been historically underrepresented at colleges and universities, and/or who have overcome or are overcoming extraordinary challenges, and have financial need.

Carol and Blair Moody Athletic Scholarship (Endowment)

Created in 2020, the fund supports student athletes who demonstrate leadership, academic achievement, and community involvement, with a preference for a student from a traditionally underrepresented racial or ethnic minority group.

Columbia Pacific Foundation Scholarship (Endowment)

Created in 2020, the Columbia Pacific Foundation Scholarship Fund supports deserving students who demonstrate financial need and persistence toward seeking a degree from Southern Oregon University, with a preference for single parents.

Imani Scholarship for the Education and Empowerment of Black Learners (Current-use) Created in 2020, the scholarship supports students seeking a degree from SOU, with a preference for Black, African American, or of African Heritage students.

Decena and Sammons LGBTQ Scholarship (Current-use)

Established in 2020 to assist students at Southern Oregon University who demonstrate financial need, with a preference for students who identify as members of the lesbian, gay, bisexual, transgender or queer communities (LGBTQ).

Decena and Sammons First Peoples' Scholarship (Current Use)

Established in 2020, the fund assists students at Southern Oregon University who demonstrate financial need, with a preference for Native American, Alaska Native or Pacific Island students.

Women's Athletic Assistant Coach Enhancement Fund (Current-use)

Established in 2021 to support the compensation packages for assistant coaches in women's athletics at SOU. The preference is for these funds to support female assistant coaches who are from traditionally underrepresented minority groups.

Barbara Tyler & Tom Curran School of Education Scholarship (Current-use)

Created in 2020, the fund supports first generation MAT or MAT/Special Education students who want to make a positive impact on the lives of K-12 students.

APPENDIX I

Digital Visibility Fair Flyer



We See You

Thursday, October 13 • Student Union - ARENA • 10:00 am – 2:30 pm

Come to the Visibility Fair and learn about the wrap-around services SOU has available for you!

INSTAGRAM CONTEST

Take a selfie at any table and post it to Instagram.

CONTEST RULES

Like us on Instagram @souashland, tag us, and use the hashtag #weseeyou to enter to win an SOU Bookstore gift card! Eligibility requirements: must be a current student, and must provide current student ID# at time of gift retrieval.







University Advancement Report



President's Report



2022-2023 GOALS — PROGRESS UPDATE

Transformation

- Promote Justice, Equity, Diversity and Inclusion on Campus and Throughout the Region
 - Most progress in student diversity of seven universities in last 10 years
 - Joint statement on MLK Holiday and planning for 2024
- Provide Leadership for Student Enrollment, Support and Success
 - Engagement with ASSOU, Student Town Hall, 142nd ANG Wing
- Craft Long-Term Fiscal Stability Roadmap
 - On course draft in March, decision in April, implementation by June 2024
- Strengthen Internal and External Outreach
 - Upcoming Slide
- Position the University for Inaugural Comprehensive Campaign
 - Feedback from Partners on Fiscal Stability Progress



PARTNERSHIP AND COLLABORATION

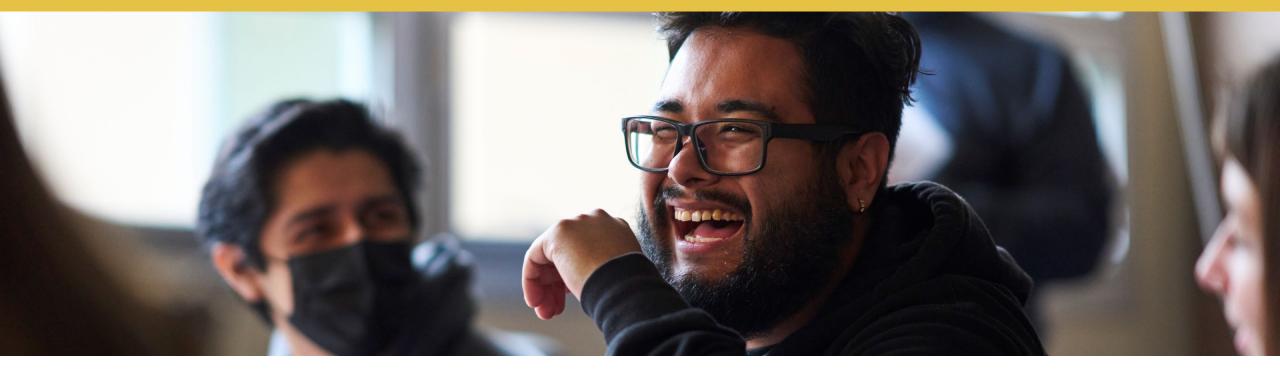


IN SERVICE TO OUR STATE AND STUDENTS

- School district data-sharing agreements
 Implementation Phase and PPS add
- Community college transfer agreements
 great meeting with RCC leadership,
 PCC add



FISCAL STABILITY AND GROWTH



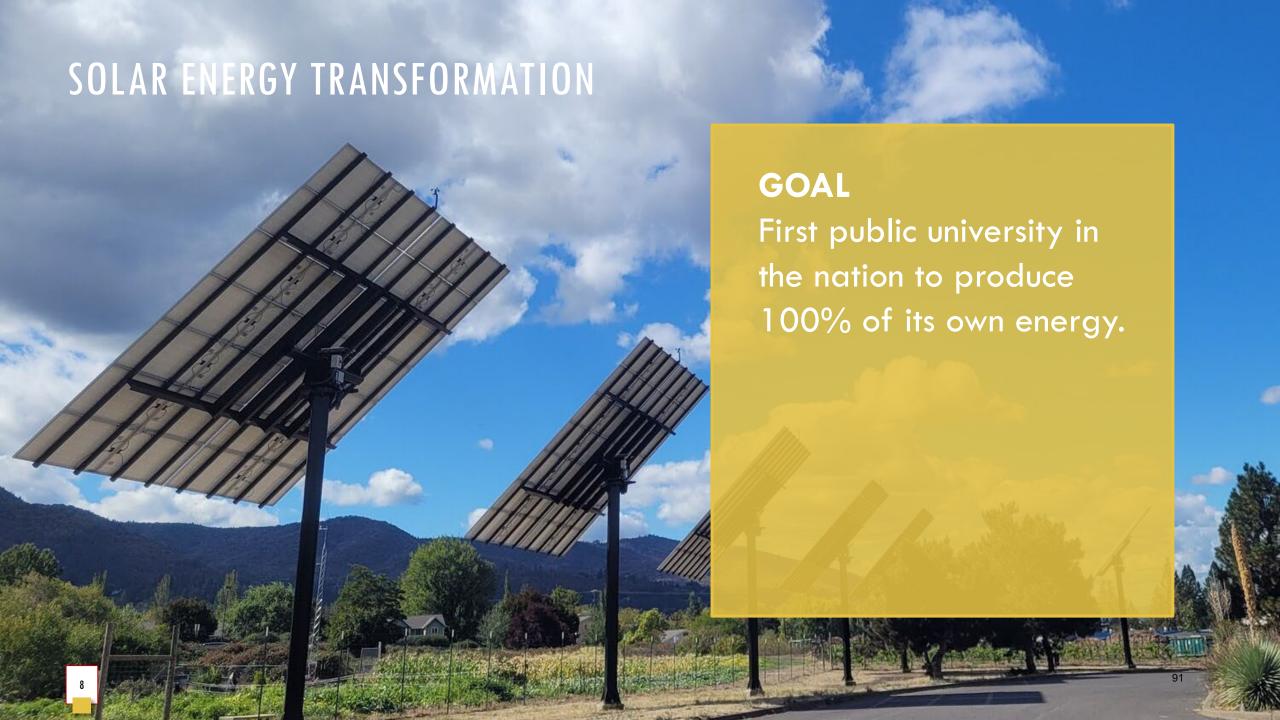
FOR THE LONG TERM...

- Cost management Moving Forward
- Reimagine grants infrastructure Hiring Begun, detail work still left

- **Philanthropy** Continuing to Shine
- Revenue diversification Updates on Next Slides



REVENUE DIVERSIFICATION IDEAS (IN ORDER OF PROGRESS TO DATE)









ENGAGEMENT

STRATEGIC ENGAGEMENTS SINCE LAST BOARD MEETING (OCT 2022)

- Governor Kotek
- US Senators Wyden and Merkley
- Oregon State Legislators
- OCOP / HECC
- SOELC
- Ashland/ Medford Chambers of Commerce
- PSU Presidential Search Committee
- Portland Executives Group
- Oregon 142nd Air National Guard Wing
- Oregon Business Council

- Tribal Leadership from Cow Creek and Coquille
- Tribal Government to Government Education Leaders (All Nine Federally Recognized Tribes)
- Public Schools Superintendents (Bend, Redmond, Ashland, Medford, Grants Pass)
- SOREDI / Rogue Workforce Partnership
- American Association of State Colleges & Universities
- National Association of Intercollegiate Athletics
- KOBI-TV, SOPBS, JPR, Mail Tribune, Ashland.News, Ashland Living Magazine, Sneak Preview Magazine



STRATEGIC ENGAGEMENTS SINCE LAST BOARD MEETING (OCT 2022)















Review of Audited Financial Statements and Acceptance of Annual Financial Report for Fiscal Year 2021-22 (Action)

Click Here to View

https://inside.sou.edu/assets/bus_serv/docs/accounting/2022SOUAnnualFinancialStatementFinal.pdf



We'll get you there.

Southern Oregon University

Fiscal Year 2022 Financial Audit Results



CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global 00 See <u>CLAglobal.com/disclaimer</u>. Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.

Agenda

- Scope of the Engagements
- Responsibilities under GAAS
- Unique Audit Items
- Financial Statement Audit Results
- Required Communications
- Single Audit Update
- ? Questions



Scope of the Engagements







Single Audit

Fiscal Year 2021 – Issued September 2022

Fiscal Year 2022 – Anticipated Issuance date prior to March 31, 2023







Responsibilities under US Generally Accepted Auditing Standards (GAAS)

Auditors responsible for:

- Expressing opinions whether financial statements are in conformity with US GAAP in all material respects.
- Expressing opinions only over information identified in our report.
- Performing audit in accordance with required auditing standards.
- Communication of significant matters related to audit, information required by law/regulations, or other information agreed upon.



Responsibilities under GAAS (cont'd)

An audit in accordance with GAAS:

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





Unique Audit Items



NEW SUITE OF AUDITING STANDARDS



GASB 87, LEASES



CONTINUED HIGHER EDUCATION EMERGENCY RELIEF FUNDS (HEERF)



Financial Statement Audit Results

Opinion Unmodified

Audit adjustments

> None to date

Passed audit adjustments

> Correction of PEBB Expense Error in CY

Year-end accruals

Internal Control **Deficiencies**

One significant deficiency: PEBB Expense. See GAGAS Report.







Presentation of Financial Statements



2022 ANNUAL





Required Communications



Qualitative Aspects of **Accounting Practices**

New policy: GASB 87 **Accounting Estimates**

Financial Disclosures – CHF Receivable/security of CHF debt



Difficulties Encountered in Performing the Audit – None



Uncorrected Misstatements:

- \$1.5 million in prior year operating expense flowing through current year to correct PY PEBB expense
- Year-end accruals understated by range of \$200,000 -\$525,000



Corrected Misstatements - None



Required Communications





Federal Awards Audit Update

2021 Single Audit Findings

HEERF

Student Financial Aid

Reporting

Student Enrollment

Return to Title IV





Federal Awards Audit Update

2022 Single Audit

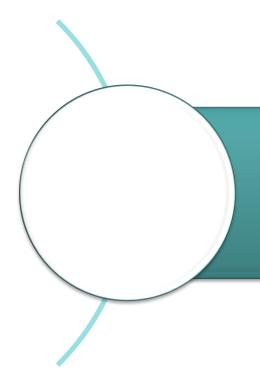
Testing in progress

Estimated issuance – prior to March 31, 2023





Thank You!



Management was (and continues to be) very helpful throughout the audit process. Thank you!



Questions?





Jean Bushong, CPA

Principal jean.bushong@CLAconnect.com

Bryan Simkanich, CPA

Manager bryan.simkanich@claconnect.com



CLAconnect.com











CPAs | CONSULTANTS | WEALTH ADVISORS

15

Southern Oregon University Board of Trustees

RESOLUTION

SOU 2022 Annual Financial Report Including Audited Financial Statements

Whereas, the independent certified public accounting firm, CliftonLarsonAllen, LLP, has completed its review of the financial statements of Southern Oregon University for the fiscal year ended June 30, 2022;

Whereas, the Board of Trustees has reviewed the SOU 2022 Annual Financial Report including the audited financial statements;

Whereas, the Executive and Audit Committee of the Board of Trustees met with the external auditor, performed a satisfactory review of these documents, and recommends the Board's acceptance of the report and statements;

Whereas, the Board of Trustees also met with the external auditor and performed a satisfactory review of these documents; Now therefore,

Be it resolved, that the Board of Trustees of Southern Oregon University hereby accepts the SOU 2022 Annual Financial Report including audited financial statements for the fiscal year ended June 30, 2022.

VOTE:

DATE: January 20, 2023



SOU Realignment Update and Discussion

Click Here to View

https://sou.edu/president/next-steps/



Government Relations and Legislative Update

SOUTHERN OREGON UNIVERSITY

OPU Common Legislative Agenda

- Support Students with Wrap Around Services and Increased Financial Aid (PUSF \$1.05B; Increase OOG)
- Provide Financial Support to Students from Oregon's Tribes (Tribal Grants)
- Help Students Meet Basic Food & Shelter Needs (Extend/expand Basic Needs Navigators)
- Improve Student Learning Environments (Capital)



SOU Legislative Agenda

- OPU Common Agenda
- Oregon Behavioral & Mental Health Sciences Institute
- Alternative Energy
- Capital Projects
 - > Creative Industries / Student Success Center
 - ➤ Central Hall Phase 2



Oregon Behavioral and Mental Health Sciences Institute (OBMHSI)

Transforming Oregon's mental health counseling education and clinical training to address the state's mental health crisis.

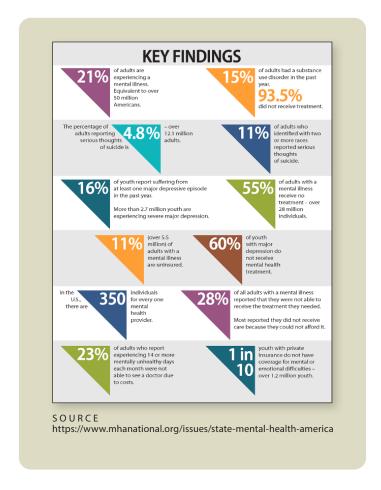
Oregon is at the forefront of a national crisis in behavioral and mental health. **Mental Health America ranks Oregon 50th overall** against 15 measures for both care and prevalence of mental illness.

The Oregon Behavioral and Mental Health Sciences Institute will amplify and streamline innovative education pathways and grow the pipeline of trained professionals across the state while significantly increasing the people and organizations served by counselors-in-training. Overall, the OBMHSI has a particular focus on addressing mental and behavioral health in the student, BIPOC, homeless, rural, and veteran populations.

Through **key partnerships** among higher education institutions, community-based health providers, and local and state employers providing services to targeted at-risk populations, OBMHSI will serve students and community members, maximize resources, and quickly grow the pipeline of mental health providers.

OBMHSI's Fellowship program will provide a **debt-free path** for graduates. By completing an extended 2-year Oregon internship, Fellows will fully earn the entire cost of their graduate degree. The Fellowship program keeps graduates in Oregon, serving Oregon's most needy residents.

OBMHSI will facilitate the expansion of Southern Oregon University's innovative **Mental and Behavioral Health micro-credential**, currently serving K-12 employees, to other economic sectors heavily impacted by the growing mental health crisis. Criminal justice, veteran services, and other sectors will all benefit from skilling up front-line workers with basic mental and behavioral health skills. Additionally, OBMHSI will **secure federal dollars** for research into cutting edge mental health treatments.



continues on back...

... continued from front

In December 2021, United States Surgeon General Vivek Murthy issued an advisory noting that the youth mental health crisis was "exacerbated" by the pandemic.

Southern Oregon University is no stranger to this crisis. Academic withdrawal data shows mental health problems are the number one factor behind students giving up on their educational dreams, even when there is no longer a refund of tuition and fees.

The Proposal

Southern Oregon University proposes establishing the Oregon Behavioral and Mental Health Sciences Institute, a center of excellence built on the existing foundation of SOU innovation in its Mental Health Counseling program. OBMHSI will:

- 1. Double the number of mental health practitioners graduating in Southern Oregon.
- Address exploding mental health needs through innovative means such as microcredentials for working professionals in the most highly impacted sectors including health care, the justice system, veteran's affairs, and small business owners.
- 3. Offer an immediate pathway for mental health counselors to become education debt-free by working for agencies that serve Oregon's underserved populations.
- Provide critically needed services not only to students, but also to community members with a special emphasis on BIPOC, homeless, veterans, and rural populations.
- Research cutting edge mental health treatments.

Cost: \$2,500,000 bi-annually

Student Withdrawals From Higher Education

Late-No Refund

Combined					
Reason	Count	Percent			
Mental Health	37	25.87			
Family Issues	30	20.98			
Health Issues	19	13.29			
Work Obligations	17	11.89			
Fit	16	11.19			
Other	8	5.59			
Unknown	8	5.59			
Financial	5	3.50			
Covid-19	3	2.10			

TOTAL

143

S O U R C E Student Withdrawal Survey, SOU Dean of Students. Fall 2022

FOR MORE INFORMATION, CONTACT:

Jeanne Stallman, SOU Director of Government Relations

541-499-8844

stallman@sou.edu





Alternative Energy Project

Phase 3 Cost \$11M

Phase 4 (complete build out) \$28 M

As Southern Oregon University celebrates its 150th anniversary, we are looking forward—to a future that is just and equitable for students and our whole community. That vision drives us toward sustainability, a word foundational to our vision and mission as well as daily life. SOU students assess themselves a "Green Tag Fee" to fund green energy initiatives. More electric cars buzz across this campus than any other Oregon campus. Our community has been investing for years in our transition to renewable energy.

For a region ravaged by wildfires, the impacts of climate change carry urgency. Southern Oregon University's Alternative Energy Project will make SOU the first public college to produce all electricity used on campus. When complete, solar arrays located in parking lots and south-facing rooftops will produce 7.2 megawatts to meet campus needs. Charging stations in the parking lots will offer fast-charging capability for students and community members as well as campus vehicles.

Sunlight Powering Education

Southern Oregon University's Alternative Energy Project will produce clean energy while also reducing costs for students. By saving almost \$1M per year in energy costs, SOU will decrease the burden to be shouldered by students and their families. This investment generates renewable resources, transforming sunlight to power the growth of a new generation of leaders and professionals.

Clean Energy and Education Compound to Grow Oregon's Economy

Southern Oregon is an inclusive, sustainable university for the future that guides all learners to develop the knowledge, capacities, and audacity to innovate boldly and create lives of purpose.

FOR MORE INFORMATION, CONTACT:

Jeanne Stallman, Associate Vice President, Government & Corporate Relations • 541-499-8844 or stallman@sou.edu

Timeline



- January 17 first day
- GRB by Feb 1
- Revenue Forecast Feb 22
- Daily Floor Sessions March 6
- 1st Chamber deadlines Mar 17 / Apr 4
- Budget hearings late March / early April
- 2nd Chamber deadlines May 5 / May 19
- Revenue Forecast May 17
- Sine Die June 25



Budget Update and Review of Pro Forma

Roadmap



- Revenue Update
- Cost Management (and Realignment)
- Review of Pro Forma: year to date status; then,
- Reminder of the Path Forward

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

Enrollment Update, Fall 2022



End of Term

	Fall 2021	Fall 2022	Change	% Change
New Freshmen	507	557	50	9.9%
New Transfers	365	283	-82	-22.5%
New PostBacs/Graduates	188	152	-36	-19.1%
Subtotal - New Students	1,060	992	-68	-6.4%
Continuing Students	2303	2109	-194	-8.4%
Returning Students	368	280	-88	-23.9%
Non-Admitted Students	1355	1801	446	32.9%
Grand Total - Headcount	5,086	5,182	96	1.9%
Grand Total - FTE	3,308	3,268	-40	-1.2%
Resident	3,657	3,844	187	5.1%
Non-resident	1,429	1,338	-91	-6.4%

Fall 2023 Outlook



RNL Demand Builder								
	Fall 2022				Fall 2023			
	Sophomore	Junior	Senior		Sophomore	Junior	Senior	
Leads Generated	123	34,870	43,134		65	24,218	77,955	
Inquiries	48	1,782	1,383		10	467	3,059	
Applied			326				314	
Admitted			299				303	
Confirmed 📑			98				21	
Enrolled			76				٥	
		All Other L	ead Generatio	n Act	tivities			
	Fall 2022				Fall 2023			
	Sophomore	Junior	Senior		Sophomore	Junior	Senior	
Leads Generated	555	530	31,986		2,036	2,235	1,711	
Inquiries	1,503	4,329	9,122		1,591	3,752	10,060	
Applied			1,410				944	
Admitted			1,319				816	
Confirmed			515				105	
Enrolled			396				0	

Alternative Revenue Streams

- Southern OREGON RSITY
- ✓ Solar Energy Production (see next slide)
- ✓ Cascade Housing Project (interim Master Plan to City of Ashland to support development)
- University District Business Accelerator
- PNW Workday Training Center

Solar Energy Project(s) Update



- Goal: 100% of electricity use at SOU generated by solar on campus (SOU generates 7-8% currently)
- SOU currently has 9 solar arrays on Ashland campus, plus array at HEC and STrackers on leased land
- \$1M State Grant and \$2M Federal Funding awarded
 - ➤ OR Department of Energy project also focuses on resiliency (battery storage for the Hawk) and solar collection (Lithia)
 - > Formed committee to support diversity of thought; shape priorities
- Campus roof and parking lot assessment currently under way to identify future opportunities; and
- Further Grant funding being pursued

Exploring Cost Management



Status:

- ✓ Identified Quantitative and Qualitative factors for each Division
- ✓ Conducted three Town Hall sessions so far, with future communications and breakout sessions
- ✓ Discussed high-level plan with Advisory Group (Faculty Senate / ASSOU / Staff Assembly)

Next Steps:

• Present programmatic analysis documents / strategy to full board

Changing the Cost Model



- Reduce Operating Costs
 - >\$1m in electrical savings through solar energy
 - >\$700-800k / year in Information Management system costs through CISR project
 - ➤ Reduce shared services outlay (based on Workday implementation)
- Continue Reengineering...Programmatic Analysis changing the recurring cost-base
- Methodology and Discussion

FY23 E&G Budget with **Forecast**

- Josh Lovern out of office until 2/1/23
- Steve Larvick conducted Program Management Revenue (PMR). Key takeaways:
- Tuition Revenue "softening" (\$2.3m less than forecasted)
- Miscellaneous Revenue up to \$3.3m, due to Ground Lease 'reserve' transfer into E&G
- Total labor expenses coming in \$2.9m under budget (good progress toward \$3.6m cost reduction target)
- S&S expense pressure...burning hot due to inflation (watch item)
- \$3.3M transferred into E&G

NACUBO recommendation is 40%

Glide slope to close with projected \$5.2m EFB (ties to 8.2% KPI and roughly 1 month of operations)

2021-23 Biennium **Education and General** 2022-23 (in thousands of dollars) FY23 BUDGET FYE Forecast **REVENUES** 26,361 26,860 34,281 34,611 3,581 4.015 (3,915)(3,476)Turnon, net of Raider Aid 33,947 35.149 Misc. Other Revenue 1,476 2,964 61,643 **TOTAL REVENUES** 64,974 **EXPENSES** Personnel Services Faculty (15, 129)Admin (9,922)Classified (6,642)Students, GA's, etc (1,066)(32,760)Salaries Sub-total (35,539)PERS & ORP (Retirement Pgms) (8,042)PEBB (Healthcare) (6,786)(2,987)Other (FICA, SAIF, etc.) **OPE Sub-total** (17,815)

2022-23

(000's)

26,361

26,860

36,220

4.010

(3,677)

36.553

2.816

(263)

251

348

40.08

1.34

29.63

0.99

66,229

(15,971)(15,873)(10,532)(10,374)(7.450)(7.315)(1,586)(1,420)(34,982)(8,524)(8,900)(8,473)(8,473)(3,500)(3,435)(20,497)(20,808)**Net Personnel Services** (50,575)(56.036)(55.789)Supplies & Services (S&S) S&S Expenses (10,503)(13,835)(12,118)AP Program Share (AP) (1,608)(1,625)Capital Expenses (CapEx) (117)(263)(14,098)Total S&S, CapEx, AP (12,228)(14,006)3,664 3,664 Cost Reductions, Savings, Outside Support **EXPENDITURES BEFORE TRANSFERS** (62,803)(66,469)(66, 132)NET TRANSFERS (In & Out of E&G) 251 192 (65,881)**TOTAL EXPENSES & TRANSFERS** (62,552)(66, 277)**FUND BALANCE** (909) Change in Fund Balance (1,303)Beginning Fund Balance 7,794 6.501 6.886 Ending Fund Balance 6,886 5.198 7,234 OR Department of Treasury requires 30 days of available cash on hand 11.17% 10.92% % Operating Revenues 8.300%

Days of Operations

Months of Operations

40.18

1.34

Education and General	2019-21 Biennium	2021-23 Biennium			2023-25 Biennium		
(in thousands of dollars)	2020-21	2021-22	2022-23	2022-23	2023-24	2024-25	
	Actual	Actual	FY23 BUDGET	FYE Feeca I	ORECAST	FORECAST	
	(000's)	(000's)	(000)		(000's) 🔥	(000's)	
REVENUES			4 mm(0,1@1	GO	asil		
State Appropriations: SSCM	23,559	TP5-30	20,361	26,360	(CO) 7540°	28,394	
Total State Funding (SSCM,ETSF,SELP,1-Time)	23,937	7/100	26,860	47(0)/160	27,839	28,893	
Tuition	36,451	34,281	30000	6,220	35,507	35,258	
Fees	3,457	3,58	WILLINGS	4,010	4,120	3,997	
Raider Aid (remissions)	(3,245)	(C)15\	(3,476)	(3,677)	(3,566)	(3,533)	
Tuition, net of Raider Aid	36,663	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)	(000)	(1,625)	(1,662)	(1,716)	
Capital Expenses (CapEx)	(124)	(117)		(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)	
EUND DALANCE							
FUND BALANCE	0.740	(000)	(4.202)	240	(6,000)	(44.000)	
Change in Fund Balance	2,713	(909)	(1,303)	348	(6,820)	(11,902)	
Beginning Fund Balance	*	7,794	6,501	6,886	7,234	414	
Ending Fund Balance % Operating Revenues		6,886 11.17%	5,198 8.00%	7,234 10.92%	0.62%3	(11,488) - 17.00%	
	L						
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





1. Continued austerity (spending restraint) and transparency with campus

2. Long-term—bend the cost curve—continue to innovate and transform

- 3. Revenue
 - Stabilize after the pandemic (state and tuition/fees)
 - Develop alternative sources (like property sales and P3)

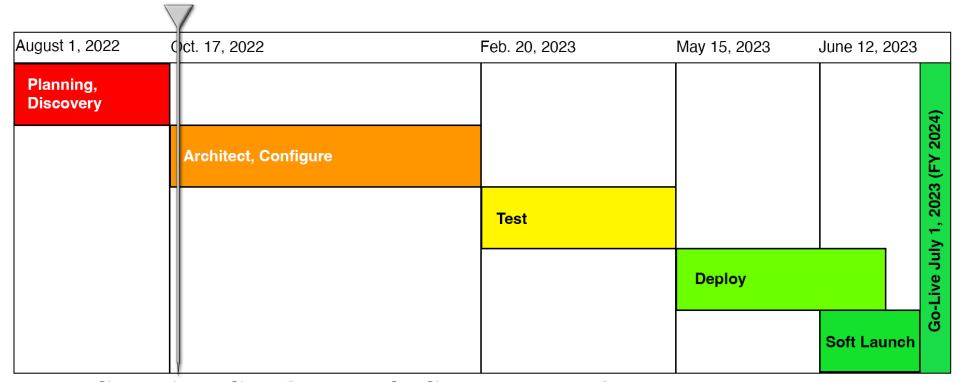


Core Information System Replacement Project Update

CISR Schedule (Reminder)



- Currently on schedule—testing start in January!
- HR / Finance / Payroll "go live" on 6/1/23 (soft launch)



- Starting Student Info System on/about 4/1/23
- "Go live" target is registration (May/June) 2025

Where Are We Now? And What's Next?



Status

- Finished configuration phase and started testing
- Extracting data from existing systems, and uploading data into the first 'instance' of Workday
- Integrating equity, diversity and inclusion considerations in change management aspects of project

Next Actions

- Finish testing through February
- Ongoing 'verification and validation' of data—seeing what our data looks like in the Workday platform



Contract Award and Expenditure Authorization: RNL Demand Builder (Action)

Road Map



- Introduction
- Summary of Ruffalo Noel Levitz (RNL) "Demand Builder" project
- Pricing





RNL Demand Builder & Application Cultivator

Inquiry and Application Generation



- Target Freshman Senior leads
- 100,000 name buys (50,000 juniors) diversified through SAT, ACT, NRCCUA using predictive analytics
- 8-10 emails w/dynamic content and call to action
- 2-piece direct mail
- 4-6 Launches through cycle
- 20+ unique landing pages
- Digital Boost (580,000 impressions)
- Affordability Predictor Scoring to target lower EFC students
- ForecastPlus
- HS Partnership Data Exchange





1080 x 1080 Instagram Ad



1200 x 628 Facebook Ad





Southern OREGON UNIVERSITY

Majors Financial Aid Virtual Tour



3Zac.

The reason <u>Southern Oregon University</u> is ranked one of the 30 most affordable colleges in the Pacific Northwest by College Values Online and is listed on Great Value Colleges as one of the 50 great affordable colleges for outdoor enthusiasts is because of the value you'll receive here.

- Our dedication to academic excellence
- Our commitment to equity, diversity and inclusion
- · Our leadership in sustainability

We also provide generous <u>merit-based scholarships</u> and <u>financial aid</u>. If you're a resident of a WUE state, you automatically save over \$13,000 per year through the <u>Western Undergraduate Exchange (WUE)</u>. Or learn more about our <u>North State Promise</u> (For students from selected California counties).

Did you know? You can get your parents connected with our community, so we can provide them with information they need about SOU, financial aid, academics and more. **Connect your parents.**



Majors Financial Aid Virtual Tour



While it's true that <u>Southern Oregon University</u> has <u>30+</u> <u>majors</u> to choose from, it's also important to know that each one is focused on your personal and professional success.

Through advising, mentoring and advocacy, our <u>Success at Southern/TRiO Student Support Services</u> help you make and achieve your goals.

Plus, our <u>Accelerated Baccalaureate Degree Program</u> (a bachelor's degree in three years). <u>Honors College</u> and <u>McNair Achievement Program</u> are designed to enhance your academic experience.

Respond today.

Invitation Code: C123865354B7C0



Get information on our challenging but supportive approach to learning, the value of a SOU education and the unique campus experience.

RESPOND TODAY





Communication Architecture

Right Student, Right Message, Right Time





- Communication audit of print and digital communications
- 125 mapped out communications over recruitment cycle (Sept - Sept)
- Print, Email, Text, Phone, Social, Website
- Fr, So, Jr, Sr, Parents, Counselors
- Messaging includes:
 - O Why College? & Preparation
 - Academics, Location, Value
 - Financial Aid & Scholarships
 - Community & Culture
 - Leadership & Careers
 - O Diversity, Equity, and Inclusion
 - o And more!





JUNIOR INQUIRY EMAILS



Our faculty is our biggest resource. The majority of SOU's faculty

have a PhD, the culmination of many years developing scholarly

and applied expertise in their field. It doesn't stop there. Faculty members like chemistry professor. Hala Schepmann, continue their

own academic growth while guiding yours. Schepmann recently became co-director of a \$1 million National Science Foundation grant

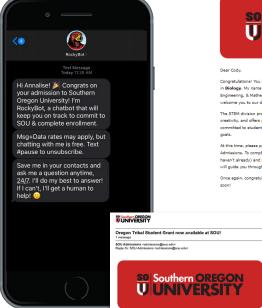
to advance women in STEM! On top of the knowledge they'll share

with you in classes, SOU professors will take time to learn about you

and your goals, mentor you through research projects or internships, and challenge you to expand your thinking.

Ask great questions. Be a good listener.





Dear Chantel,

happy to help! Sincerely, The SOU Financial Aid Team

Southern Oregon University is pleased to offer a new grant opportunity for

state grants/scholarships have been applied.)

2. Submit the 2022-2023 FAFSA or ORSAA.

To apply for this grant, students should:

2022-2023. Eligible Oregon tribal students can apply for the Oregon Tribal

Student Grant, which can offset the cost of attendance (after all other federal and

3. Complete the Oregon Tribal Student Grant application by August 1, 2022.

FIND OUT MORE

To review the details for the Oregon Tribal Student Grant, click the button below.



Congratulations! You have been admitted to Southern Oregon University for Fall 2022 as a student in Riology. My name is Sherry Ettlich, and I am the director of the Science, Technology. Engineering, & Mathematics (STEM) division. On behalf of the faculty and staff, I'm pleased to welcome you to our division and the SOU community.

The STEM division provides invaluable hands-on experiences, fosters critical thinking and creativity, and offers personalized learning with engaged faculty who know you by name. We're committed to student success and look forward to supporting your academic and professional

At this time, please pay close attention to your email inbox for information from the Office of Admissions. To complete your enrollment, you will need to make an enrollment deposit (if you haven't already) and participate in our Raider Ready programs. During Raider Ready, an advisor will guide you through the process of scheduling and signing up for classes.

Once again, congratulations on becoming an SOU Raider! We're excited to meet you on campus



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Sample - SR Inquiry Email Series

		Senior Inquiry		July 1 roll out	20 Student RNL Emails	, 6 parent, 5 guidance counselors
Template	Sequence	Message	Target	Interval	Communication Type	Landing Page
2022 Inquiry Email	1	Acknowledge inquiry (Thank you)	Senior Inquiry	Immediate	Automated CRM email	
n/a	2	Counselor Introduction	Senior Inquiry	Day 1	Text	
SR INQ 03 (+ Name)	3	Counselor Introduction- how to connect	Senior Inquiry	Day 1	Email	
n/a	4	General Overview	Senior Inquiry	Day 1	Inquiry Packet Mailing	
SR INQ 05	5	Why Southern Oregon? Top CJ and Theatre programs; DEI Rankings, location (3-4 key high	Senior Inquiry	Every 7-9 Days Stagger	Email	Who SOU Top 10
SR INQ 06	6	FAFSA PUSH	Senior Inquiry	,	Email	
n/a	6	FAFSA PUSH	Senior Inquiry	,	Text	
SR INQ 07A	7A	Division of Business, Communication & the Environment (BCE)	Senior Inquiry	,	Email	Division Landing Page
SR INQ 07B	7B	Division of Education, Health and Leadership (DEHL)	Senior Inquiry	,	Email	Division Landing Page
SR INQ 07C	7C	Division of Humanities & Culture	Senior Inquiry	,	Email	Division Landing Page
SR INQ 07D	7D	Oregon Center for the Arts at SOU (Theatre, Emerging Media, etc)	Senior Inquiry	,	Email	Division Landing Page
SR INQ 07E	7E	Division of Social Sciences	Senior Inquiry	,	Email	Division Landing Page
SR INQ 07F	7F	Division of Science, Technology, Engineering & Math (STEM) & Pre-Health Professions	Senior Inquiry	,	Email	Division Landing Page
SR INQ 07G	7G	Default General Academics Message	Senior Inquiry	,	Email	sou.edu/academics
SR INQ 08A	8A	Affordability/Scholarships	Senior Inquiry	- In State	Email	sou.edu/scholarships
SR INQ 08B	8B	Affordability/Scholarships	Senior Inquiry	- 00S	Email	sou.edu/scholarships
SR INQ 08C	8C	Affordability/Scholarships	Senior Inquiry	- WUE	Email	sou.edu/scholarships
SR INQ 08D	8D	Affordability/Scholarships	Senior Inquiry	- (CA- northern counties	Email	sou.edu/scholarships
SR INQ 09	9	Location- Top US Town-you can make every weekend an interesting visit!	Senior Inquiry	,	Email	Local Area Landing
SR INQ 10	10	Recreational Adventures/activities- on/off campus/athletic highlight	Senior Inquiry	,	Email	sou.edu/apply
SR INQ 11	11	Theatre & Criminal Justice- yes but so much more! Innovation and creativity	Senior Inquiry	,	Email	Academic Outcomes Landing
SR INQ 12	12	A day and a life of a Raider	Senior Inquiry	,	Email	sou.edu/visitus
SR INQ 13	13	Leadership opportunities- (i.e. honors college)	Senior Inquiry	,	Email	sou.edu/honors
SR INQ 14	14	Career Readiness- internships	Senior Inquiry	,	Email	Campus Support Landing
n/a	15	FAFSA PUSH	Senior Inquiry	,	TEXT	
SR INQ 16	16	DEI- Rankings Push/We treat them like they are are own.	Senior Inquiry	,	Email	Pride Landing Page
n/a	17	FAFSA PUSH	Senior Inquiry	,	Direct Mail (postcard)	
SR INQ 18	18	Campus Culture/Caring/Diversity	Senior Inquiry	,	Email	edi.sou.edu
SR INQ 19	19	General Academic Strength- outcomes focused	Senior Inquiry	,	Email	sou.edu/apply
SR INQ 20	20	There is still time to apply	Senior Inquiry	,	Email	sou.edu/apply



Fall 2023 Admitted Student Log

Communication log of admissions emails

2023 Inquiry Email	9/11/2022, 15:02:46	1	1	
JR INQ 09	6/19/2022, 14:07:12	✓	✓	
JR INQ 08	6/7/2022, 16:04:37	✓	✓	
JR INQ 07	5/20/2022, 14:08:27	✓	√	
JR INQ 06	4/29/2022, 13:07:21	1	✓	
JR INQ 05	4/8/2022, 13:06:43	1	✓	
JR INQ 04	3/18/2022, 11:10:19	√	✓	√
JR INQ 02	2/25/2022, 10:07:38	✓	✓	
2022 Inquiry Email	2/23/2022, 15:04:37	√	√	1

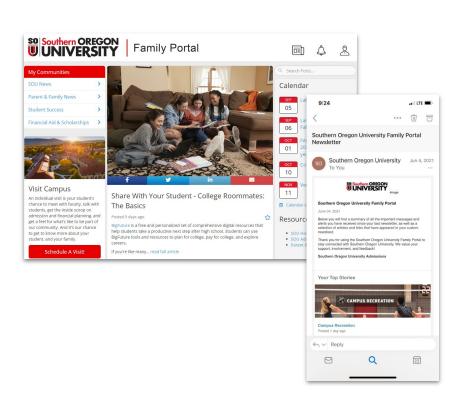
In addition to counselor communication, texts, postcards, letters, and phone calls

2023 SR ADMIT 08A - Resident	12/26/2022, 15:06:20	1	
2023 SR ADMIT 06	12/19/2022, 11:03:11	√	
2023 SR ADMIT 07G - US	12/15/2022, 13:02:09	✓	
2023-2024 FAFSA/ORSAA	12/13/2022, 14:05:23	1	
2023 Preview Invite	12/10/2022, 15:03:44	✓	
2023 SR ADMIT 05	12/8/2022, 10:07:30	✓	
2023 Admitted Next Steps	11/30/2022, 08:07:39	✓	
2023 App Received	11/23/2022, 09:07:17	✓	
2023 SR INQ 06	11/7/2022, 15:07:32	✓	
2023 SR INQ 05	10/31/2022, 14:03:43	✓	
202301 Application is Live	10/26/2022, 09:05:55	✓	
2023 SR INQ 03 Pamela Chapin	10/24/2022, 13:03:51	✓	
2023 Inquiry Email	10/20/2022, 15:06:09	✓	
2023 SR INQ 06	9/28/2022, 15:04:47	✓	
2023 SR INQ 05	9/21/2022, 14:09:33	✓	
2023 SR INQ 03 Pamela Chapin	9/14/2022, 13:06:11	✓	



Digital Parent Engagement

Campus ESP



- Portal Experience for parents/families of admitted students
- Dynamic content relative to stage
- Bi-Monthly Newsletter
- Engagement platform for questions and answers
- ~5000 Current users
- 67% email open rate
- Most engaged communities: Health,
 Wellness & Safety; Career Support





Enrollment Funnel

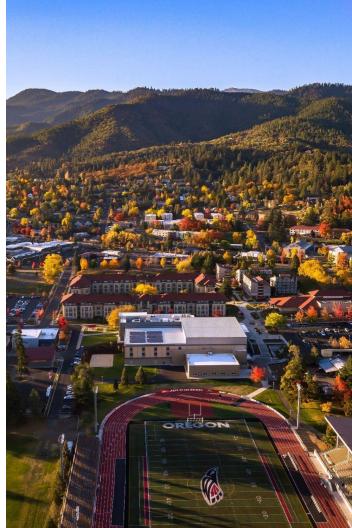
Students Originated from RNL

Fall 2022 (FINAL)

- 43,134 Leads
- 1383 Inquires
- 326 Applicants
- 299 Admitted
- 98 Confirmed
- 76 Enrolled

Fall 2023 (as of 1/5/23)

- 77,995 Leads
- 3059 Inquires
- 314 Applicants
- 303 Admitted
- 21 Confirmed
- TBD Enrolled





Lead Comparisons

		511					
	RNL Demand Builder						
		Fall 2022			Fall 2023		
	Sophomore	Junior	Senior		Sophomore	Junior	Senior
Leads Generated	123	34,870	43,134		65	24,218	77,955
Inquiries	48	1,782	1,383		10	467	3,059
Applied			326				314
Admitted			299				303
Confirmed			98				21
Enrolled			76				0

All Other Lead Generation Activities							
		Fall 2022			Fall 2023		
	Sophomore	Junior	Senior		Sophomore	Junior	Senior
Leads Generated	555	530	31,986		2,036	2,235	1,711
Inquiries	1,503	4,329	9,122		1,591	3,752	10,060
Applied			1,410				944
Admitted			1,319				816
Confirmed			515				105
Enrolled			396				0



Contract Price

```
Year 1 (Current through March 14, 2023) $51,473.00
```

Year 2 (March 2023 - 2024) \$265,078.60

Year 3 (March 2024 - 2025) \$273,030.96

Contract Price and Return on Investment (ROI)



Trial Year: 2021 (fall 2022)

\$249,245

ROI for Trial Year (fall 2022)

76 students
x \$10,400 (ave net revenue per student)
\$790,400
-\$249,245 (trial year price)

\$541,000 Net Revenue for fall 2022

Year 1 2022 (fall 2023)

\$257,358.5* (\$51k remaining balance)

Year 2 2023 (fall 2024)

\$265,078.60

Year 3 2024 (fall 2025)

\$273,030.96



1 **OVERVIEW**

This Statement of Work ("SOW") describes services to be provided by Ruffalo Noel Levitz, LLC ("RNL") to Southern Oregon University ("Client") (together referred to as the "Parties") and is made pursuant to the June 14, 2019 Master Services Agreement between the Parties ("MSA," and collectively with this SOW the "Agreement").

2 TERM

A. The term of this SOW starts on March 15, 2023 ("**Start Date**") and ends on March 14, 2025 ("**End Date**") (the "**Term**").

3 SERVICES

During the Term, RNL will provide the following services ("Services"):

A. March 15, 2023 to March 14, 2025, Student Search and Engagement as described in Appendix 1 in the following quantities:

Program Inclusions	Quantity Per Program Year
Marketing Campaign to New Records Purchased	
Number of Records	Up to 50,000 Records
Campaign Launches	4 to 6
Outreach Email Templates	2
Outreach Email Versions (2 series of 9 emails)	18
Outreach Email Versions (Srs)	5
Outreach Email Non-Responders	4
Fulfillment Email Templates	1
Fulfillment Email Versions	5
Phone Campaign Launches	0
Calling Segments	0
Dedicated Calling Hours	0
Direct Mail Launches	4 to 6
Direct Mail Volume	80% with valid address
Text Message Reply Mechanism	Included
RNL Digital Advertising Impressions	338,000
Display Ad Templates for Digital Advertising	8
Display Ad Versions for Digital Advertising	Up to 3
Application Marketing Campaign	
Number of Records	Up to 50,000 Records

Campaign Launches	3
Outreach Email Templates	1
Outreach Email Versions (1 series of 9 emails)	9
Phone Campaign Launches	3
Calling Segments	4
Dedicated Calling Hours	0
Application Information Package Volume	80% with valid address
Personalized Letter with Insert Volume	80% with valid address
RNL Digital Advertising Impressions	263,000
Display Ad Templates for Digital Advertising	8
Display Ad Versions for Digital Advertising	Up to 3
Modeling Analytics	
Search Model (4 Distinct Markets)	1
ForecastPlus™ Inquiry to Enrollment Model	1
ForecastPlus™ Applicant	Not Included
ForecastPlus [™] Admit	Not Included
RNL Affordability Predictor	Included
Consulting, Reports & Support	
Campus Visit (onsite or virtual)	Up to 2
RNL SmartView	Dashboards Included
Program Reporting	RNL Standard Reports
Program Management and Consulting	Included
RNL Alumni Success Content	Included
<u>Software</u>	
RNL Visual Caller ID	Not Included
Digital Student Engagement	Not Included
Digital Parent Engagement (Pre-Enrollment) - Campus ESP	Included
Digital Family Engagement (Current Students)	Not Included
AL: Conversational AI for Enrollment	Not Included

- B. To assist the Client in segmenting its scored data, RNL grants to the Client a non-exclusive and non-transferable license to use Forecast*Plus* during the Term of this SOW for internal purposes only.
- C. RNL manages the creative process as applicable to the Services in two (2) revision rounds ("**Revision Rounds**") before Client approval.
- D. All Services purchased must be consumed within the Term.

4 CLIENT RESPONSIBILITIES

A. The provision of Services by RNL is conditioned upon Client providing the following ("Client Responsibilities"):

- i. A data file in the format requested by RNL and in a timely manner.
 - a. If Client provides records in a data file format other than RNL's requested format, the Client will have the option to either (1) incur an additional fee corresponding to the additional work required to utilize the data file, or (2) resend the data file as requested by RNL.
- ii. Data necessary for the analysis and research components of the Services, in the format requested by RNL and in a timely manner.
- iii. Client Materials necessary for the Services.
- iv. Timely coordination with RNL for implementation of Services.
- v. Client must have an appropriate privacy policy which addresses the use of data by its service providers both in general and with regard to the services RNL will provide. Client will instruct RNL to link to privacy policy, if necessary.
- vi. Except to the extent otherwise expressly provided in this SOW or waived in writing signed by both Parties, Client shall deliver Client Materials to an RNL provided SFTP server.
- vii. Ensuring your domain is verified within Facebook Business Manager.
- viii. Adding RNL as a verified domain-partner within Facebook Business Manager.
- ix. Prioritizing various events within your Facebook domain as specified by RNL.
- B. RNL may use and provide additional data (the "Additional Data") to augment Client's data during the building of the historical models and the ranking of the Client database if such Additional Data proves to be predictive. The Additional Data is currently provided to RNL by a third-party vendor pursuant to a license agreement (the "Third Party Data License Agreement"). RNL does not make any guarantees or warranties, nor accepts any responsibility, regarding the accuracy or completeness of the Additional Data. In addition, RNL cannot assure Client that any or all of the Additional Data will continue to be available to RNL pursuant to the Third Party Data License Agreement. The Client agrees that Additional Data, provided by RNL, is confidential and may be only used within the United States and at Client's facilities in the United States in accordance with the following:
 - i. At the Zip +4 level in the Client's direct marketing recruiting campaigns conducted in the United States.
 - i. Client may not sell or otherwise provide the Additional Data to any third party. Notwithstanding the foregoing, Client may provide the Additional Data to its third party contractors performing services on behalf of Client (at such third party contractors' facilities within the United States for use only within the United States); provided that prior to delivery of such Additional Data to such third party contractors, Client shall have obtained third party contractors' written agreement to: (a) hold the Additional Data in strict confidence; (b) use the Additional Data only in connection with such third party contractors' performance of services on behalf of Client as permitted herein; (c) not translate the information contained in the Additional Data into another format or language, or decompile or reverse engineer the information within the Additional Data, and (d) not sell, rent, or otherwise provide the Additional Data or any portion thereof to any third party.

- ii. Client may not use the Additional Data as a factor in establishing an individual's creditworthiness or eligibility for (i) credit or insurance, or (ii) employment.
- iii. All marketing communications shall (i) be devoid of any reference to any selection criteria or presumed knowledge concerning the intended recipient of such solicitation; (ii) comply with all applicable federal and state laws, rules, and regulations; and (iii) comply with all applicable privacy policies, ethical use, and Fair Information Practices published by the Direct Marketing Association.
- iv. Client shall not use any Additional Data to advertise, sell, or exchange any products or services relating to illegal or illicit activities, including, without limitation, sexual products or services, illegal drug products or services, pornographic materials, weapons, or involving credit repair services.
- v. Upon expiration or termination of this SOW, Client shall not be entitled to receive any additional Data from RNL, but may retain its then current copy of the Additional Data for Client's internal archival and/or historical purposes; provided, that in no event may Client use the Additional Data for any other purposes whatsoever. Further, Client shall maintain the Additional Data as confidential information subject to the terms and conditions of this SOW, the relevant portions of which shall continue to survive, and shall govern Client's obligations with respect to such limited use of the Additional Data.
- C. Client hereby agrees to the RNL Alumni Success Content Emsi Standard Terms & Conditions found at ruffalonl.com/documentation.
- D. Client hereby agrees to the Digital Parent Engagement CampusESP End User Agreement found at ruffalonl.com/documentation.

5 FEES & PAYMENT SCHEDULE

- A. Client shall pay RNL \$589,582.56 (Five Hundred Eighty-nine Thousand, Five Hundred Eighty-two Dollars and Fifty-six Cents) for Services.
- B. Client shall pay for Services in accordance with the following payment schedule:

Year 1 (March 15, 2023 to March 14, 2024)

Invoice Date	Services Fees
November 1, 2023	\$132,540.60
January 1, 2024	\$79,523.00
March 1, 2024	<u>\$53,015.00</u>
TOTAL	\$265,078.60

Year 2 (March 15, 2024 to March 14, 2025)

<u>Invoice Date</u>	Services Fees		
November 1, 2024	\$136,515.96		
January 1, 2025	\$81,909.00		
March 1, 2025	\$54,606.00		

TOTAL \$273,030.96

- C. Client shall reimburse RNL for all postage charges incurred through delivery of the Services, plus a 3% processing fee ("**Postage Fees**"). RNL will bill Client for postage as it is incurred.
- D. All pricing is subject to adjustment based on any increase in any applicable minimum wage law, regulation, or policy, including without limitation: federal, state, provincial, and local laws, as well as Client policies or procedures applicable to wages (individually a "Required Wage Increase"). In the event of a Required Wage Increase, RNL may increase all pricing and fees based in any manner on wages, by an amount equal to the Required Wage Increase plus the reasonably estimated taxes imposed on such Required Wage Increase, in its discretion, and such increase shall be added to the total price as additional fees to be paid by Client. RNL will provide written notice of any increase.
- E. Sales tax is not included in the pricing and will be added where applicable unless an exemption certificate is provided to RNL.
- F. Client shall pay applicable vendors for fees it incurs for purchase of Search Records. RNL's good faith estimate of such fees is \$50,000.00 (Fifty Thousand Dollars) annually.
- G. Payment of amounts due following resolution of disputed billings and invoices, if any, are due ten (10) days following resolution.

6 CLIENT INFORMATION

U	CLIENT IN ORMANON
A.	Client primary contact for SOW: Name:
	Title:
	Phone:
	Email:
B.	Invoices shall be sent to the following address: Name:
	Title:
	Address:
	Phone:

Email:

Client may revise the above contact information at any time upon written notice to RNL.

7 GENERAL PROVISIONS

- A. **Amendments.** Any amendments to this SOW will require a change order ("**CO**") signed by both Parties. No services are required to be rendered or provided beyond the scope of services described in this SOW, without a CO or separate SOW. Notwithstanding the foregoing, these Services, or a portion thereof, may be provided to RNL by a third-party vendor. Therefore, RNL cannot guarantee these Services will continue to be available to RNL or the Client.
- B. **Service Conditions**. If any of the Client Responsibilities or payment obligations described above (the "**Service Conditions**") are not satisfied, then RNL may suspend provision of the Services and may terminate this SOW without penalty to RNL. Any decision by RNL to forego suspension or termination of this SOW in the event of an unsatisfied Service Condition shall not be construed as a waiver of RNL's right to later terminate this SOW if the unsatisfied Service Condition remains uncured, or for any other unsatisfied Service Condition, all in RNL's sole discretion. Notwithstanding any term in the Agreement to the contrary, this SOW may not be terminated without cause.
- C. Other Provisions. Any terms or phrases undefined in this SOW shall have the meaning given them in the MSA. If there is any conflict between the terms of this SOW and the MSA, the terms of the SOW shall govern and control. This SOW, the MSA, and applicable invoices ("Relevant Documents") are the Parties' entire agreement relating to the subject matter of the Relevant Documents. Any modifications to the Relevant Documents or Change Orders must be in writing, signed by both Parties, and specifically reference this SOW. Obligations in the MSA or this SOW which by their nature are continuing, shall survive termination or expiration of the Agreement. The Parties agree that additional, conflicting, or different terms on existing or future Client or third-party purchasing documents are expressly rejected and shall be void.

[SPACE INTENTIONALLY LEFT BLANK. SIGNATURES FOLLOW ON NEXT PAGE.]

Southern Oregon University	
Ву:	
Name:	
Title:	
Date:	
Ruffalo Noel Levitz, LLC	
Ву:	
Name:	
Title:	
Date:	

Please return signed contracts to $\underline{RNLContracts@RuffaloNL.com}$

Appendix 1 to SOW (Description of Services)

Definitions:

- i. **Inquiry Records:** An individual student record classified as a student who has inquired/ requested/sought out information about the Client.
- ii. **Search Records:** Student records purchased by Client through a third party such as College Board, National Research Center for College and University Admissions (NRCCUA), Act, Inc., and/or College Bound Selection Service (CBSS).
- iii. **Revision Round:** A text and design change request for any and all creative components communicated by Client to RNL, and then completed by RNL before the Campaign Launch. After these revision rounds and Client approval on text and design, Client-requested changes may be completed for an additional fee and based on RNL creative team availability, pursuant to a CO.

A. Marketing Campaign to New Records Purchased

- i. **Campaign Launches:** Commencement of activities pursuant to the SOW designed to generate applicant interest in the Client.
 - a. RNL manages list purchase for each Campaign Launch on behalf of Client.
 - b. Creation of online inquiry form to capture responders.
 - c. RNL and Client will collaboratively determine the focus of each Campaign Launch, between high school student records.
- ii. **Outreach Email Non-Responders:** A series of four (4) additional emails sent to all non-responders over one phase of the campaign.
- iii. **Phone Campaign Launches:** Commencement of activities pursuant to the SOW designed to generate applicant interest in the Client by phone.
 - a. Phone Campaign Launches: one (1) for High School Juniors and one (1) for High School Seniors OR two (2) for High School Juniors, as determined by the RNL enrollment consultant based on Client goals and unique characteristics.
 - 1. RNL will run phone append process to append available phone numbers to records.
 - 2. All records with phone numbers are loaded into phone campaign: high propensity and moderate propensity with dedicated calling hours assigned to all records.
- iv. **Calling Segments:** Defined sets of applicant or prospective applicant data records grouped by one or more common attributes.
- v. **Dedicated Calling Hours:** The number of hours the RNL call center provides for calls after the Phone Campaign Launch.
- vi. **Direct Mail Launches**: Period of time in which **Direct Mail** is initiated to be printed and mailed.
 - a. **Direct Mail:** A letter, brochure, or postcard designed to communicate with applicants or prospective applicants. Direct mail is personalized and provides specific content relevant to the campaign.

- vii. **Direct Mail Volume:** The number of pieces of Direct Mail printed.
 - a. Direct Mail to records within the scope of the SOW, in the form of self-mailer brochure OR letter package.
 - 1. Specifications for letter package:
 - 8.5" x 11" letter and reply sheet
 - Data personalized on one side
 - Return BRE
 - Closed-face envelope
 - Mailing services
 - 2. Specifications for the self-mailer brochure:
 - Multi-panel color brochure on cover-weight stock
 - Data personalized on one side
 - Mailing services
- viii. **Text Message Reply Mechanism**: The opportunity for a student to reply to a Direct Mail piece and/or email, as applicable, by text message to Client.
- ix. **RNL Digital Advertising Impressions:** A single display of an **Ad** on a webpage, mobile app, or other delivery medium.
 - Impressions of Targeted Display Advertising in the form of display marketing to new records. Matching new records for display advertising, Geo-fencing and Retargeting.
 - b. **Ad:** A digital advertisement designed for mobile, display, or social networks.
 - c. **Geo-fencing:** A mobile advertising strategy that targets a user's current location (based off of a phone's active GPS), and serves them Ads via mobile applications while they are in the geo-fenced location.
 - d. **Retargeting:** Retargeting is an online advertising strategy that involves serving website visitors Ads based on their prior Internet use. For example, retargeting allows a college or university to advertise to individuals across the web that have previously visited select pages of their .EDU site. The strategy involves using cookies.
 - e. **Targeted Display Advertising:** Matching individuals across devices to deliver Ads to them on the websites and social media outlets (including Facebook and Instagram) that they visit.
- x. **Display Ad Templates For Digital Advertising:** Design prototype for digital Ads.
- xi. **Display Ad Versions For Digital Advertising:** A Display Ad Template for Digital Advertising with specific text.
 - a. Display Ad Versions for Digital Advertising will be allocated as follows: Two versions for A/B testing purposes and the third version for Geo-fencing, if applicable.

B. Application Marketing Campaign

i. **Campaign Launches:** Commencement of activities pursuant to the SOW designed to cultivate applicants.

- a. RNL manages list purchase for each Campaign Launch on behalf of Client.
- ii. **Phone Campaign Launches:** Commencement of activities pursuant to the SOW designed to cultivate applicants by phone.
 - a. Phone Campaign Launches to all new and existing records with phone numbers which are loaded into phone campaign in four segments.
 - 1. Prospective applicants with a high propensity (Senior Search Record & Inquiry Record) and moderate propensity (search & inquiry) with Dedicated Calling Hours managed by RNL across all records. Propensity is determined by the RNL Enrollment Marketing consultant.
 - 2. RNL will run phone append process to append available phone numbers to records.
- iii. **Calling Segments:** Defined sets of prospective applicant data records grouped by one or more common attributes.
- iv. **Dedicated Calling Hours:** The number of hours the RNL call center provides for calls after the Phone Campaign Launch.
- v. **Application Information Package Volume**: The number of Applicant Information Packages provided by RNL.
 - a. Direct Mail of Application Information Packages to records with viable addresses in the campaign.
- vi. **Personalized Letter with Insert Volume**: The number of Personalized Letter with Inserts provided by RNL.
- vii. **RNL Digital Advertising Impressions:** A single display of an **Ad** on a webpage, mobile app, or other delivery medium.
 - a. **Ad:** A digital advertisement designed for mobile, display, or social networks.
 - Impressions of Targeted Display Advertising through display matching, Geofencing and Retargeting on application form, only if RNL student application is utilized by Client.
 - 1. **Geo-fencing:** A mobile advertising strategy that targets a user's current location (based off of a phone's active GPS), and serves them Ads via mobile applications while they are in the geo-fenced location.
 - 2. **Retargeting:** Retargeting is an online advertising strategy that involves serving website visitors Ads based on their prior Internet use. For example, retargeting allows a college or university to advertise to individuals across the web that have previously visited select pages of their .EDU site. The strategy involves using cookies.
 - 3. **Targeted Display Advertising:** Matching individuals across devices to deliver Ads to them on the websites and social media outlets (including Facebook, and Instagram) that they visit.
- viii. **Display Ad Templates for Digital Advertising**: Design prototype for Digital Ads.
- ix. **Display Ad Versions for Digital Advertising**: A Display Ad Template for Digital Advertising with specific text.

a. Display Ad Versions for Digital Advertising will be allocated as follows: Two versions for A/B testing purposes and the third version for Geo-fencing, if applicable.

C. <u>Modeling Analytics</u>

- i. **Search Model (4 Distinct Markets):** Logistic regression analysis from inquiry to application for market analysis that prioritizes four (4) geographic markets in a predictive model, and, when available to RNL, is based on three (3) years of historical Client data.
- ii. **Forecast***Plus* **Inquiry to Enrollment Model:** A logistic regression analysis from inquiry to enrollment identifying a student's propensity to enroll at Client based on one (1) year of historical Client data.
- iii. **Forecast***Plus* **Applicant:** A logistic regression analysis from applicant to enrollment identifying an applicant's propensity to enroll at Client based on one (1) year of historical Client data.
- iv. **Forecast***Plus* **Admit:** A logistic regression analysis from admit to enrollment identifying an admit's propensity to enroll at Client based on one (1) year of historical Client data.
- v. **RNL Affordability Predictor:** Affordability Predictor Category appended to each student record post purchase, with the model category, High/Medium/Low.

D. Consulting, Reports & Support

- i. **Campus Visit (onsite or virtual):** A visit to the Client's campus remotely or in person to facilitate delivery of Services, including consulting, training, and/or delivery report reviews.
- ii. **RNL SmartView:** Dashboard providing Client information regarding campaign performance.
- iii. **Program Reporting:** Reporting on campaign progress and results during and after the campaign.
- iv. **Program Management and Consulting:** Services provided by RNL to manage the program details and provide training and relevant consulting.
- v. **RNL Alumni Success Content:** RNL Alumni Success Content, which provides key outcomes data such as average salary, job placement, and acquired skills at the academic program/major level of Client's graduates within a defined time period to include the following:
 - a. Access to RNL Alumni Success Content for up to five (5) Authorized Users ("Authorized Users"). Authorized Users must be employed by the Client. RNL will issue each Authorized User a unique login credential (username and password). Login credentials may not be generic (e.g., email aliases) or shared.
 - b. RNL Alumni Success Content is provided based on data from Client's graduates and delivered in two phases:
 - 1. Phase 1—Pre-match: Limited amounts of data can be displayed and exported using infographic image files; and

- 2. Phase 2—Post-match: Detailed data can be displayed and exported in infographic image files.
- c. Client may create infographics based on the following filterable fields during the two phases:

Pre-Match	Post-Match
Program (2 or 4 digit CIP codes)	Client majors/programs
	Client academic unit (college or school)
	Client sub-academic unit (department)
Geographic region	Geographic region
Level of education	Level of education
	Graduation year of alumni
	Campus (if applicable)

d. Client may generate and export infographic image files displaying the following data points and based on the above filtered fields during the two phases:

Pre-Match	Post-Match	
Companies that employ Client	Companies that employ Client alumni	
alumni		
Top alumni occupations	Top alumni occupations	
Job outlook by occupation	Job outlook by occupation	
Where alumni live (city/state)	Where alumni live (city/state)	
Top alumni job titles	job titles Top alumni job titles	
Top alumni skills	Top alumni skills	
Percentage of students working "in field"		
	Estimated annual salary of alumni by program	

e. Technical support via telephone or email during regular business hours (Monday – Thursday, 9 am – 5 pm PT; Friday 9 am – 4 pm PT).

E. Software

- i. **RNL Visual Caller ID:** Enables caller ID information to appear on recipients screen as Client's name, logo, and location.
- ii. **Digital Student Engagement:** A social media and web app (ZeeMee) that enables students to connect with the Client community and peer groups, for up to 20 (twenty) Client users to include:
 - a. Qualification—surveying students in regards to their interest in Client as well as details related to their college search;
 - b. In-app Chat—peer-to-peer and group chat capabilities that allow for peer engagement;
 - c. Videos—Client and student produced videos hosted within the app;
 - d. Polls and Surveys—pulse or regularly scheduled surveys to gain student feedback on topics of Client's choice; and
 - e. Message pushes.

- iii. **Digital Parent Engagement (Pre-Enrollment):** A configured, Client-branded web platform for parents of prospective students that allows the Client and parents to share dynamic content and engage in event registration and surveys, including:
 - a. Qualification to survey parents on their interest in Client and other details related to their student's college search;
 - b. Online information hub with dynamic content;
 - c. In hub surveying;
 - d. Notification emails; and
 - e. Email newsletters.
- iv. **Digital Family Engagement (Current Students):** A configured, Client-branded web platform for parents of current students that allows the Client and parents to share dynamic content and engage in event registration and surveys, including:
 - a. Online information hub with dynamic content;
 - b. In hub surveying;
 - c. Notification emails; and
 - d. Email newsletters.
- v. **AL: Conversational AI for Enrollment:** An online chatbot that can be trained to have specific conversations and includes the following:
 - a. RNL will provide up to three (3) hours of initial training via webinar to include chatbot set-up, conversations, and conversation management post-launch; and
 - b. Client may utilize and train chatbot for use on Client's website(s).



Equity, Diversity, and Inclusion Work Group of the Board of the Trustees Update



Amendments to Governing Documents

Bylaws of Southern Oregon University (Action)

BYLAWS OF SOUTHERN OREGON UNIVERSITY

ARTICLE I Name

The legal name of this independent public body is Southern Oregon University ("University").

ARTICLE II Purposes of Organization

The purposes for which the University is organized are to carry out and exercise the powers, rights, duties and privileges, within and outside the State of Oregon, that are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties, and privileges.

ARTICLE III Board of Trustees

- 1. Business and Affairs. The University shall be governed and the business and affairs of the University shall be managed by the Board of Trustees of Southern Oregon University ("Board"), which may exercise all such powers, rights, duties and privileges as are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties, and privileges. The Board may delegate and provide for the further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.
- 2. Membership. The membership of the Board is established by law. The President of the University shall serve as an ex-officio, nonvoting member of the Board. With the exception of the President of the University, the Trustees are appointed by the Governor of the State of Oregon and are subject to confirmation by the Oregon Senate in the manner prescribed by law. Pursuant to Oregon Law, the Board shall include one student enrolled at the University, one member of the faculty, and one member of the non-faculty staff of the University. The term of office for each student, faculty and non-faculty staff member of the governing board is two years and the term for all other Board members appointed by the Governor is four years. A member of the governing board may not be appointed to serve more than two consecutive full terms.
- **3. Vacancies.** A vacancy on the Board shall exist upon the death, resignation, removal, termination of eligibility, or expiration of the term of any trustee. A trustee may resign at any time by delivering written notice to the Governor, the

Chair of the Board, and the President of the University. Resignation shall take effect at the time specified in the letter of resignation or within 30 days of the date of its receipt. When a vacancy exists, the Board Chair, in consultation with the other Trustees, including the President, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy.

Removal. The Governor may remove a Trustee other than the President as provided by law. The Board may terminate the status of the President as a Trustee by terminating the President's appointment as President of the University, subject to the rights, if any, of the President under a contract of employment.

5. Officers of the Board.

- 5.1 The Board shall select by majority vote one of its members as Chair and another as Vice Chair, who shall be Board Officers. Thereafter, a vacancy in the position of Chair for reasons other than a term expiration, shall be filled by the Vice Chair, unless the position of Vice Chair is vacant in which case the Board shall elect the Chair. A vacancy in the position of Vice Chair for reasons other than a term expiration, shall be filled by an election of the Board. A vacancy in either position shall be filled consistent with the Board Statement on Officer Elections and for the remainder of the unexpired term.
- 5.2 The Chair and Vice Chair shall hold office for two years, or until a successor shall have been duly elected or until death, resignation, expiration of the appointment as a Trustee, or removal. The Chair and Vice Chair may be elected to serve up to two consecutive terms. The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University except as authorized by law or the Board. The Board may appoint such other Board Officers with such duties as the Board determines necessary or appropriate.
- 5.3 The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board. Other officers of the Board, if any, shall be subject to the authority of the Chair and Vice Chair.
- 5.4 Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual Trustee. Individual Trustees do not speak on behalf of the Board or University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and University, unless otherwise determined by the Board.

- 5.5 A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote.
- 6. Compensation; Reimbursement of Expenses. A Trustee performing their official duties is not acting as an employee of the University and shall not receive a salary. In accordance with University policy and upon approval by first the Board Secretary and then the Vice President of Finance & Administration of the University, a Trustee may be reimbursed for reasonable expenses incurred in connection with the performance of official duties.
- 7. **Faculty and Non-faculty Staff Trustees.** The Faculty Trustee and Non-faculty Staff Trustee are each hereby granted reasonable leave with pay at their regular salaries as employees of the University to attend meetings of the Board and other official Board functions that occur between the hours of 8:00 a.m. and 5:00 p.m., Pacific Time, Monday through Friday. Nothing in this section 7 shall be deemed to alter the compensation of the faculty member or staff member for the performance of their duties as a University employee.

ARTICLE IV Meetings of the Board

- 1. Public Meetings. A "Public Meeting" of the Board is the convening of the Board for a purpose for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. All Public Meetings of the Board shall be conducted in compliance with Oregon Public Meetings Law. Public Meeting does not include any on-site inspection of any project or program or the attendance of at any international, national, regional, state or local association.
- **2. Quorum of the Board.** Except as otherwise specified herein, a quorum of the Board or a Board Committee is required to conduct Board business. A quorum of the Board or the relevant committee shall be a majority of the member Trustees (including the President) or on the relevant committee at the time of the meeting.

3. Manner of Acting.

- 3.1 Except as otherwise specified herein, action upon a matter for which a quorum is required shall be taken upon the approval of a majority of the Trustees present.
- 3.2 All Trustees present must vote affirmatively or negatively on any matter on which a vote is called by the Chair, except that a Trustee may not vote if the Trustee is disqualified from voting under law, these bylaws, or applicable Board action. Abstentions may be permitted by the Chair.

- 3.3 The Board may permit any or all Trustees to participate in a meeting by, or conduct the meeting in-person or through use of, any means of electronic communication by which all Trustees participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Trustee shall constitute such Trustee's presence in person at the meeting. Voting by proxy or by absentee ballot is not permitted.
- **4. Quorum Not Required.** A majority of the voting Trustees present at a meeting that is subject to the quorum requirements of this Article, although less than a quorum, may:
 - A. Adjourn the meeting from time to time to a different time or place before the date of the next regular meeting without further notice of any adjournment. At such adjourned and rescheduled meeting at which a quorum is present, any business may be transacted that might have been transacted at the meeting originally held.
 - B. Set a time for adjournment.
 - C. Call a recess.
 - D. Take any measure necessary or appropriate to assemble a quorum.
 - E. Absent a quorum, the Board may meet for the purposes of gathering information and making public announcements but no formal action may be taken.
- 5. Waiver of Notice by Trustee. A Trustee's attendance at or participation in a meeting waives any required notice of the meeting to the Trustee unless the Trustee at the beginning of the meeting or upon immediate arrival objects to the holding of the meeting or the transaction of business at the meeting and does not subsequently vote for or assent to action taken at the meeting. A Trustee may at any time waive any notice required by law, these bylaws or other Board action, with a writing signed by the Trustee and specifying the meeting for which notice is waived. Any such waiver of notice shall be filed with the minutes of the meeting for which notice is waived.
- **6. Procedural Rules.** Procedural disputes shall be resolved by traditional procedural rules, as interpreted by the Chair. Any Trustee who disagrees with a procedural decision may introduce a motion to amend or reverse the procedural decision.

ARTICLE V Public Meeting Procedures

- 1. Regular Meetings. Regular Public Meetings of the Board shall be held at least four times per year on such dates and at such times as specified by the Chair.
- 2. Special Meetings. Special Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board and must be called by the Chair no less than seventy-two (72) hours prior to the meeting.
- 3. Emergency Meetings. Emergency Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board in instances of an actual emergency and may be called with less than twenty-four (24) hours' notice. Such notice as is appropriate to the circumstances shall be given for the meeting. Minutes of emergency Public Meetings shall describe the emergency justifying the emergency Public Meeting.
- 4. Place of Meetings. All regular Public Meetings and special Public Meetings of the Board shall be held in the State of Oregon at a location owned, controlled, leased, rented, or licensed by the University. Emergency Public Meetings necessitating immediate action may be held at other locations.

5. Notice of Meetings.

- 5.1 Notice of all regular Public Meetings shall be given in a manner reasonably calculated to give interested persons actual notice of the time and place of the meeting and principal subjects anticipated to be considered at the meeting. Notice of special Public Meetings shall be given to the news media which have requested notice and to the general public at least 24 hours prior to the hour of the meeting. Notice of an emergency Public Meeting shall be such as is appropriate to the circumstance.
- 5.2 Notice of a regular or special Public Meeting must be given to each Trustee at least 48 hours prior to the hour of the meeting, but longer advance notice as set forth in other Board action is preferable. Notice to each Trustee of an emergency Public Meeting shall be such as is appropriate to the circumstance. Notice of all such meetings may be given to Trustees orally either in person or by telephone or may be delivered in writing, either personally, by mail, by electronic mail, or by facsimile transmission. If provided other than by electronic mail, facsimile machine, or a telephone number on file with the Board Secretary, notice shall be deemed to be given three (3) days after deposit in the United States mail addressed to the Trustee at the Trustee's address on file with the Board Secretary for the purpose of receiving Board correspondence, with postage prepaid. If notice is provided by electronic mail, telephone, or facsimile transmission, notice shall be deemed given

immediately if the notice is provided to the Trustee's Southern Oregon University electronic mail address or, as applicable, the Trustee's telephone number or facsimile number on file with the Board Secretary for the purpose of receiving such correspondence. Notice by all other means shall be deemed to be given when received by the Trustee.

6. Minutes of Meetings. The Board shall provide for the taking of written minutes of all Public Meetings, which minutes shall give a true reflection of the matters discussed and actions taken at the Public Meetings. In addition to written minutes, the Board may provide for an audio recording, an audio and video recording, streaming audio, or streaming audio and video. A record of each recording or transmission shall be retained in accordance with applicable records retention requirements.

ARTICLE VI Officers of the University

- 1. Officers. The officers of the University shall be a President, Vice President for Finance & Administration, Provost, General Counsel, Board Secretary and such other officers as may be deemed necessary by the President to conduct University business. The officers shall have such authority and perform such duties as set forth in the law and these bylaws and as may be prescribed by Board action or by the President.
- 2. President. The Board shall appoint a President. The President of the University is the President of the Faculty. The President is also the executive and governing officer of the University, except as otherwise provided by statute or action of the Board. Subject to the supervision of the Board, the President of the University has authority to direct the affairs of the University. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to affairs of the University. The President shall perform such other duties as assigned by the Board. The President may appoint other officers and employees of the University, who shall have such powers and duties as may be prescribed by the President. The President is authorized to accept legal process on behalf of the University.
- 3. Vice President for Finance & Administration. The President shall appoint a chief financial officer, who shall be the Vice President for Finance & Administration. The Vice President for Finance & Administration of the University shall properly account for all monies collected, received and expended by the University and all real and personal property of the University. The Vice President for Finance & Administration will keep and maintain, or cause to be kept and maintained, adequate and correct records of the assets, liabilities, and business transactions of the University. The Vice President for Finance & Administration

will disburse the funds of the University as may be provided for by the Board, may settle and pay all claims against the University, and will render to the President or the Board, upon request, an account of the financial condition of the University.

- 4. **Provost.** The President shall appoint a Provost who shall have such powers and duties as assigned by the President. In the absence or incapacity of the President, the Provost shall assume the duties of the President. In the absence or incapacity of the President and the Provost, the Vice President for Finance & Administration shall assume the duties of the President.
- 5. General Counsel. The President shall appoint a General Counsel. The General Counsel to the University is the chief legal officer of the University and represents and advises the University, including the Board, officers, and employees, in all matters related to the affairs of the University. The General Counsel is authorized to accept legal process on behalf of the University.
- 6. Board Secretary. In consultation with the Board Chair and Vice Chair, the President shall appoint the Board Secretary. The Board Secretary shall cause the required notices of meetings of the Board to be sent to each Board member, and the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of meetings. The Board Secretary is the custodian of and shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements. The Board Secretary is authorized to accept legal process on behalf of the University.

ARTICLE VII Board Committees

Subject to the requirements of applicable law, the Board may establish such committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, composition, and reporting requirements of such committees. Members of the Board Committees shall be appointed by the Chair.

ARTICLE VIII Conflicts of Interest

1. In General. Subject to the requirements of law and of this Article VIII, the Board may take any action involving either a potential conflict of interest or an actual conflict of interest as defined by Oregon Law. Prior to taking any action in an official capacity on any matter involving a potential conflict of interest or an actual conflict of interest for a Trustee, the Trustee shall publicly announce the nature of the potential or actual conflict of interest. Any Trustee having an actual conflict of interest in a transaction with the University shall in addition (i) refrain from

participating in any discussion or debate on the issue out of which the conflict arises, and (ii) refrain from voting on the issue, unless the Trustee's vote is necessary for Board action on the issue and is otherwise not prohibited by Oregon Law.

- **2. Labor Negotiations.** The faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the Board or attend any executive session of the Board involving collective bargaining issues. Each such member of the governing board shall be limited from participating in discussions, actions, and executive session pertaining to both faculty and non-faculty staff bargaining issues at the University.
- **3. Other.** The Board may take such actions pertaining to conflict of interest and ethics as the Board determines to be appropriate.

ARTICLE IX Indemnity

1. Indemnification and Defense in General.

- 1.1 The University shall defend and indemnify any Trustee or Officer ("Party") against any claim, whether groundless or otherwise, arising out of an alleged act or omission occurring in the performance of official duties. The University shall not provide indemnification and defense in case of malfeasance in office, willful or wanton neglect of duty, or criminal conduct. The University may cease to provide indemnification or defense upon a determination by the University, in its sole discretion, that an act or omission may constitute malfeasance in office, willful or wanton neglect of duty, or criminal conduct.
- 1.2. The University may choose to defend a Party under a reservation of rights. Any Party to whom the University is providing a defense shall cooperate fully with the University in the defense of such claim. If the University determines, in its sole discretion, that such Party has not so cooperated or has otherwise acted to prejudice the defense of the claim, the University may at any time terminate its defense and indemnity or proceed under a reservation of rights.

2. Legal Expenses when Claim is by a Governmental Entity or Professional Licensing Authority.

2.1 Reasonable expenses incurred by a Party in the defense of a civil claim by a governmental entity or a professional licensing authority may be advanced or reimbursed by the University if the University, in its sole discretion, determines that the civil claim arose out of the Party's performance of official duties. Such advancement or reimbursement constitutes part of the Party's official compensation

package for purposes pursuant to Oregon Law. The University may decline to reimburse a Party for any expenses incurred prior to the University's written commitment to provide reimbursement.

- 2.2. Expenses shall be paid by the University in advance of the final disposition of a civil claim described in this section 2 at the written request of the Party if:
 - A. The University determines, in its sole discretion, that the conduct of such Party was in good faith, and the Party reasonably believed that such conduct was in the best interests of, or not opposed to the best interests of, the University.
 - B. The Party furnishes the University a written undertaking to repay such advance to the extent it is ultimately determined by the University, in its sole discretion, that such Party is not entitled to be indemnified by the University under this Article or under any other indemnification rights granted to such Party.
 - C. Such advances shall be made without regard to the person's ability to repay such advances.
- **3. Legal Representation.** The President or designee shall have the exclusive authority to select counsel and to defend against any claim. The President will consult with the Party regarding any term of a settlement agreement that affects the legal rights of the Party.
- **4. Definition.** The term "claim" means any threatened, pending, or completed investigation, action, suit, or proceeding brought by a party other than the University.
- 5. Non-Exclusivity and Continuity of Rights. This Article: (i) shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, agreement, general or specific action of the University or otherwise, both as to action in the official capacity of the person indemnified and as to action in another capacity while holding office, (ii) shall continue as to a person who has ceased to be a Party, and (iii) shall inure to the benefit of the heirs, executors, and administrators of such person.
- **6. Amendments.** Any repeal of this Article shall only be prospective and no repeal or modification hereof shall adversely affect the rights under this Article in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any claim or complaint.

ARTICLE X Miscellaneous Provisions

- 1. **Principal Office.** The principal office of the University is located at the Office of the President, Southern Oregon University, 1250 Siskiyou Boulevard, Ashland, OR 97520.
- **2. Fiscal Year.** The fiscal year of the university begins on July 1 of each year and ends on June 30 of the succeeding year.
- **3. Severability.** Any determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws. The headings in these bylaws are provided for convenience and shall not be considered in the interpretation or construction of these bylaws.
- **4. Authority.** Because the Board is the final University authority, these bylaws and Board actions have precedence over other actions of the University and its constituent parts without regard to whether such actions have the force of law. Any such actions shall be consistent with these bylaws.
- 5. Nondiscrimination. The University and the Board do not discriminate in educational, employment or other practices against any person on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law.
- **6. Amendment of Bylaws.** These Bylaws may be altered, amended, restated or repealed and new bylaws may be adopted by the Board at any regular or special Public Meeting.

Approved on January 20, 2023	
Chair, Board of Trustees	

University Board Secretary

Revision	Change	Date
	Initial Version	January 30, 2015
	Membership, Vacancies, Quorum of the Board and Manner of Acting sections made more specific; Quorum Not Required, Emergency Meetings and Place of Meetings sections expanded; fiscal year defined; statement of nondiscrimination added; basic edits and corrections	January 18, 2019
	Duration of officer terms limits, elections when vacancies occur.	April 22, 2022
3	Basic edits and corrections	January 20, 2023

BYLAWS OF SOUTHERN OREGON UNIVERSITY

ARTICLE I Name

The legal name of this independent public body is Southern Oregon University ("University").

ARTICLE II Purposes of Organization

The purposes for which the University is organized are to carry out and exercise the powers, rights, duties and privileges, within and outside the State of Oregon this state, that are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties, and privileges.

ARTICLE III Board of Trustees

- 1. Business and Affairs. The University shall be governed and the business and affairs of the University shall be managed by the Board of Trustees of Southern Oregon University ("Board"), which may exercise all such powers, rights, duties and privileges as are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties, and privileges. The Board may delegate and provide for the further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.
- 2. Membership. The membership of the Board is established by law. The President of the University shall serve as an ex-officio, nonvoting member of the Board. With the exception of the President of the University, the Trustees are appointed by the Governor of the State of Oregon and are subject to confirmation by the Oregon Senate in the manner prescribed by law. Pursuant to Oregon Law, TtPer ORS 352.076, thethe Board shall include one student enrolled at the University, one member of the faculty, and one member of the non-faculty staff of the University. The term of office for each student, faculty and non-faculty staff member of the governing board is two years and the term for all other Board members appointed by the Governor is four years. A member of the governing board may not be appointed to serve more than two consecutive full terms.
- **3. Vacancies.** A vacancy on the Board shall exist upon the death, resignation, removal, termination of eligibility, or expiration of the term of any <u>t</u>Trustee. A <u>t</u>Trustee may resign at any time by delivering written notice to the Governor, the

Chair of the Board-of Trustees, and the President of the University. Resignation shall take effect at the time specified in the letter of resignation or within 30 days of the date of its receipt. When a vacancy exists, the Board Chair, in consultation with the other Trustees, including the President, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy.

Removal. The Governor may remove a Trustee other than the President as provided by law. The Board may terminate the status of the President as a Trustee by terminating the President's appointment as President of the University, subject to the rights, if any, of the President under a contract of employment.

5. Officers of the Board.

5.1

The Board shall select by majority vote one of its members as Chair and another as Vice Chair, who shall be Board Officers. Thereafter, a vacancy in the position of Chair for reasons other than a term expiration, shall be filled by the Vice Chair, unless the position of Vice Chair is vacant in which case the Board shall elect the Chair. A vacancy in the position of Vice Chair for reasons other than a term expiration, shall be filled by an election of the Board. A vacancy in either position shall be filled consistent with the Board Statement on Officer Elections and for the remainder of the unexpired term.

- 5.2 The Chair and Vice Chair shall hold office for two years, or until a successor shall have been duly elected or until death, resignation, expiration of the appointment as a Trustee, or removal. The Chair and Vice Chair may be elected to serve up to two consecutive terms. The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University except as authorized by law or the Board. The Board may appoint such other Board Officers with such duties as the Board determines necessary or appropriate.
- <u>5.3</u> <u>e.</u> The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board. Other officers of the Board, if any, shall be subject to the authority of the Chair and Vice Chair.
- d<u>5.4</u>. Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual <u>Trustee</u>. Individual <u>trustee</u>Trustees do not speak on behalf of the Board or University unless

authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and University, unless otherwise determined by the Board.

- <u>5.5</u> <u>e.</u> A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote.
- 6. Compensation; Reimbursement of Expenses. A Trustee performing their official duties is not acting as an employee of the University and shall not receive a salary. In accordance with University policy and upon approval by first the Board Secretary and then the Vice President of Finance & Administration of the University, a Trustee may be reimbursed for reasonable expenses incurred in connection with the performance of official duties.
- 7. **Faculty and Non-faculty Staff Trustees.** The Faculty Trustee and Non-faculty Staff Trustee are each hereby granted reasonable leave with pay at their regular salaries as employees of the University to attend meetings of the Board and other official Board functions that occur between the hours of 8:00 a.m. and 5:00 p.m., -Pacific Time, Monday through Friday. Nothing in this section 7 shall be deemed to alter the compensation of the faculty member or staff member for the performance of their duties as a University employee.

ARTICLE IV Meetings of the Board

- 1. **Public Meetings.** A "Public Meeting" of the Board is the convening of the Board for a purpose for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. All Public Meetings of the Board shall be conducted in compliance with <u>Oregonthe</u> Public Meetings Law. Public Meeting does not include any on-site inspection of any project or program or the attendance of at any international, national, regional, state or local association.
- **2. Quorum of the Board.** Except as otherwise specified herein, a quorum of the Board or <u>a</u> Board Committee is required to conduct Board business. A quorum of the Board or the relevant committee shall be a majority of the member <u>trustee Trustees</u> in <u>office</u> (including the President) or on the relevant committee at the time of the meeting.

3. Manner of Acting.

<u>3.1a.</u> Except as otherwise specified herein, action upon a matter for which a quorum is required shall be taken upon the approval of a majority of the Trustees present.

- <u>3.2b.</u> All Trustees present must vote affirmatively or negatively on any matter on which a vote is called by the Chair, except that a Trustee may not vote if the Trustee is disqualified from voting under law, these bylaws, or applicable Board action. Abstentions may be permitted by the Chair.
- <u>3.3e.</u> The Board may permit any or all Trustees to participate in a meeting by, or conduct the meeting <u>in-person or</u> through use of, any means of electronic communication by which all Trustees participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Trustee shall constitute such Trustee's presence in person at the meeting. Voting by proxy or by absentee ballot is not permitted.
- **4. Quorum Not Required.** A majority of the voting Trustees present at a meeting that is subject to the quorum requirements of this Article, although less than a quorum, may:
 - A. Adjourn the meeting from time to time to a different time or place before the date of the next regular meeting without further notice of any adjournment. At such adjourned and rescheduled meeting at which a quorum is present, any business may be transacted that might have been transacted at the meeting originally held.
 - B. Set a time for adjournment.
 - C. Call a recess.
 - D. Take any measure necessary or appropriate to assemble a quorum.
 - E. Absent a quorum, the Board may meet for the purposes of gathering information and making public announcements but no formal action may be taken.
- 5. Waiver of Notice by Trustee. A Trustee's attendance at or participation in a meeting waives any required notice of the meeting to the Trustee unless the Trustee at the beginning of the meeting or upon immediate arrival objects to the holding of the meeting or the transaction of business at the meeting and does not subsequently vote for or assent to action taken at the meeting. A Trustee may at any time waive any notice required by law, these bylaws or other Board action, with a writing signed by the Trustee and specifying the meeting for which notice is waived. Any such waiver of notice shall be filed with the minutes of the meeting for which notice is waived.
- **6. Procedural Rules.** Procedural disputes shall be resolved by traditional

procedural rules, as interpreted by the Chair. Any Trustee who disagrees with a procedural decision may introduce a motion to amend or reverse the procedural decision.

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- 4. Place of Meetings. All regular Public Meetings and special Public Meetings of the Board shall be held in the State of Oregon at a location owned, controlled, leased, rented, or licensed by the University. Emergency Public Meetings necessitating immediate action may be held at other locations.

5. Notice of Meetings.

- a5.1. Notice of all regular Public Meetings shall be given in a manner reasonably calculated to give interested persons actual notice of the time and place of the meeting and principal subjects anticipated to be considered at the meeting. Notice of special Public Meetings shall be given to the news media which have requested notice and to the general public at least 24 hours prior to the hour of the meeting. Notice of an emergency Public Meeting shall be such as is appropriate to the circumstance.
- <u>▶5.2.</u> Notice of a regular or special Public Meeting must be given to each Trustee at least 48 hours prior to the hour of the meeting, but longer advance notice as set forth in other Board action is preferable. Notice to each Trustee of an emergency Public Meeting shall be such as is appropriate to the circumstance. Notice of all such meetings may be given to Trustees orally either in person or by telephone or may be delivered in writing, either personally, by mail, by electronic mail, or by facsimile transmission. If provided other than by electronic mail, facsimile machine,

or a telephone number on file with the <u>Board</u> Secretary, notice shall be deemed to be given three (3) days after deposit in the United States mail addressed to the Trustee at the Trustee's address on file with the <u>Board</u> Secretary for the purpose of receiving Board correspondence, with postage prepaid. If notice is provided by electronic mail, telephone, or facsimile transmission, notice shall be deemed given immediately if the notice is provided to the Trustee's Southern Oregon University electronic mail address or, as applicable, the Trustee's telephone number or facsimile number on file with the <u>Board</u> Secretary for the purpose of receiving such correspondence. Notice by all other means shall be deemed to be given when received by the Trustee.

6. Minutes of Meetings. The Board shall provide for the taking of written minutes of all Public Meetings, which minutes shall give a true reflection of the matters discussed and actions taken at the Public Meetings. In addition to written minutes, the Board may provide for an audio recording, an audio and video recording, streaming audio, or streaming audio and video. A record of each recording or transmission shall be retained in accordance with applicable records retention requirements.

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- 1. Officers. The officers of the University shall be a President, Vice President for Finance & Administration, Provost, General Counsel, <u>Board</u> Secretary and such other officers as may be deemed necessary by the President to conduct University business. The officers shall have such authority and perform such duties as set forth in the law and these bylaws and as may be prescribed by Board action or by the President.
- 2. President. The Board shall appoint a President. The President of the University is the President of the Faculty. The President is also the executive and governing officer of the University, except as otherwise provided by statute or action of the Board. Subject to the supervision of the Board, the President of the University has authority to direct the affairs of the University. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to affairs of the University. The President shall perform such other duties as assigned by the Board. The President may appoint other officers and employees of the University, who shall have such powers and duties as may be prescribed by the President. The President is authorized to accept legal process on behalf of the University.
- 3. Vice President for Finance & Administration. The President shall appoint a chief financial officer, who shall be the Vice President for Finance & Administration. The Vice President for Finance & Administration of the University

shall properly account for all monies collected, received and expended by the University and all real and personal property of the University. The Vice President for Finance & Administration will keep and maintain, or cause to be kept and maintained, adequate and correct records of the assets, liabilities, and business transactions of the University. The Vice President for Finance & Administration will disburse the funds of the University as may be provided for by the Board, may settle and pay all claims against the University, and will render to the President or the Board, upon request, an account of the financial condition of the University.

- 4. **Provost.** The President shall appoint a Provost who shall have such powers and duties as assigned by the President. In the absence or incapacity of the President, the Provost shall assume the duties of the President. In the absence or incapacity of the President and the Provost, the Vice President for Finance & Administration shall assume the duties of the President.
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ARTICLE VIII Conflicts of Interest

1. In General. Subject to the requirements of law and of this Article VIII, the Board may take any action involving either a potential conflict of interest or an

PriorLaw. Prior to taking any action in an official capacity on any matter involving a potential conflict of interest or an actual conflict of interest for a Trustee, the Trustee shall publicly announce the nature of the potential or actual conflict of interest. Any Trustee having an actual conflict of interest in a transaction with the University shall in addition (i) refrain from participating in any discussion or debate on the issue out of which the conflict arises, and (ii) refrain from voting on the issue, unless the Trustee's vote is necessary for Board action on the issue and is otherwise not prohibited by Oregon Law-ORS Chapter 244.

- **2. Labor Negotiations.** The faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the Board or attend any executive session of the Board involving collective bargaining issues. Each such member of the governing board shall be limited from participating in discussions, actions, and executive session pertaining to both faculty and non-faculty staff bargaining issues at the University.
- **3. Other.** The Board may take such actions pertaining to conflict of interest and ethics as the Board determines to be appropriate.

ARTICLE IX Indemnity

1. Indemnification and Defense in General.

- al.1 The University shall defend and indemnify any Trustee or Officer ("Party") against any Cclaim, whether groundless or otherwise, arising out of an alleged act or omission occurring in the performance of official duties. The University shall not provide indemnification and defense in case of malfeasance in office, willful or wanton neglect of duty, or criminal conduct. The University may cease to provide indemnification or defense upon a determination by the University, in its sole discretion, that an act or omission may constitute malfeasance in office, willful or wanton neglect of duty, or criminal conduct.
- **b1.2**. The University may choose to defend a Party under a reservation of rights. Any Party to whom the University is providing a defense shall cooperate fully with the University in the defense of such Cclaim. If the University determines, in its sole discretion, that such Party has not so cooperated or has otherwise acted to prejudice the defense of the cclaim, the University may at any time terminate its defense and indemnity or proceed under a reservation of rights.
- 2. Legal Expenses when Claim is by a Governmental Entity or Professional Licensing Authority.

- 2.1 a. Reasonable eExpenses incurred by a Party in the defense of a civil cClaim by a governmental entity or a professional licensing authority may be advanced or reimbursed by the University if the University, in its sole discretion, determines that the civil Cclaim arose out of the Party's performance of official duties. Such advancement or reimbursement constitutes part of the Party's official compensation package for purposes pursuant to Oregon Law.of ORS Chapter 244 The University may decline to reimburse a Party for any expenses incurred prior to the University's written commitment to provide reimbursement.
- <u>▶2.2</u>. Expenses shall be paid by the University in advance of the final disposition of a civil <u>€c</u>laim described in this section 2 at the written request of the Party if:
 - A.(1) The University determines, in its sole discretion, that the conduct of such Party was in good faith, and the Party reasonably believed that such conduct was in the best interests of, or not opposed to the best interests of, the University.
 - (B.2) The Party furnishes the University a written undertaking to repay such advance to the extent it is ultimately determined by the University, in its sole discretion, that such Party is not entitled to be indemnified by the University under this Article or under any other indemnification rights granted to such Party.
 - (C.3) Such advances shall be made without regard to the person's ability to repay such advances.
- **3. Legal Representation.** The President or designee shall have the exclusive authority to select counsel and to defend against any <u>c</u>Claim. The President will consult with the Party regarding any term of a settlement agreement that affects the legal rights of the Party.
- **4. Definition.** The term "cclaim" means any threatened, pending, or completed investigation, action, suit, or proceeding brought by a party other than the University.
- 5. Non-Exclusivity and Continuity of Rights. This Article: (i) shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, agreement, general or specific action of the University or otherwise, both as to action in the official capacity of the person indemnified and as to action in another capacity while holding office, (ii) shall continue as to a person who has ceased to be a Party, and (iii) shall inure to the benefit of the heirs, executors, and administrators of such person.
- **6. Amendments.** Any repeal of this Article shall only be prospective and no

repeal or modification hereof shall adversely affect the rights under this Article in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any cclaim or complaint.

ARTICLE X Miscellaneous Provisions

- 1. Principal Office. The principal office of the University is located at the Office of the President, Southern Oregon University, 1250 Siskiyou Boulevard, Ashland, OR 97520.
- **2. Fiscal Year.** The fiscal year of the university begins on July 1 of each year and ends on June 30 of the succeeding year.
- **3. Severability.** Any determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws. The headings in these bylaws are provided for convenience and shall not be considered in the interpretation or construction of these bylaws.
- **4. Authority.** Because the Board is the final University authority, these bylaws and Board actions have precedence over other actions of the University and its constituent parts without regard to whether such actions have the force of law. Any such actions shall be consistent with these bylaws.
- **5. Nondiscrimination.** The University and the Board do not discriminate in educational, employment or other practices against any person on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law.
- **6. Amendment of Bylaws.** These **B**bylaws may be altered, amended, restated or repealed and new bylaws may be adopted by the Board at any regular or special Public Meeting.

Approved on January <u>2018</u>, 20<u>23</u>19

Type Hennine

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Chair, Board of Trustees

University Board Secretary

Revision	Change	Date
_	Initial Version	January 30, 2015
	Membership, Vacancies, Quorum of the Board and Manner of Acting sections made more specific; Quorum Not Required, Emergency Meetings and Place of Meetings sections expanded; fiscal year defined; statement of nondiscrimination added; basic edits and corrections	January 18, 2019
	Duration of officer terms limits, elections when vacancies occur.	April 22, 2022
<u>3</u>	Basic edits and corrections	January 20, 2023



Amendments to Governing Documents

Board Statement on Delegation of Authority (Action)

Board Statement on Delegation of Authority Board of Trustees of Southern Oregon University

1.0 Authority of the Board of Trustees

- Board Authority. The Board of Trustees is the final University authority and has full control of the University and its property of various kinds. The Board may take any and all actions as it determines necessary or appropriate under Oregon Law. Board actions have precedence over other actions of the University and its constituent parts. Any such actions shall be consistent with Board actions. The Board may review and intervene in any and all aspects of the University; amend or rescind any action; and take any such action it deems proper. The Board shall adopt a mission statement for the University in consultation with the faculty, students and staff members.
- 1.2 Appointment of the President of the University. As provided in Oregon Law, in consultation with the Governor, or the Governor's designee, the Board shall appoint and employ a President of the University. Except in the case of an interim or acting president, the hiring committee for the President of the University shall include representatives of the University community and at least one other president of a public university based in Oregon. The President reports exclusively to the Board, and the Board supervises the President. The Board shall prescribe the President's compensation and terms and conditions of employment and is responsible for the reappointment or removal of the President. The President shall perform such duties as are assigned by the Board. Except as otherwise provided by law or Board action, the President is the executive and governing officer of the University and President of the faculty. The faculty and officers and employees of the University shall, through appropriate channels, be responsible to the President of the University and through the President to the Board of Trustees, except that the officers of the University and its auditors are responsible to the Board in such areas that the Board has retained authority or otherwise determined it necessary or appropriate to act. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to the affairs of the University.
- 1.3 University Budget. The Board shall adopt the budget of the University.
- 1.4 <u>Tuition and Fees</u>. The Board shall determine tuition and mandatory enrollment fees, including the incidental fee, in accordance with Oregon Law.
- 1.5 <u>Business and Administrative Affairs</u>. The Board retains sole authority for the business and administrative affairs of the University set forth in this section

- 1.5. All other authority for business and administrative affairs, including the authority set forth in section 2.7, is delegated to the President.
 - 1.5.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.
 - 1.5.2 The approval of the execution of instruments relating to real property where the anticipated cost or value to the University exceeds \$500,000.
 - 1.5.3 The approval of the appointment of external auditors.
 - 1.5.4 The approval of a capital project budget that is anticipated to exceed \$500,000 when restricted bond funds, restricted public grant funds, or restricted gift funds have not been secured for the entire cost of the project. Capital project budgets include 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.
 - 1.5.5 The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of \$500,000, singularly or in the aggregate.
 - 1.5.6 The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$500,000, unless the shares, stock or other equity or interests in or obligations of the entity are publicly traded or provided through the State Treasurer, Southern Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.
 - 1.5.7 Consent to the encumbrance of University real property by the State of Oregon.
 - 1.5.8 The approval of the execution of any other 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 approval of any increase or decrease in cost or value that causes the total of all increases or decreases in cost or value to exceed \$500,000. When the ultimate aggregate cost to the University is not known in advance for instruments relating to the acquisition, disposal or provision of goods or services on a continuing or intermittent basis (e.g. rental, service, or supply contracts), the amounts set forth in this paragraph shall be calculated on an annual basis.
 - 1.5.9 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Board Chair, or a majority of the trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.

1.6 Academic Affairs.

- 1.6.1 The Board has the authority to establish, eliminate, control or substantially reorganize academic programs and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission must be approved by the Board prior to submission to the Commission. The Board confers academic degrees, certificates and other forms of recognition upon the recommendation of the faculty. Such academic degrees, certificates and other forms of recognition are granted in the name of the Board of Trustees of Southern Oregon University and are executed by the Board Chair and the University President. The Board shall have the exclusive authority to approve honorary degrees.
- 1.6.2 The Board delegates to the President and the professors "the faculty" as defined in Oregon Law authority relating to: (a) academic standards relating to admission to study at the University; (b) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and (c) standards of student competence in a discipline.
- 1.7 <u>Gifts</u>. The Board retains sole authority for gifts to the University set forth in this section 1.7. All other authority related to gifts is delegated to the President.
 - 1.7.1 Gifts that create obligations on the part of the University for which there is no established funding source.
 - 1.7.2 Gifts with a value exceeding \$1,000,000 which involve: (1) Construction of facilities not previously approved; or (2) Nontraditional investment assets (such as real estate, debt instruments, closely held stock, partnership interests, permanent insurance policies, royalties, copyrights, licenses, and other illiquid assets); provided that gifts described in this subsection with a value between \$500,000 and \$1,000,000 will be reported to the Board of Trustees quarterly.
 - 1.7.3 A gift requiring naming of a University building or outdoor spaces.
 - 1.7.4 Any other gift that the President, Vice President for Finance & Administration, or a majority of the Board of Trustees deems appropriate for Board consideration.
 - 1.7.5 Current gifts of non-traditional investment assets, charitable lead trusts where the University is to act as trustee, bargain sale gifts of property, and partial interest gifts.
 - 1.7.6 Deferred gifts, if the University is to act as trustee or custodian of the deferred gift.
 - 1.7.7 Gifts of real estate, interests in real estate, or gifts of debt

instruments secured by real estate from other than the Southern Oregon University Foundation. The Vice President for Finance & Administration shall determine in each such case, including when the gift is from the Southern Oregon University Foundation, whether a hazardous waste inquiry or other due diligence is required, and the scope and extent of such inquiry. The President and the Vice President for Finance & Administration shall establish further policies and procedures regarding evaluation of gifts of real estate, as may be necessary or desirable from time to time.

1.8 <u>Gifts to the Southern Oregon University Foundation</u>. The Southern Oregon University Foundation is the primary entity to receive gifts on behalf of the University. Gifts to the Southern Oregon University Foundation shall be accepted by the Southern Oregon University Foundation in accordance with then-current agreements between the University and the Foundation.

2.0 Authority of the President of the University

- 2.1 Executive and Governing Officer: Delegation. The President of the University is the executive and governing officer of the University, except as otherwise provided by statute or Board actions. Subject to the supervision of the Board and Board action, the President shall direct the affairs of the University. The authorities and responsibilities of the President of the University include, but are not limited to, the authorities and responsibilities set forth in and modified by section 1 and this section 2, and the President may delegate any authorities and responsibilities, except as provided by Board actions. Any delegation must be consistent with Board actions. The President remains responsible for the proper functioning of the University, notwithstanding any delegation.
- 2.2 <u>Presidential Actions</u>. The President of the University shall take such actions regarding matters within the authority of the President when the Board or the President deems it necessary or appropriate. Any Presidential actions are subordinate to and must be consistent with Board actions. In carrying out these duties, the President shall consult with the faculty, other employees, and students as deemed appropriate by the President. Consultation shall not remove from the President the authority and the responsibility vested in the President by law and Board actions.
- 2.3 Emergency and Temporary Actions, Technical Corrections. The President of the University shall take emergency and temporary actions when the Board, its designee, or the President deems it necessary or appropriate. Such actions may have the scope and force of Board actions and must be reported to the Board expeditiously. Pursuant to expedited procedures, the President of the University may amend a Board action or Presidential action in order to correct typographical

errors, make address or formatting changes, or clarify language without changing the effect of such actions. Such amendments must be reported to the Board quarterly. The President may make expedited repeals of Board actions upon notice to the Board and Presidential actions, provided that expedited repeals of Board actions must be ratified at the next meeting of the Board or its designee.

- 2.4 <u>Committees, Councils and Advisory Groups.</u> The President of the University shall establish and define the charge of any and all University committees, councils, and advisory groups, except as provided in Board action. The establishment and charge of any and all University committees, councils and advisory groups shall be consistent with law and Board action. The recommendations and reports of all committees, councils and advisory groups shall be made to the President. The President shall inform the Board or an appropriate committee of the Board regarding significant recommendations and reports related to the affairs of the University. Upon request by the Chair of the Board or a majority of the trustees, the President shall provide the Board with a recommendation or report of a University committee, council or advisory group.
- 2.5 <u>Students</u>. Subject to Board action, the President is responsible for development and administration of policies governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others. The guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of law or institutional policies must be consistent with standards of procedural fairness. The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes.
- 2.6 University Personnel. The President of the University shall act for the Board of Trustees regarding all personnel and employment matters, including labor relations and approval of collective bargaining agreements. Subject to Board action, the President has the exclusive authority to and shall establish necessary or appropriate written policies covering all employees not represented by a collective bargaining organization and necessary or appropriate written policies covering employees represented by a collective bargaining organization, subject to any legal obligation to negotiate the terms and conditions of such policies with the exclusive representative of the relevant bargaining unit. Upon request by the Chair of the Board or a majority of the Board, and subject to Article VIII section 2 of the Board Bylaws, the President shall provide the Board with requested information regarding personnel and employment matters, including labor relations and collective bargaining. The President may appoint volunteers as necessary or appropriate and establish the terms and conditions of the activities of such appointed volunteers.

- 2.7 <u>Execution and Administration of University Affairs</u>. Except as provided by Board action, or required by Oregon Law, the President of the University shall act for the Board regarding the execution and administration of instruments and the affairs of the University. Notwithstanding the dollar limits specified in section 1 above, the President shall act for the Board regarding the execution and administration of all instruments, business affairs, and operations relating to:
 - 2.7.1 Acquisition of electricity, natural gas, sewer, water, and all other utility services.
 - 2.7.2 The acquisition of goods and services made by participating in contracts entered into by group purchasing organizations or pursuant to collaborative purchasing initiatives.
 - 2.7.3 The approval of a capital project budget that is anticipated to exceed \$500,000 when restricted bond funds, restricted public grant funds, or restricted gift funds have been secured for the entire cost of the project and when that capital project has been authorized or formally prioritized by the Board. Capital project budgets include 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.
 - 2.7.4 The acquisition of fixtures, equipment and furnishings that are included in capital project budgets that have been authorized by the Board.
 - 2.7.5 The acquisition of goods and services for sponsored research programs when the source of the goods or services is directed by the sponsor, or the sponsor retains title to the goods acquired.
 - 2.7.6 The settlement of claims or lawsuits brought against the University.
 - 2.7.7 The acquisition of insurance or self-insurance.
 - 2.7.8 Leases and licenses of real property and modifications thereto of up to 20 years.
 - 2.7.9 Deferred gift assets.
 - 2.7.10 Real property acquired through gift or devise from the Southern Oregon University Foundation.
 - 2.7.11 The protection of the University's interests, property and operations in an emergency.
 - 2.7.12 Actions and execution of documents necessary to establish legal entities, controlled by the University, through which the University may conduct business.
 - 2.7.13 The selection of depositories and investments.
 - 2.7.14 The execution of instruments or the conduct of business affairs where approval by the Board or a Board committee is impractical due to time or other constraints. The President shall submit a report

of any actions taken pursuant to this delegation to the Board of Trustees on or before the next regularly scheduled meeting.

- 2.8 <u>Legal Action</u>. The President of the University shall act for the Board regarding all legal action necessary or appropriate to protect the interests of the University. However, no litigation shall be instituted against a public entity or official or in exercise of the power of eminent domain without approval by the Board.
- 2.9 <u>Gifts</u>. The President of the University shall act for the Board regarding all current and deferred gifts to the University, including gifts to establish quasiendowed or permanently endowed funds. Notwithstanding any delegation by the President, a gift with unusual terms or conditions affecting an academic program shall be accepted only with the concurrence of the President to the proposed terms or conditions. The proceeds of any gift, devise, bequest, or contribution received by the University shall be administered in accordance with the intention of the donor and any directions of the Board in accepting the gift. Wherever possible, the Southern Oregon University Foundation shall manage gifts. The President of the University is authorized to act for the Board regarding the disposition of gifts.
- 2.10 <u>Fees, Fines and Charges</u>. The President of the University shall establish fees, fines, and charges after providing notice to the Board. In arriving at a determination of fees, fines and charges, the President shall consult with employees and students as the President deems appropriate. The President shall enforce the collection of tuition, mandatory enrollment fees, other fees, fines, charges, and all other amounts due to the University.

3.0 Enforcement

Board actions shall have the force of law to the extent set forth therein. Emergency and temporary Presidential actions may have the force of law to the extent set forth therein. Any Board action or Presidential action that is intended to have the force of law must include an opportunity for appeal. Any Board action or Presidential action may be enforced by the University through internal procedures and in any court of competent jurisdiction. All Board actions and Presidential actions are binding on University employees, students, volunteers, contractors and members of the public, except as set forth therein.

4.0 Miscellaneous

All authority not addressed in this statement is delegated to the President.

Approved on January 20, 2023	
Chair, Board of Trustees	
University Board Secretary	

Revision	Change	Date
-	Initial Version	January 30, 2015
	Appointment of the President of the University section updated; Research Grants and Contracts section removed; basic edits and corrections	January 18, 2019
	Retention and delegation of capital project budgets; basic edits and corrections	January 20, 2023

Board Statement on Delegation of Authority Board of Trustees of Southern Oregon University

1.0 Authority of the Board of Trustees

- 1.1 <u>Board Authority</u>. The Board of Trustees is the final University authority and has full control of the University and its property of various kinds. The Board may take any and all actions as it determines necessary or appropriate <u>under Oregon Law.</u>. Board actions have precedence over other actions of the University and its constituent parts. Any such actions shall be consistent with Board actions. The Board may review and intervene in any and all aspects of the University; amend or rescind any action; and take any such action it deems proper. The Board shall adopt a mission statement for the University in consultation with the faculty, students and staff members.
- 1.2 <u>Collective Bargaining Agreements</u>. Nothing in this Statement affects any collective bargaining agreement entered into prior to the adoption of this Board Statement.
- Appointment of the President of the University. As provided in Oregon Law ORS 352.096, in consultation with the Governor, or the Governor's designee, the Board shall appoint and employ a President of the University. Except in the case of an interim or acting president, the hiring committee for the President of the University shall include representatives of the University community and at least one other president of a public university based in Oregon. The President reports exclusively to the Board, and the Board supervises the President. The Board shall prescribe the President's compensation and terms and conditions of employment and is responsible for the reappointment or removal of the President. The President shall perform such duties as are assigned by the Board. Except as otherwise provided by law or Board action, the President is the executive and governing officer of the University and President of the faculty. The faculty and officers and employees of the University shall, through appropriate channels, be responsible to the President of the University and through the President to the Board of Trustees, except that the officers of the University and its auditors are responsible to the Board in such areas that the Board has retained authority or otherwise determined it necessary or appropriate to take action act. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to the affairs of the University.
- 1.43 <u>University Budget</u>. The Board shall adopt the budget of the University.
- 1.54 <u>Tuition and Fees</u>. The Board shall determine tuition and mandatory enrollment fees, including the incidental fee, in accordance with ORSOregonRS

352.102, ORS 352.105, and other applicable Llaw.

- 1.65 <u>Business and Administrative Affairs</u>. The Board retains sole authority for the business and administrative affairs of the University set forth in this section
- 1.65. All other authority for business and administrative affairs, including the authority set forth in section 2.7, is delegated to the President.
 - 1.65.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.
 - 1.65.2 The approval of the execution of instruments relating to real property where the anticipated cost or value to the University exceeds \$500,000.
 - 1.65.3 The approval of the appointment of external auditors.
 - 1.65.4 The approval of a capital project budget that is anticipated to exceed \$500,000 when restricted bond funds, restricted public grant funds, or restricted gift funds have not been secured for the entire cost of the project. Capital project budgets, includeing 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.
 - 1.65.5 The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of \$500,000, singularly or in the aggregate.
 - 1.65.6 The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$500,000, unless the shares, stock or other equity or interests in or obligations of the entity are publicly traded or provided through the State Treasurer, Southern Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.
 - 1.65.7 Consent to the encumbrance of University real property by the State of Oregon.
 - 1.56.8 The approval of the execution of any other 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 approval of any increase or decrease in cost or value that causes the total of all increases or decreases in cost or value to exceed \$500,000. When the ultimate aggregate cost to the University is not known in advance for instruments relating to the acquisition, disposal or provision of goods or services on a continuing or intermittent basis (e.g. rental,

service, or supply contracts), the amounts set forth in this paragraph shall be calculated on an annual basis.

1.65.9 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, <u>Board Chair, Chair of the Board of Trustees</u>, or a majority of the trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.

1.76 Academic Affairs.

- 1.76.1 The Board has the authority to establish, eliminate, control or substantially reorganize academic programs and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission must be approved by the Board prior to submission to the Commission. The Board confers academic degrees, certificates and other forms of recognition upon the recommendation of the faculty. Such academic degrees, certificates and other forms of recognition are granted in the name of the Board of Trustees of Southern Oregon University and are executed by the Board Chair and the University President. The Board shall have the exclusive authority to approve honorary degrees.
- 1.76.2 The Board delegates to the President and the professors ("("the faculty" as defined in ORSOregon LawRS 352.146) authority relating to: (a) academic standards relating to admission to study at the University; (b) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and (c) standards of student competence in a discipline.
- 1.87 <u>Gifts</u>. The Board retains sole authority for gifts to the University set forth in this section 1.87. All other authority related to gifts is delegated to the President.
 - 1.87.1 Gifts that create obligations on the part of the University for which there is no established funding source.
 - 1.87.2 Gifts with a value exceeding \$1,000,000 which involve: (1) Construction of facilities not previously approved; or (2) Nontraditional investment assets (such as real estate, debt instruments, closely held stock, partnership interests, permanent insurance policies, royalties, copyrights, licenses, and other illiquid assets); provided that gifts described in this subsection with a value between \$500,000 and \$1,000,000 will be reported to the Board of Trustees quarterly.
 - 1.87.3 A gift requiring naming of a University building or outdoor spaces.

- 1.87.4 Any other gift that the President, Vice President for Finance & Administration, or a majority of the Board of Trustees deems appropriate for Board consideration.
- 1.87.5 Current gifts of non-traditional investment assets, charitable lead trusts where the University is to act as trustee, bargain sale gifts of property, and partial interest gifts.
- 1.87.6 Deferred gifts, if the University is to act as trustee or custodian of the deferred gift.
- 1.87.7 Gifts of real estate, interests in real estate, or gifts of debt instruments secured by real estate from other than the Southern Oregon University Foundation. The Vice President for Finance & Administration shall determine in each such case, including when the gift is from the Southern Oregon University Foundation, whether a hazardous waste inquiry or other due diligence is required, and the scope and extent of such inquiry. The President and the Vice President for Finance & Administration, in consultation with the Vice President for Development, shall establish further policies and procedures regarding evaluation of gifts of real estate, as may be necessary or desirable from time to time.
- 1.98 <u>Gifts to the Southern Oregon University Foundation</u>. The Southern Oregon University Foundation is the primary entity to receive gifts on behalf of the University. Gifts to the Southern Oregon University Foundation shall be accepted by the Southern Oregon University Foundation in accordance with then-current agreements between the University and the Foundation (as may be amended from time to time).).

2.0 Authority of the President of the University

- 2.1 Executive and Governing Officer: Delegation. The President of the University is the executive and governing officer of the University, except as otherwise provided by statute or Board actions. Subject to the supervision of the Board and Board action, the President shall direct the affairs of the University. The authorities and responsibilities of the President of the University include, but are not limited to, the authorities and responsibilities set forth in and modified by section 1 and this section 2, and the President may delegate any authorities and responsibilities, except as provided by Board actions. Any delegation must be consistent with Board actions. The President remains responsible for the proper functioning of the University, notwithstanding any delegation.
- 2.2 <u>Presidential Actions</u>. The President of the University shall take such actions regarding matters within the authority of the President when the Board or the President deems it necessary or appropriate. Any Presidential actions are

subordinate to and must be consistent with Board actions. In carrying out these duties, the President shall consult with the faculty, other employees, and students as deemed appropriate by the President. Consultation shall not remove from the President the authority and the responsibility vested in the President by law and Board actions.

- Emergency and Temporary Actions, Technical Corrections. The President of the University shall take emergency and temporary actions when the Board, its designee, or the President deems it necessary or appropriate. Such actions may have the scope and force of Board actions and must be reported to the Board expeditiously. Pursuant to expedited procedures, the President of the University may amend a Board action or Presidential action in order to correct typographical errors, make address or formatting changes, or clarify language without changing the effect of such actions. Such amendments must be reported to the Board quarterly. The President may make expedited repeals of Board actions upon notice to the Board and Presidential actions, provided that expedited repeals of Board actions must be ratified at the next meeting of the Board or its designee.
- 2.4 <u>Committees, Councils and Advisory Groups</u>. The President of the University shall establish and define the charge of any and all University committees, councils, and advisory groups, except as provided in Board action. The establishment and charge of any and all University committees, councils and advisory groups shall be consistent with law and Board action. The recommendations and reports of all committees, councils and advisory groups shall be made to the President. The President shall inform the <u>Board Executive Committeeor an appropriate committee</u> of the Board regarding significant recommendations and reports related to the affairs of the University. Upon request by the Chair of the Board or a majority of the trustees, the President shall provide the Board with a recommendation or report of a University committee, council or advisory group.
- 2.5 <u>Students</u>. Subject to Board action, the President is responsible for development and administration of policies governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others. The guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of law or institutional policies must be consistent with standards of procedural fairness. The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes.
- 2.6 <u>University Personnel Personnel</u>. The President of the University shall act for the Board of Trustees regarding all personnel and employment matters, including labor relations and approval of collective bargaining agreements. Subject to Board action, the President has the exclusive authority to and shall establish necessary or appropriate written policies covering all employees not represented by

a collective bargaining organization and necessary or appropriate written policies covering employees represented by a collective bargaining organization, subject to any legal obligation to negotiate the terms and conditions of such policies with the exclusive representative of the relevant bargaining unit. Upon request by the Chair of the Board or a majority of the Board, and subject to Article VIII section 2 of the Board Bylaws, the President shall provide the Board with requested information regarding personnel and employment matters, including labor relations and collective bargaining. The President may appoint volunteers as necessary or appropriate and establish the terms and conditions of the activities of such appointed volunteers.

- 2.7 <u>Execution and Administration of University Affairs</u>. Except as provided by Board action, or required by Oregon Law, the President of the University shall act for the Board regarding the execution and administration of instruments and the affairs of the University. Notwithstanding the dollar limits specified in section 1 above, the President shall act for the Board regarding the execution and administration of all instruments, business affairs, and operations relating to:
 - 2.7.1 Acquisition of electricity, natural gas, sewer, water, and all other utility services.
 - 2.7.2 The acquisition of goods and services made by participating in contracts entered into by group purchasing organizations or pursuant to collaborative purchasing initiatives, with public or non-profit entities
 - 2.7.3 The approval of a capital project budget that is anticipated to exceed \$500,000 when restricted bond funds, restricted public grant funds, or restricted gift funds have been secured for the entire cost of the project and when that capital project has been authorized or formally prioritized by the Board. Capital project budgets include 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.
 - 2.7.4 The acquisition of fixtures, equipment and furnishings that are included in capital project budgets that have been authorized by the Board of Trustees.
 - 2.7.<u>5</u>4 The acquisition of goods and services for sponsored research programs when the source of the goods or services is directed by the sponsor, or the sponsor retains title to the goods acquired.
 - 2.7.56 The settlement of claims or lawsuits brought against the University.
 - 2.7.<u>76</u> The acquisition of insurance or self-insurance.
 - 2.7.87 Leases and licenses of real property and modifications thereto of up to 20 years.
 - 2.7.98 Deferred gift assets.
 - 2.7.<u>109</u> Real property acquired through gift or devise from the Southern Oregon University Foundation.
 - 2.7.1<u>10</u> The protection of the University's interests, property and operations in an emergency.
 - 2.7.124 Actions and execution of documents necessary to establish legal entities, controlled by the University, through which the University may conduct business.
 - 2.7.132 The selection of depositories and investments.
 - 2.7.143 The execution of instruments or the conduct of business affairs where approval by the Board or a Board committee is impractical

due to time or other constraints. The President shall submit a report of any actions taken pursuant to this delegation to the Board of Trustees or its Executive Committee on or before the next regularly scheduled meeting.

- 2.8 <u>Legal Action</u>. The President of the University shall act for the Board of <u>Trustees</u> regarding all legal action necessary or appropriate to protect the interests of the University. However, no litigation shall be instituted against a public entity or official or in exercise of the power of eminent domain without approval by the Board of <u>Trustees</u>.
- Gifts. The President of the University shall act for the Board of Trustees regarding all current and deferred gifts to the University, including gifts to establish quasi-endowed or permanently endowed funds. Notwithstanding any delegation by the President, a gift with unusual terms or conditions affecting an academic program shall be accepted only with the concurrence of the President to the proposed terms or conditions. The proceeds of any gift, devise, bequest, or contribution received by the University shall be administered in accordance with the intention of the donor and any directions of the Board of Trustees in accepting the gift. Wherever possible, the Southern Oregon University Foundation shall manage gifts. The President of the University is authorized to act for the Board of Trustees regarding the disposition of gifts.
- 2.10 <u>Fees, Fines and Charges</u>. The President of the University shall establish fees, fines, and charges after providing notice to the Board. In arriving at a determination of fees, fines and charges, the President shall consult with employees and students as the President deems appropriate. The President shall enforce the collection of tuition, mandatory enrollment fees, other fees, fines, charges, and all other amounts due to the University.

3.0 Enforcement

Board actions shall have the force of law to the extent set forth therein. Emergency and temporary Presidential actions may have the force of law to the extent set forth therein. Any Board action or Presidential action that is intended to have the force of law must include an opportunity for appeal. Any Board action or Presidential action may be enforced by the University through internal procedures and in any court of competent jurisdiction. All Board actions and Presidential actions are binding on University employees, students, volunteers, contractors and members of the public, except as set forth therein.

4.0 Miscellaneous

All authority not addressed in this statement Policy is delegated to the President.

Approved on January <u>20</u>18, 20<u>23</u>19

Chair, Board of Trustees

University Board Secretary

Revision	Change	Date
-	Initial Version	January 30, 2015
	Appointment of the President of the University section updated; Research Grants and Contracts section removed; basic edits and corrections	January 18, 2019
_	Retention and delegation of capital project budgets; basic edits and corrections	January 20, 2023



Amendments to Governing Documents

Board Statement of Board Committees (Action)

Board Statement on Board Committees Board of Trustees of Southern Oregon University

1.0 Standing Committees and Ad Hoc Committees

Subject to the requirements of applicable law, the Board may establish such Standing Committees and Ad Hoc Committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, membership and reporting requirements of such committees. The Standing Committees of the Board shall be the Executive, Audit, and Governance Committee; Finance and Administration Committee; and Academic and Student Affairs Committee. Standing Committees may consist only of Trustees, continue until terminated by the Board, and develop a charter for approval by the Board. The term of Ad Hoc Committees, if any, shall be one year or less. An Ad Hoc Committee shall include at least one Trustee, engage in information gathering and reporting only, and make any report or recommendation to the Chair of the Board or the Chair of a Standing Committee.

2.0 Executive, Audit, and Governance Committee

- 2.1 There shall be a six-member Executive, Audit, and Governance Committee (EAGC) of the Board of Trustees, which shall sit as the Executive Committee of the Board, the Audit Committee of the Board, and the Governance Committee of the Board. The Chair and Vice Chair of the Board and the chairs of the Finance and Administration Committee and Academic and Student Affairs Committee shall each be an ex officio voting member of the EAC, and the Chair of the Board shall select the fifth and sixth voting members. The University President may not serve on the EAGC. The Chair of the Board shall be the chair of the committee. During the absence or incapacity of the Chair, the Vice Chair shall be the chair. During the Administration Committee shall be the chair.
- 2.2 When sitting as the Executive Committee, the EAGC shall represent and, except as prohibited by applicable law, may act for the Board on any matter, except for the hiring or removal of the President of the University. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall provide reports on its actions to the Board.

When sitting as the Executive Committee, the EAGC shall consider matters pertaining to the hiring, employment, and removal of the President of the University. Such matters, except for the hiring or removal of the President, may be

referred to the Board as seconded motions. The hiring or removal of the President shall be referred to the Board as a proposed motion.

- 2.3 When sitting as the Audit Committee, the EAGC may consider matters pertaining to audits, compliance and risk management. Matters that may be brought before the committee include, but are not limited to, the following examples:
 - 2.3.1 Audits and Internal Controls-matters relating to external and internal auditors, audit plans and reports, and internal controls.
 - 2.3.2 Compliance-matters relating to compliance with legal and regulatory requirements.
 - 2.3.3 Risk Management-matters relating to risk management, insurance, and risk transfer devices.
- 2.4 All matters considered pursuant to section 2.5 by the EAGC sitting as the Audit Committee that require action by the Board may be referred to the Board as seconded motions unless authority to act on behalf of the Board has been delegated expressly to the EAGC. Subsequent to the transaction of any business under such express delegated authority, the committee shall provide a report on the business to the Board.
- 2.5 Any of the examples of matters brought before the EAGC sitting as the Audit Committee pursuant to section 2.5 may be directed to any other committee or the Board for consideration.
- 2.6 When sitting as the Governance Committee, the EAGC shall consider matters pertaining to governance of the Board such as structure, composition, engagement, and evaluation. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall provide reports on its actions to the Board.

3.0 Finance and Administration Committee

- 3.1 There shall be a Finance and Administration Committee (FAC). At any such time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the FAC. The Chair of the Board shall not be appointed to the FAC but may act as an alternate, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.
- 3.2 All matters considered by the FAC that require action by the Board may be referred, as appropriate, to the Board or the Executive Committee for action as

seconded motions unless authority to act on behalf of the Board has been delegated expressly to the FAC. Subsequent to the transaction of any business under express delegated authority, the FAC shall render a report on the business to the Board.

- 3.3 The FAC may consider matters pertaining to the financial, capital, and other assets of the University. Matters that may be brought before the committee include, but are not limited to, the following examples:
 - 3.3.1 Budget-matters relating to the University's general financial conditions, operating and capital budgets, general and auxiliary enterprise funding, and requests for appropriation of state funds.
 - 3.3.2 Investments and Finances-matters relating to the University's investments, finances, financial accounts, and debt finance.
 - 3.3.3 Tuition and Fees-matters relating to tuition and mandatory fees.
 - 3.3.4 Real Property-matters related to the acquisition, management, development and disposal of real property.
 - 3.3.5 Personal Property-matters related to the acquisition, management, development and disposal of personal property, tangible and intangible.

Any of the above enumerated examples of matters brought before the FAC may be directed to any other committee or the Board for consideration.

4.0 Academic and Student Affairs Committee

- 4.1 There shall be an Academic and Student Affairs Committee (ASAC). At any such time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the ASAC. The Chair of the Board shall not be appointed to the ASAC but may act as an alternate, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.
- 4.2 All matters considered by the ASAC that require action by the Board may be referred, as appropriate, to the Board or the Executive Committee for action as seconded motions unless authority to act on behalf of the Board has been delegated expressly to the ASAC. Subsequent to the transaction of any business under express delegated authority, the ASAC shall render a report on the business to the Board.
- 4.3 When considering matters pertaining to the approval of new curriculum and programs constituting a significant change in the university's academic programs which must also be approved by the Higher Education Coordinating Commission, the Board delegates authority to the ASAC to act on behalf of the board when the committee determines it to be necessary or appropriate.
- 4.4 The ASAC may consider matters pertaining to the teaching, research, and

public service programs of the University and to its faculty, staff, and students. Matters that may be brought before the committee include, but are not limited to, the following examples:

- 4.3.1 Faculty and Staff Affairs- matters relating to the faculty and the professional and classified staff, including their status and responsibilities, discipline and welfare.
- 4.3.2 Educational Policy-matters relating to educational policy, including admissions requirements, instruction, curriculum, degrees, research, educational technology, distance learning, public services activities, and the establishment and disestablishment of educational and research organizational units.
- 4.3.3 Student Welfare-matters relating to the general welfare of students, including housing and food services, health services and health insurance, safety, extracurricular activities, competitive athletic programs, student life sports programs, and policies governing student discipline and student organizations.

Any of the above enumerated examples of matters brought before the ASAC may be directed to any other committee or the Board for consideration.

5.0 Notice of Meetings of Standing and Ad Hoc Committees

Meetings of Standing and Ad Hoc Committees of the Board shall be held at such times and places as may be fixed by each committee or its chair. The Secretary shall cause the required notices of meetings of Committees to be sent to each member of the Board. The Secretary shall also cause the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of the meeting. The Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements.

6.0 Quorums

A majority of the members of a Standing Committee shall be necessary to constitute a quorum, except as permitted by Article IV of the Bylaws. The faculty and non-faculty staff members of any committee may not participate in any discussions or action by the committee or attend any executive session of the committee involving collective bargaining issues that affect faculty or non-faculty staff at the University.

7.0 Information Gathering and Investigation

The Chair of the Board, or the Vice Chair during the Chair's absence or incapacity, may appoint one to three members of the Board and/or one or more other persons to a Working Group to gather information and provide it to the Board or a Board

Committee. The Chair of a Standing Committee may appoint one to three members of the Standing Committee and/or one or more other persons to a Working Group to gather information and provide it to the Standing Committee.

Approved on January 20, 2023	
Chair, Board of Trustees	
University Board Secretary	

Revision	Change	Date
-	Initial Version	January 30, 2015
1	Section added to include "governance"	January 20, 2017
	Finance and Administration Committee, Academic and Student Affairs Committee, and Information Gathering and Investigation sections updated; basic edits and corrections	January 18, 2019
	Addition of "governance" to Executive, Audit, and Governance Committee; addition of "ad hoc" to section 5.; basic edits and corrections	January 20, 2023

Board Statement on Board Committees Board of Trustees of Southern Oregon University

1.0 Standing Committees and Ad Hoc Committees

Subject to the requirements of applicable law, the Board may establish such Standing Committees and Ad Hoc Committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, membership and reporting requirements of such committees. The Standing Committees of the Board shall be the Executive, and Audit, and Governance CommitteeExecutive and Audit CommitteeExecutive and Audit CommitteeExecutive and Academic and Student Affairs Committee. Standing Committees may consist only of Trustees, continue until terminated by the Board, and develop a charter for approval by the Board. The term of Ad Hoc Committees, if any, shall be one year or less. An Ad Hoc Committee shall include at least one Trustee, engage in information gathering and reporting only, and make any report or recommendation to the Chair of the Board or the Chair of a Standing Committee.

2.0 <u>Executive</u>, and <u>Audit</u>, and <u>Governance Committee</u> <u>Executive and Audit Committee</u>

- 2.1 There shall be a six-member Executive, and Audit, and Governance Committee Executive and Audit Committee (EAC (EAGC)) of the Board of Trustees, which shall sit as the Executive Committee of the Board, and the Audit Committee of the Board, and the Governance Committee of the Board. The Chair and Vice Chair of the Board and the chairs of the Finance and Administration Committee and Academic and Student Affairs Committee shall each be an ex officio voting member of the EAC, and the Chair of the Board shall select the fifth and sixth voting members. The University President may not serve on the EAGC. The Chair of the Board shall be the chair of the committee. During the absence or incapacity of the Chair, the Vice Chair shall be the chair. During the absence or incapacity of the Chair and the Vice Chair, the chair of the Finance and Administration Committee shall be the chair.
- 2.2 When sitting as the Executive Committee, the EAGC shall represent and, except as prohibited by applicable law, may act for the Board on any matter, except for the hiring or removal of the President of the University. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall submit provide reports on its actions to the Board.

When sitting as the Executive Committee, the EAGC shall consider matters

pertaining to the hiring, employment, and removal of the President of the University. Such matters, except for the hiring or removal of the President, shall may be

referred to the Board as seconded motions. The hiring or removal of the President shall be referred to the Board as a proposed motion.

- 2.4 When sitting as the Executive Committee, the EAC shall consider matters pertaining to governance of the Board such as structure, composition, engagement and assessment. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall submit reports on its actions to the Board.
- 2.5 When sitting as the Audit Committee, the EAGC may consider matters pertaining to audits, compliance and risk management. Matters that may be brought before the committee include, but are not limited to, the following examples:

2.62.3

2.35.1

Audits and Internal Controls-matters relating to external and internal auditors, audit plans and reports, and internal controls.

 $2.\underline{35}.2$

Compliance-matters relating to compliance with legal and regulatory requirements.

2.35.3

Risk Management-matters relating to risk management, insurance, and risk transfer devices.

- 2.72.4 All matters considered pursuant to section 2.5 by the EAGC sitting as the Audit Committee that require action by the Board shall-may be referred to the Board as seconded motions unless authority to act on behalf of the Board has been delegated expressly to the EAGC. Subsequent to the transaction of any business under such express delegated authority, the committee shall render provide a report on the business to the Board.
- <u>2.82.5</u> Any of the examples of matters brought before the EAGC sitting as the Audit Committee pursuant to section 2.5 may be directed to any other committee or the Board for consideration.
- 2.6 When sitting as the Governance Committee, the EAGC shall consider matters pertaining to governance of the Board such as structure, composition, engagement, and evaluation. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board

when the committee determines it to be necessary or appropriate. The committee shall provide reports on its actions to the Board.

2.8 When sitting as the Governance Committee...

3.0 Finance and Administration Committee

- 3.1 There shall be a Finance and Administration Committee (FAC). At any such time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the FAC. The Chair of the Board shall not be appointed to the FAC but may act as an alternate, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.
- 3.2 All matters considered by the FAC that require action by the Board may shall be referred, as appropriate, to the Board or the Executive Committee for action as seconded motions unless authority to act on behalf of the Board has been delegated expressly to the FAC. Subsequent to the transaction of any business under express delegated authority, the FAC shall render a report on the business to the Board.
- 3.3 The FAC may consider matters pertaining to the financial, capital, and other assets of the University. Matters that may be brought before the committee include, but are not limited to, the following examples:
 - 3.3.1 Budget-matters relating to the University's general financial conditions, operating and capital budgets, general and auxiliary enterprise funding, and requests for appropriation of state funds.
 - 3.3.2 Investments and Finances-matters relating to the University's investments, finances, financial accounts, and debt finance.
 - 3.3.3 Tuition and Fees-matters relating to tuition and mandatory enrollment-fees.
 - 3.3.4 Real Property-matters related to the acquisition, management, development and disposal of real property.
 - 3.3.5 Personal Property-matters related to the acquisition, management, development and disposal of personal property, tangible and intangible.

Any of the above enumerated examples of matters brought before the FAC may be directed to any other committee or the Board for consideration.

4.0 Academic and Student Affairs Committee

- 4.1 There shall be an Academic and Student Affairs Committee (ASAC). -At any such time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the ASAC. The Chair of the Board shall not be appointed to the ASAC but may act as an alternate, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.
- All matters considered by the ASAC that require action by the Board may shall be referred, as appropriate, to the Board or the Executive Committee for action as seconded motions unless authority to act on behalf of the Board has been delegated expressly to the ASAC. Subsequent to the transaction of any business under express delegated authority, the ASAC shall render a report on the business to the Board.
- 4.3 When considering matters pertaining to the approval of new curriculum and programs constituting a significant change in the university's academic programs which must also be approved by the Higher Education Coordinating Commission, the Board delegates authority to the ASAC to act on behalf of the board when the committee determines it to be necessary or appropriate.
- 4.24.4 The ASAC may consider matters pertaining to the teaching, research, and public service programs of the University and to its faculty, staff, and students. Matters that may be brought before the committee include, but are not limited to, the following examples:
 - 4.3.1 Faculty and Staff Affairs- matters relating to the faculty and the professional and classified staff, including their status and responsibilities, discipline and welfare.
 - 4.3.2 Educational Policy-matters relating to educational policy, including admissions requirements, instruction, curriculum, degrees, research, educational technology, distance learning, public services activities, and the establishment and disestablishment of educational and research organizational units.
 - 4.3.3 Student Welfare-matters relating to the general welfare of students, including housing and food services, health services and health insurance, safety, extracurricular activities, competitive athletic programs, student life sports programs, and policies governing student discipline and student organizations.

Any of the above enumerated examples of matters brought before the ASAC may be

directed to any other committee or the Board for consideration.

5.0 Notice of Meetings of Standing and Ad Hoc Committees

Meetings of Standing and Ad Hoc Committees of the Board shall be held at such times and places as may be fixed by each committee or its chair. The Secretary shall cause the required notices of meetings of Standing Committees to be sent to each member of the Board. The Secretary shall also cause the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of the meeting. The Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements.

6.0 Quorums

A majority of the members of a Standing Committee shall be necessary to constitute a quorum, except as permitted by Article IV of the **Board's-Bb**ylaws. The faculty and non-faculty staff members of any committee may not participate in any discussions or action by the committee or attend any executive session of the committee involving collective bargaining issues that affect faculty or non-faculty staff at the University.

7.0 Information Gathering and Investigation

The Chair of the Board, or the Vice Chair during the Chair's absence or incapacity, may appoint one to three members of the Board and/or one or more other persons to a Working Group to gather information and provide it to the Board or a Board Committee. The Chair of a Standing Committee may appoint one to three members of the Standing Committee and/or one or more other persons to a Working Group to gather information and provide it to the Standing Committee.

Approved on January 2018, 202319

Chair, Board of Trustees



Revision	Change	Date
-	Initial Version	January 30, 2015
1	Section 2.4 -added to include "governance"	January 20, 2017
	Finance and Administration Committee, Academic and Student Affairs Committee, and Information Gathering and Investigation sections updated; basic edits and corrections	January 18, 2019
	Addition of "governance" to Executive, Audit, and Governance Committee; addition of "ad hoc" to section 5.; basic edits and corrections	January 20, 2023



Amendments to Governing Documents

Board Statement on the Conduct of Public Meetings (Action)

Board Statement on the Conduct of Public Meetings Board of Trustees of Southern Oregon University

1.0 Regular Meetings

- 1.1 <u>Content of the Agenda</u>. Only items approved by the Chair, President or a majority of the Board may be placed on the agenda for a regular meeting.
- 1.2 Notice to Trustees. Reasonable effort will be made to provide notice of a regular meeting of the Board of Trustees and all available, pertinent materials to each trustee seven calendar days before the meeting. The proposed agenda and all available, pertinent materials for a regular public meeting of the Board should be provided to each trustee by email to the trustee's official Southern Oregon University email address, which may be an email message that contains only a link to the agenda and materials, seven calendar days before any regularly scheduled meeting.
- 1.3 <u>Notice to Others</u>. Reasonable effort will be made to provide notice of a regular public meeting of the Board of Trustees and all available, pertinent materials to all others six calendar days before the meeting.
- 1.4 <u>Board Calendar</u>. The Board shall meet at least four times per year. Generally, regular Board meetings will be in October, January, March or April, and June. The Board Secretary will work with the Board to generate a schedule of regular Board meetings for at least one year in advance. The Board Secretary will cause to be posted on the Board's website and delivered to each trustee periodically an updated schedule of the Board's regular meetings.
- 1.5 <u>Order of Regular Meetings</u>. The following will be the order of business at each regular public meeting of the Board:
 - 1. Call to Order/Roll/Declaration of a Quorum
 - 2. Public Comment
 - 3. Consent Agenda (including approval of minutes)
 - 4. Reports
 - 5. Information, Discussion, and Action Items
 - 6. Adjournment

The Chair in consultation with the President determines the items to be placed on the consent agenda. An item may be removed from the consent agenda by any trustee in which case the matter will be treated as an information, discussion or action item as appropriate to the item. The order of business of the Board may be altered at the request of the President or as determined by the Chair or majority vote of a quorum of the Board.

2.0 Special Meetings and Emergency Meetings

- 2.1 <u>Definition</u>. Any meeting that is not a regular meeting of the Board is a special meeting of the Board or, in proper cases, an emergency meeting.
- 2.2 <u>Content of the Agenda</u>. Only items approved by the Chair or majority of a quorum may be placed on the agenda for a special meeting.
- 2.3 <u>Notice to Trustees</u>. Reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to each trustee no less than five calendar days before the meeting. The proposed agenda and all available, pertinent materials for a special meeting of the Board should be provided to each trustee by email, which may be an email message that contains only a link to the agenda and materials, five calendar days before any special meeting.
- 2.4 <u>Notice to Others</u>. Reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to all others four calendar days before the meeting.
- 2.5 <u>Meetings</u>. Notwithstanding anything to the contrary in this Board statement, should a special or emergency meeting be set on less than five days' notice, reasonable efforts shall be made to provide appropriate notice and all available, pertinent materials as soon as reasonably practicable.

3.0 Role of the Chair

The Chair presides over all meetings of the Board and is authorized to control meetings, preserve order and decorum, and prohibit comments that are duplicative, disruptive, repetitive or irrelevant. Meetings may be canceled or rescheduled at the discretion of the Chair.

4.0 Procedure for Appearing Before the Board

- 4.1 <u>Importance</u>. Public comment is an important component of effective governance. Public comment provides an opportunity for the public to share ideas, information and opinions. Public comment may not be used as a forum for negotiations or asking questions of individuals or trustees. The opportunity for public comment will be provided at regular meetings of the Board.
- 4.2 <u>Protocol</u>. The Chair has the authority to alter this protocol in the interest of time or other considerations. Priority in public comment will be given first to topics

on the meeting agenda and thereafter to those who sign up in advance of the meeting in the order in which members of the public signed up to comment.

- 4.3 <u>Sign-Up</u>. An individual who wishes to provide public comment must sign up with the Board Secretary in advance of the meeting, stating his or her name, affiliation with the University or other group, and topic to be discussed. Sign-up may be available on the Board's website, and a sign-up sheet will be available at each meeting. Sign-up via the Board's website or email address, trustees@sou.edu, must be made at least 24 hours in advance of the scheduled start of a meeting.
- 4.4 <u>Duration</u>. Unless otherwise indicated on the agenda or by the Chair, each public comment period will be up to 30 minutes with a limit of three minutes per speaker. The Chair may call individuals out of order of sign-up to ensure that different viewpoints are heard during the public comment period. The Chair may require that a group designate one spokesperson to make comments. Those who sign up and are not called are invited to share their comments via trustees@sou.edu. The public comment period is complete when any public comment has been provided or the public comment period expires, whichever occurs first.
- 4.5 Written Information. An individual who wants to provide written information to the Board may do so by: (1) sending the material electronically to trustees@sou.edu; (2) delivering the material to the Office of the Board Secretary; or (3) mailing the material to the Office of the Board Secretary. The Chair, President and Board Secretary will determine whether and, if so, when submitted material is appropriate for dissemination to trustees based on the University's bylaws and relevant Board actions. Materials may be subject to disclosure under the Oregon Public Records Law.

5.0 Role of the Board Secretary

Notices and Minutes. The Board Secretary is responsible for causing: the issuance of required notices of meetings of the Board; the issuance of the agenda; the preparation and advance distribution of the minutes as part of the Board materials; and making arrangements for any audio recording, audio and video recording, streaming audio, or streaming audio and video. The Board Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements and is the custodian of such records. For notice purposes, a calendar day includes the date of the meeting.

6.0 Executive Sessions

6.1 <u>Authorization</u>. Executive sessions are authorized by the Oregon Public Meetings Law. The Chair shall have discretion, consistent with applicable law, to determine whether the Board or a committee should meet in executive session.

When the Chair determines that an executive session is appropriate, the Chair will use the following procedure:

- A. The Chair will announce the executive session as required by law and cite the basis for and statute authorizing an executive session for each subject to be discussed:
- B. The Chair or Board Secretary will specify individuals who may remain in the meeting;
- C. The Chair or Board Secretary will instruct news media on each subject that the news media may not disclose;
- D. The Chair or Board Secretary will also notify news media that they are prohibited from making audio or video recordings of the executive session;
- E. The Chair or Board Secretary will notify news media that they are excluded from the executive session for one or more of the reasons set forth in section 6.4 below;
- F. The Chair or Board Secretary will determine whether the executive session is recorded or whether minutes shall be kept. If a recording is made, the Board Secretary shall specify on the recording when the executive session begins and ends; and
- G. At the conclusion of the executive session, the Board Secretary shall notify all other members of the audience that the portion of the meeting open to the public has resumed.
- 6.2 <u>Notice</u>. Notice of an executive session shall be provided substantially in accordance with notice of a regular, special or emergency meeting, depending on whether the executive session is to take place during a regular, special, or emergency meeting. The Board may hold meetings that consist solely of an executive session. The basis for and statute authorizing the executive session will be included in the notice.
- 6.3 <u>Inclusion of News Media</u>. Only representatives of the institutional news media are permitted in executive session when not excluded.
- 6.4 Exclusion of News Media. Representatives of the news media are allowed to attend executive sessions other than those held to conduct deliberations with persons designated by the governing body to carry on labor negotiations; to confer with counsel on current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation; or when material or information that is confidential under federal law or that constitutes a faculty record under Oregon law will be discussed.

7.0 Committee Meetings

Committee meetings shall be conducted substantially in accordance with this policy					
pproved on January 20, 2023					
hair, Board of Trustees					
niversity Board Secretary					

Revision	Change	Date
-	Initial Version	January 30, 2015
	Board Calendar, Order of Regular Meetings, and Special Meetings and Emergency Meetings sections made more specific; basic edits and corrections	January 18, 2019
2	Basic edits and corrections	January 20, 2023

Board Statement on the Conduct of Public Meetings Board of Trustees of Southern Oregon University

1.0 Regular Meetings

- 1.1 <u>Content of the Agenda</u>. Only items approved by the Chair, President or a majority of the Board may be placed on the agenda for a regular meeting.
- 1.2 <u>Notice to Trustees</u>. <u>REvery reasonable reasonable</u> effort will be made to provide notice of a regular meeting of the Board of Trustees and all available, pertinent materials to each trustee no less than seven calendar days before the meeting. The proposed agenda and all available, pertinent materials for a regular public meeting of the Board should be provided to each trustee by email to the trustee's official Southern Oregon University email address, which may be an email message that contains only a link to the agenda and materials, not less than seven calendar days before any regularly scheduled meeting.
- 1.3 <u>Notice to Others</u>. <u>REvery reasonable reasonable</u> effort will be made to provide notice of a regular public meeting of the Board of Trustees and all available, pertinent materials to all others no less than six calendar days before the meeting.
- 1.4 <u>Board Calendar</u>. The Board <u>shall must</u> meet at least four times per year. Generally, regular Board meetings will be in October, January, March <u>or April</u>, and June. The <u>Secretary Board Secretary</u> will work with <u>theeach</u> Board <u>member</u> to generate a schedule of regular Board meetings for at least one year in advance. The <u>Secretary Board Secretary</u> will cause to be posted on the Board's website and delivered to each trustee periodically an updated schedule of the Board's regular meetings.
- 1.5 <u>Order of Regular Meetings</u>. The following will be the order of business at each regular public meeting of the Board:
 - 1. Call to Order/Roll/Declaration of a Quorum
 - 2. Public Comment
 - 3. Consent Agenda (including approval of minutes)
 - 4. Reports
 - 5. Information, Discussion, and Action Items
 - 6. Adjournment

The Chair <u>in consultation with theor or President the President</u> determines the items to be placed on the consent agenda. An item may be removed from the consent agenda by any trustee in which case the matter will be treated as an information,

discussion or action item as appropriate to the item. The order of business of the Board may be altered by at the request of the Chair, President or as determined by the, President Chair or majority vote of a quorum of the Board...

2.0 Special Meetings and Emergency Meetings

- 2.1 <u>Definition</u>. Any meeting that is not a regular meeting of the Board is a special meeting of the Board or, in proper cases, an emergency meeting.
- 2.2 <u>Content of the Agenda</u>. Only items approved by the Chair, <u>President</u> or majority of a quorum may be placed on the agenda for a special meeting.
- 2.3 <u>Notice to Trustees</u>. <u>REvery reasonable</u> effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to each trustee no less than five calendar days before the meeting. The proposed agenda and all available, pertinent materials for a special meeting of the Board should be provided to each trustee by email, which may be an email message that contains only a link to the agenda and materials, not less than five calendar days before any special meeting.
- 2.4 <u>Notice to Others</u>. <u>REvery reasonable reasonable</u> effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to all others no less than four calendar days before the meeting.
- 2.5 <u>Meetings</u>. Notwithstanding anything to the contrary in this Board statement, should a special or emergency meeting be set on less than five days' notice, all reasonable efforts shall be made to provide appropriate notice and all available, pertinent materials as soon as reasonably practicable.

3.0 Role of the Chair

The Chair presides over all meetings of the Board and is authorized to control meetings, preserve order and decorum, and prohibit comments that are duplicative, disruptive, repetitive or irrelevant. Meetings may be canceled or rescheduled <u>atim</u> the in the discretion of the Chair.

4.0 Procedure for Appearing Before the Board

4.1 <u>Importance</u>. Public comment is an important component of effective governance. Public comment provides an opportunity <u>for the public</u> to share ideas, information and opinions. Public comment may not be used as a forum for negotiations or asking questions of individuals or trustees. The opportunity for public comment will be provided at regular meetings of the Board.

- 4.2 <u>Protocol</u>. The Chair has the authority to alter this protocol in the interest of time or other considerations. Priority in public comment will be given first to topics on the meeting agenda and thereafter to those who sign up in advance of the meeting in the order in which members of the public signed up to comment.
- 4.3 <u>Sign-Up</u>. An individual who wishes to provide public comment must sign up with the <u>Secretary Board Secretary</u> of the <u>University</u> in advance of the meeting, stating his or her name, affiliation with the University or other group, and topic to be discussed. Sign-up may be available on the Board's website, and a sign-up sheet will be available at each meeting. Sign-up via the Board's website <u>or email address</u>, <u>trustees@sou.edu</u>, must be made at least 24 hours in advance of the scheduled start of a meeting.
- 4.4 <u>Duration</u>. Unless otherwise indicated on the agenda or by the Chair, each public comment period will be between 15 and up to 30 minutes with a limit of three minutes per speaker. The Chair may call individuals out of order of sign-up to ensure that different viewpoints are heard during the public comment period. The Chair may require that a group designate one spokesperson to make comments. Those who sign up and are not called are invited to share their comments via trustees@sou.edu. The public comment period is complete when any public comment has been provided or the public comment period expires, whichever occurs first.
- 4.5 <u>Written Information</u>. An individual who wants to provide written information to the Board may do so by: (1) sending the material electronically to trustees@sou.edu; (2) delivering the material to the Office of the <u>University Board</u> Secretary; or (3) mailing the material to the Office of the <u>University Board</u> Secretary. The Chair, President and <u>Secretary Board Secretary</u> will determine whether and, if so, when submitted material is appropriate for dissemination to trustees based on the University's bylaws and relevant Board actions. Materials may be subject to disclosure under the <u>Oregon Public Records Law</u>.

5.0 Role of the **Board** Secretary

Notices and Minutes. The Secretary Board Secretary is responsible for causing: the issuance of required notices of meetings of the Board; the issuance of the agenda; the preparation and advance distribution of the minutes as part of the Board materials; and making arrangements for any audio recording, audio and video recording, streaming audio, or streaming audio and video. The Secretary Board Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements and is the custodian of such records. For notice purposes, a calendar day includes the date of the meeting.

6.0 Executive Sessions

- 6.1 <u>Authorization</u>. Executive sessions are authorized by the <u>Oregon</u> Public Meetings Law. The Chair shall have discretion, consistent with applicable law, to determine whether the Board or a committee should meet in executive session. When the Chair determines that an executive session is appropriate, the Chair will use the following procedure:
 - A. The Chair will announce the executive session as required by law and cite the basis for and statute authorizing an executive session for each subject to be discussed:
 - B. The Chair or Secretary Board Secretary will specify individuals who may remain in the meeting;
 - C. The Chair or <u>Secretary Board Secretary</u> will instruct news media on each subject that the news media may not disclose;
 - D. The Chair or <u>Secretary Board Secretary</u> will also notify news media that they are prohibited from making audio or video recordings of the executive session;
 - E. The Chair or <u>Secretary Board Secretary</u> will notify news media that they are excluded from the executive session for one or more of the reasons set forth in section 6.4 below;
 - F. The Chair or <u>Secretary Board Secretary</u> will determine whether the executive session is recorded or whether minutes shall be kept. If a recording is made, the <u>Secretary Board Secretary</u> shall specify on the recording when the executive session begins and ends; and
 - G. At the conclusion of the executive session, the <u>Secretary Board Secretary</u> shall notify all other members of the audience that the portion of the meeting open to the public has resumed.
- 6.2 <u>Notice</u>. Notice of an executive session shall be provided substantially in accordance with notice of a regular, special or emergency meeting, depending on whether the executive session is to take place during a regular, special, or emergency meeting. The Board may hold meetings that consist solely of an executive session. The basis for and statute authorizing the executive session will be included in the notice.
- 6.3 <u>Inclusion of News Media</u>. Only representatives of the institutional news media are permitted in executive session when not excluded.
- 6.4 <u>Exclusion of News Media</u>. Representatives of the news media are allowed to attend executive sessions other than those held to conduct deliberations with persons designated by the governing body to carry on labor negotiations; to confer with counsel on current litigation or litigation likely to be filed if the member of the

news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation; or when material or information that is confidential under federal law or that constitutes a faculty record under Oregon law will be discussed.

7.0 Committee Meetings

Committee meetings shall be conducted substantially in accordance with this policy.

Approved on January 2018, 201923

Chair, Board of Trustees

University Board See	cretary
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Revision	Change	Date
-	Initial Version	January 30, 2015
	Board Calendar, Order of Regular Meetings, and Special Meetings and Emergency Meetings sections made more specific; basic edits and corrections	January 18, 2019
<u>2</u>	Basic edits and corrections	<u>January 20, 2023</u>

Southern Oregon University Board of Trustees

RESOLUTION

Amendments to Governing Documents of the Board of Trustees of Southern Oregon University

Whereas, the Board of Trustees of Southern Oregon University periodically reviews the board's governing documents;

Whereas, a work group including trustees, the university board secretary, and the university general counsel reviewed the documents below, gathered information, and provided amendments to the Bylaws of Southern Oregon University; the Board Statement on Delegation of Authority; the Board Statement on Board Committees; and the Board Statement on the Conduct of Public Meetings;

Whereas, the Executive, Audit, and Governance Committee of the Board of Trustees has performed a thorough review of the proposed amendments and referred this matter to the Board of Trustees recommending adoption; Now therefore,

Be it resolved, the aforementioned governing documents of the Board of Trustees of Southern Oregon University shall be amended as articulated in the board's January 20, 2023 meeting documentation and adopted.

VOTE:	
DATE: January 20, 2023	
Recorded by the University Board Secretary:	



Future Meetings



Adjournment