



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 14, 2022

TO: Southern Oregon University Board of Trustees

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Board of Trustees

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

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

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

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

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

The meeting will occur as follows:

Friday, January 21, 2022

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

Visit governance.sou.edu for meeting materials.

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

Public Comment

Members of the public who wish to provide public comments for the meeting are invited to submit their comments in writing at least 24-hours in advance of the meeting during this period of pandemic protocols. Please send written comments to the board's email address: trustees@sou.edu. Public comments also may be sent to the board via U.S. mail addressed to SOU Board of Trustees, 1250 Siskiyou Blvd., Ashland, OR 97520, or hand delivered to Churchill Hall, Room 107, at this address.

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



Board of Trustees
January 21, 2022

Call to Order / Roll / Declaration of a Quorum



Board of Trustees Meeting

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

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

AGENDA

Persons wishing to provide public comment shall do so in writing.
Please note: times are approximate and items may be taken out of order.

1 Call to Order/Roll/Declaration of a Quorum

- 1.1 Welcome and Opening Remarks Chair Daniel Santos
- 1.2 Roll and Declaration of a Quorum Sabrina Prud'homme,
SOU, Board Secretary
- 1.3 Agenda Review Chair Santos

2 Public Comment

5 min.

3 Consent Agenda

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

4 Reports

25 min.

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

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

AGENDA (Continued)

4.1.2 Other General Updates

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

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

AGENDA (Continued)

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

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

AGENDA (Continued)

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

Public Comment

Consent Agenda

Board of Trustees Meeting
Friday, June 18, 2021
12:45 – 5:00 p.m.

MINUTES

Call to Order/Roll/Declaration of a Quorum

Committee Members:

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

Board Chair Paul Nicholson called the meeting to order at 12:45 p.m.

Other attendees and webinar panelists included: Greg Perkinson, Vice President for Finance and Administration; Jason Catz, General Counsel; Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Dr. Susan Walsh, Provost; Janet Fratella, Vice President for University Advancement; Tom Battaglia, Chief Information Officer; Jeanne Stallman, Associate Vice President for Government & Corporate Relations; Dr. Matt Stillman, University Registrar/Executive Director of Enrollment Management; Josh Lovern, Director of Budget and Planning; Sabrina Prud'homme, Board Secretary; Phoenix Ramirez, ASSOU President; Kemble Yates, Professor of Mathematics; Dr. Melissa Anderson, Campus Engagement and Research Services Librarian; Kylan de Vries, Associate Professor of Gender, Sexuality and Women's Studies; Jonathan Chavez-Baez, Minority Outreach Coordinator; Patricia Syquia-McCarthy, Contracts Administrative Officer/Risk Manager; and Pamela Tomac, Office of the Board Secretary.

Chair Nicholson read the Land Acknowledgement.

Chair Nicholson welcomed Mimi Pieper, the new student trustee who will begin her tenure as of July 1, 2021. He also welcomed the newly elected shared governance leaders: Felix Ramirez, ASSOU President, and Faculty Senate Chair, Dr. Melissa Anderson.

Chair Nicholson shared that Trustee Lightman would miss this last board meeting due to family circumstances, for which the board sends condolences. The board has deeply appreciated Trustee Lightman's wisdom, guidance, friendship, willingness to speak truth. The board wishes her well in all future endeavors; she will be missed.

Chair Nicholson noted a very bittersweet goodbye to the board's extraordinary trustee, Dylann Loverro. Trustee Loverro has graduated from SOU and will be going on to graduate school.

Trustee Loverro thanked the board for welcoming her. She expressed gratitude that her opinion was valued as a full member. She thanked all the VPs, cabinet members, and employees of both the board and the university including her professors and the Honors

College. She feels so indebted to SOU and honored to call everyone on this board not only her colleagues but her friends.

Roll and Declaration of a Quorum

The secretary recorded the roll and a quorum was verified.

Public Comment

No public comments were received.

Consent Agenda

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

Reports

President's Report

President Schott described various commencement and end-of-year ceremonies that she and others attended. She said commencement had a guest speaker, Erim Gomez, an in-person walk across the stage for 400-500 students, and it included students from both 2020 and 2021.

Reporting several good news items, the president mentioned that the Staff Assembly work has been completed; nominations for assembly members are taking place; and the search for a Vice President for Equity, Diversity, and Inclusion would take place in the summer. She also commended the recipients of the Distinguished Scholarship Awards, Distinguished Service Awards, Distinguished Teaching Awards, and the Outstanding Staff Awards.

She said Dr. Brook Colley did great work to negotiate the SOU Land Acknowledgment with the Siletz and Grand Ronde tribes. She spent a session with SOU's Executive Council talking about the history of these tribes, the land acknowledgment itself, and how it should be used. President Schott had discussions with the Oregon Center for the Arts, athletics, JPR, the OHSU nursing program, and with RVTV about how this land acknowledgment will be used meaningfully and respectfully.

President Schott then turned to some summer plans, mentioning preparations for her retirement; the American Association of State Colleges and Universities summer Council of Presidents meeting she plans to attend; and spending time thinking about the presidential transition.

Lastly, she acknowledged that SOU lost Bill McMillan from the facilities team. A memorial will be held at Emigrant Lake next Saturday. In recognition of Mr. McMillan, a service excellence honor was awarded posthumously; Mr. McMillan contributed 30 years of service to SOU.

Committee Reports

Trustee Bullock presented the ASAC report, beginning with the meeting's theme, "Adapting to the Changing Environment of Higher Education." There were presentations about how SOU will ensure a student-ready university; the committee approved a new certificate program in documentary production; the transforming general education process; technology

recruitment strategies; expectations for the incoming fall class; and the Strong Start program, which garnered dedicated funding.

Trustee Clough presented the FAC report. She noted that presenters brought clarity to revenue, expenses, enrollment, and the positive impact of federal and state funding on the institution. The committee also discussed the excess properties report, enrollment, the impact of the fires as well as the impact of the funding model on SOU's revenue. Finally, deliberations were held on the recommended budget, which she saved for the agenda item on the topic. She thanked trustees for being thoughtful, diligent, and for sharing their wisdom.

Chair Nicholson said that although Jason Catz was not able to attend the meeting, the committee discussed his audit services efforts to review proposals. There was a very full and extensive discussion of the work of the Governance Work Group (GWG), the president's compensation also was discussed, both of which will be reviewed in more depth later in this meeting. The president's evaluation process was reviewed, and while future goals may not be appropriate under the current circumstances, the evaluation itself will still be thorough.

Student Leadership Report

Phoenix Ramirez is excited to be the newly elected president of ASSOU for the 2021-22 academic year. One thing that was learned over the last year is how to adapt, and there are some new goals for the next year that will be focused on community. Working with Danielle Mancuso, the goal is to try to make it feel as if the students have never left and building a fun space that is welcoming to the campus in the fall.

Faculty Senate Report

Dr. Melissa Anderson, incoming chair of the Faculty Senate, delivered the report. The most important work of the Faculty Senate was the approval of the capacities model, which will transform general education by making it more transparent to students to improve affordability and to ensure students graduate with skills that will make them successful in the workplace and beyond. This capacities model implementation is a primary goal for next year. The faculty are committed to continuous improvement, shown by the work clarifying the annual reporting process, fine-tuning the new student learning experience survey, and considering changes to the post-tenure review process. Faculty have appreciated being able to participate in the presidential search process, both in recommending the three candidates directly involved and the informal listening sessions.

Equity, Diversity, and Inclusion (EDI) Report

Jonathan Chavez-Baez began by stating that along with Dr. Kylan de Vries and Patricia Syquia-McCarthy, the team currently consists of three members. Sabrina Prud'homme recently stepped down from the team and was thanked for the experience and expertise that was passionately shared with the team. The EDI team is excited to move forward with the search for the new Vice President of EDI. Every term two EDI training and education modules will be offered: Module 1 that encompasses Anti-Blackness in Oregon; Reality of Immigrants in the US; Institutionalized Racism; and Healing from Racial Trauma. Module 2 relays information for serving LGBTQ+ persons; Asian American Perspectives; and Indigeneity. Additional required training for all employees was added in the areas of Diversity and Inclusion; Implicit Bias and Microaggression Awareness; and Making the Campus Safe for LGBTQ+ Students.

Additional efforts included meetings of the Committee for Equity and Diversity; HB 2864 – Cultural Competency in Higher Education; website development; EDI policy review; cultural celebrations and holidays; virtual faculty and staff of color gatherings; and the search for the new Vice President of EDI. The Initiatives in the Works are Module 3 (Fall 2021), a Climate Survey (Winter 2022), and the USC Equity Institute (Senior Leadership, Spring 2022).

Vice Chair Santos said in the course of the listening session during the search, some students felt as though conservative views were being challenged or looked down upon by faculty, so additional training may be necessary to help handle this perspective better. Vice Chair Santos was very impressed with the students who showed a lot of respect while concurrently being candid and passionate about the subject matter.

Trustee Vincent brought attention to an issue the Bureau of Labor and Industries had with discriminatory behavior from key employees, and said he was worried that as a large employer, SOU might have the same risks. Mr. Chavez-Baez responded that the university has a great system in place to gather support and guidance from a trained bias response team. The team works alongside HR to verify that equitable practices are implemented for hiring, training, and promotion, and this process will continue evolving.

Trustee Wilson expressed gratitude to the EDI team for the breadth of work which is commendable. Responding to Trustee Wilson, Mr. Baez said that having three members of the team has been great to distribute the work, as the team has other jobs and needs to find balance. Board Chair Nicholson said that if the board can support or help the EDI team, they are welcomed to come back to talk to the board.

University Advancement Report

Dr. Janet Fratella reported on several areas of university advancement. She noted that the SOU Foundation will conduct an alumni attitudinal survey to review the experience of alumni while on campus, along with engagement and giving opportunity outcomes. She discussed the media reach of SOU as well as ad value equivalents as high as \$27M in 2021.

The prediction for grants for this last fiscal period is \$2.3M for faculty research, with the big number here for the TRIO program at \$1.5M. The giving update is all private philanthropy. The goal was set for \$3M, has already been attained, and should reach more than \$3.5M, as yesterday's notice of two \$100K gifts came through that were not included in this presentation. Ms. Fratella told several giving stories of generous donor gifts totaling more than \$635K to support students. Board giving reached 100 percent for alumni and governing boards, but the foundation will be at 97 percent due to an unexpected resignation.

The foundation board said goodbye to Debra Lee, who will now join SOU's governing board. The foundation welcomed Ted Adams (class '90), Dan Decena, Armando Lopez (class '01), and student trustee Bree Erb. There was a changeover of leadership as Sue Kupillas is now president, Jim Teece becomes vice president, Sheri Loya remains as treasurer, Peg Evans is secretary, and Mark Bayliss becomes the immediate past president. She also recognized Jerry Taylor, former foundation trustee, and friend of SOU.

Action, Information and Discussion Items

Presidential Search Update

Vice Chair Santos said that it is an honor to chair the search committee, which reflects the diversity of our campus and community, with representation with members as follows: 5 board, 3 faculty, 3 students, 3 staff, 3 community, and by law 1 public university president and a community college president. The group is not only diverse by constituencies, but also with diversity of gender, ethnicity, age, and orientation.

To begin candidate recruitment, a position profile was developed with various groups contributing input such as the board, faculty, staff, students, community members, as well as the cabinet, foundation, and legislators. All constituencies were very insightful and passionate about support for and what they would like to see from the new president as well as the university in the future. In a listening session, as a trustee, alum, resident, and citizen of Oregon, the students were so impressive, so passionate about what they see, the wonders of SOU, the challenges and opportunities, EDI, and social justice. In a group with vastly differing sets of comments, feelings, and passions being expressed, it could have gotten out of hand; instead, he was proud that the students handled the meeting with great respect, sticking to the various positions but with compassion and passion for the university.

Presidential Search Position Profile (Action)

Laurie Wilder, president of Parker Search, presented the update on the presidential search position profile. Based on the listening sessions, the profile was developed into four key categories with the following qualities: 1) Leadership – integrity; vision; innovation; strong fiscal acumen; effective communicator; ability to build and motivate teams; commitment to EDI; politically astute; 2) Academic Environment - shared governance; academic excellence in teaching, scholarship, research, and graduate programs; understanding of rapid changes in higher education; liberal arts mission; STEAM; the value of technology; 3) Student Focus - student-centered; approachable; improvement in retention and graduation rates; student outcomes; enrollment and diversification; challenges facing students such as mental health and student debt; and 4) External Mindset - a commitment to the community and state of Oregon; building those relationships; strong fundraising skills; commitment to arts and athletics; builder of collaborative private-public partnerships; understand Oregon dynamics in higher education. Ms. Wilder noted that these are common characteristics sought by other universities as well.

In creating the profile, it was made as inclusive as possible; all the comments were considered and categories were not placed into any particular order, as all areas are important in this process. The candidates will want to know if the board is in line with this position profile. She noted the importance of the word “preferred” as it is strategic; they will be hard-pressed to find someone who meets all of the qualifications. The document itself will not recruit the candidates; that will take aggressive recruiting strategies. The document may get candidates’ attention but will play to the on-campus community more than the candidates themselves, as the candidates want to talk about the skill sets and know more information behind the job descriptions.

Responding to Trustee Clough, Ms. Wilder replied that fundraising will need to be much more on the philanthropy and grant side and that student enrollment will be a key piece of what SOU has identified. Most candidates will say that the president’s role is more external than internal now, and that fundraising is not just the foundation’s role. Deans across the country will say 60-70 percent of their time is spent raising money. Many areas have had to increase the level of expertise in fundraising which can be friend-raising, not just the ask of

a dollar, but it includes all kinds of components. The fundraising aspect is not overrun in this job description, but it is about finding someone with experience, with the interpersonal skills to get out and fundraise.

Board Chair Nicholson observed that the relationship with the board seems light, that it would be important to know that the board is collaborative, sees itself as a partner, and would not just be overseeing the role. Ms. Wilder agreed and said if there is a need to emphasize this in the position description, then it could be added. Board Chair Nicholson said that is encouraged. Ms. Wilder said it would be done.

Responding to Trustee Bullock asked if there is anything that would discourage, disqualify, or be problematic for SOU's recruitment; Ms. Wilder did not think so. The profile was written with this objective in mind: do not rule someone out before the recruitment begins. She said the market is tough and the compensation, respectfully, will not buy anyone. For example, deans alone are making double SOU's offered compensation and are not going to take a 50 percent pay cut to come to SOU. The profile needs to stay open, so the team can work through these issues, find the right person at the right time who has the skill set.

Trustee Hennion liked the descriptors of *bold* and *audacious*, and Ms. Wilder assured her those would stay. Ms. Wilder said the group has done a great job putting this together and making this job description look good.

With such an external focus necessary, Trustee Clough believed that philanthropic mindedness should be featured more clearly in the document. Trustees agreed that more descriptive language should be added to clarify this item.

Ms. Prud'homme suggested that the affirmative action and equal opportunity employment statement be included in the footer of this job description document. It was also noted that one page of the marketing document was removed to avoid redundancy.

Board Chair Nicholson called for a motion to approve the presidential job description as presented with suggested amendments as discussed. With this motion, the search coordinator is directed to ensure these changes are recorded in the final documents with the search chair's approval. Trustee Santos moved that motion; Trustee Loverro seconded the motion, and it passed unanimously.

University President's Compensation (Action)

Earlier today, the Executive and Audit Committee voted to recommend the board's action on this item, effectively removing the current president's 20 percent furlough. The board previously committed to revisiting this item at intervals. As the president's workload necessarily increases, it is necessary to remove the furlough.

Trustee Rosenberg moved to approve the amendment to the president's compensation as presented. Trustee Santos seconded the motion, and it passed unanimously.

Legislative Updates

Jeanne Stallman informed the board that the higher education budget was presented for the first time last week. It was for full funding of the PUSF at the continuing service level (CSL) of \$900M, which means full funding for sports lottery with a specification of how to

distribute it amongst the universities, full funding for Oregon Opportunity Grant (OOG), and the strong start program. It is good news, but not great news for multiple reasons. It is not an investment budget, it is CSL and it is well offset with new unfunded mandates such as the menstrual dignity act to the transfer council and common course numbers work. The HECC got 1.75 FTE and \$0.5M for an online portal and relation network, while the Oregon universities received nothing and will take a lot of staff time to make that work. The \$900M is great but enrollment challenges will impact our share. SB 233 passed which is the transfer bill, though it will be a financial drain, it was important to show we were concerned and believed it helped with the funding request.

HB2590 passed which is a small 8-member task force to visit with underrepresented students and faculty and staff who support them to learn more about challenges these students face and become advocates for funding in the legislature.

HB 2835 passed which is an FTE benefits navigator position for each university to help students access available public benefits.

SB551 passed which is healthcare for PT faculty but concerned about the mechanics behind it that will be worked through.

SB854 passed which was done out of concern for the voices of students, faculty, and staff to be heard in some universities, but inserted HECC authority and may expose trustees to a wave of emails, so agree with intent but not the solutions as proposed.

There has been work occurring on board best practices through AGB, as anticipated program termination conversations to come up in the next session. That is when a board decides to terminate a program, will that be the end of it based on all the good input and knowledge the board members have, or should there be an appeal process for that? The hope for that conversation will be for folks to understand why the board is the appropriate decision-maker and should stop there.

The wildfire relief bill is still under consideration, the latest update is that Gene Pelham reached out for discussions as continued efforts are made to get this one through. The other big item is waiting on capital funding, hoping to hear in a week, with the expectation that the cascade demo project will be in it, and possibly the music bill would be in the capital construction bill.

Currently working on a letter from the presidents thanking the legislature, the governor, and HECC for all the support. Overall the session was positive showing a willingness to support higher education. Ended with caution to be prepared with data about what this money has been able to accomplish to have success in the next biennium. SOU needs to tell the success stories, as legislators already know about the financial challenges.

Board Chair Nicholson thanked Ms. Stallman for the great work on coordinating all of this and keeping the pressure on for positive outcomes.

Ms. Prud'homme stated that concerning SB854, the SOU board already fulfills most of these provisions, most are non-issue but one is to publicize the trustee email addresses. Ms.

Prud'homme will work on a plan to accomplish this and come back to the board on how to operationalize that plan as it was an immediate request.

Vice Chair Santos shared that he does not have a problem with posting an email address. This next statement is an observation and frustration that there will be more oversight authority by the HECC who does not post email addresses.

Responding to Trustee Thalden, Ms. Fratella said that thanking the legislators for work on higher education funding should occur after the budget clears the house and senate, which is less than a week away.

Board Statement on Managing Fund Reserves

Greg Perkinson said given the positive feedback from FAC so far on the financial reserves, support is needed from the board for operationalizing the statement. It will take about a year to work through all the details of how to manifest this statement. The HECC uses these four ratios called the Primary Reserve Ratio, Viability Ratio, Return on Net Assets Ratio, and Net Operating Revenues Ratio to determine financial health. When SOU started the journey with \$1.7M in ending fund balance, the team did a good job coming out of retrenchment but used a lot of the reserves available at that time.

The following changes suggested by trustees were highlighted: a stronger purpose and rationale; a better tie to equity considerations; a clarified delegation of authority; a word on funding in section five; and the importance of reporting and monitoring.

Mr. Perkinson and Mr. Lovern discussed how reserves will build. Also highlighted were the six reserve accounts that are defined in the draft statement. A new budget committee will operationalize how these reserves relate to the chart of accounts, management thereof, as well as process and procedures.

Mr. Perkinson was please that there was unanimous support yesterday in the committee meeting. Chair Nicholson said this is pretty complex and he was proud to be in the position to have a pool of reserves, which is a big deal for SOU. Trustee Hennion reiterated that the numbers look good and the analysis of the reserve is enlightening. She cautioned that the reserves need to keep building, citing that if another fire or pandemic comes along, the university needs larger reserves to be able to pay people for more than three months. Mr. Lovern replied that the aspirational goal from National Association of College and University Business Officers (NACUBO) is 40 percent. Chair Nicholson thought the board would support changes to take it to a higher percentage in the future.

SOU Excess Properties Recommendations (Action)

Mr. Perkinson expressed a deep appreciation to Chair Nicholson, Trustees Thalden and Vincent, Dave Wright, Laz Ayala, Cynthia Ferrendelli, Noah Hurley, and Staci Buchwald, along with the great process that was followed with the properties task force. The two key objectives were to generate funds for strategic purposes or to enhance financial reserves at SOU. Secondly, it would help address Ashland's housing shortage.

A high-level summary is Phase One: 1) Sell single-family homes adjacent to residential zoning; 2) Consider using a portion of the revenue from sales to raze dilapidated houses on Walker St; 3) Study the possibility of developing multifamily housing on the Henry St

properties through a partnership with a private entity. Phase Two: Integrate additional discussion of properties into the revision of the University Master Plan.

Much discussion ensued throughout this agenda item on the following topics: parking lot impact, affordable housing issues, community comments, best land use, revenue generation of the sales, and also positioning SOU for the best student support opportunities.

Mr. Perkinson recommended that the board authorize the university to proceed with the sale of university properties identified in the first section of the April 7, 2021 report presented in the meeting materials, and report periodically to the board on the status of those actions. Additionally, the staff will prepare proposals for the board relating to multifamily and public-private partnerships by some reasonable date.

Trustee Thalden moved to approve the excess properties recommendation as specified. Trustee Rosenberg seconded the motion and it passed unanimously.

Board Chair Nicholson expressed appreciation for the entire process and the work the task force accomplished.

Revenue Drivers: Enrollment and State Funding Discussion

This item was skipped since it was covered in both committees the prior day.

Fiscal Year 2021-2022 Budget (Action)

Trustee Clough said that in the prior day's meeting, the Finance and Administration Committee discussed the budget thoroughly and made a recommendation to adopt this budget. President Schott added that challenges still exist but much of what was unmanageable has been achieved with the vital assistance of the federal and state governments.

Discussing the proposed budget, Mr. Perkinson reminded trustees there was \$7.1M in lost revenue with an offset of \$11.4M in cost-cutting manifested by furloughs, hiring freezes, pay freezes for administration, solutions in academic and student affairs, reorganizing, and other controls. The ending fund balance was \$5M at the end of last year, and it could finish at \$8.6M, which ties to the 14.1 percent Key Performance Indicator (KPI) in the materials.

Josh Lovern highlighted some of the key assumptions underlying each of the fund types in the budget. In Education and General (E&G) labor appears magnified due to furloughs and freezes. There is a 3 percent cost of living adjustment for administration—the first increase for these 250 or so employees in 2.5 years. There is a Supplies and Services (S&S) increase tied to the Consumer Price Index, which has not applied since 2018, and an increase in student labor that is directly related to the minimum wage increase.

In Auxiliaries, assumptions have fee revenues projected down, so some auxiliary fund balance use may be needed. The lottery support may be decreasing less than expected. Labor increases appears magnified due to furloughs and freezes. The S&S increases are due to travel and equipment replacement cycles, a return to normal sports operations for athletics, and cost escalations for increased health and safety. Housing losses are magnified during the pandemic and support from relief acts will be necessary.

In Designated Operations and Service Centers, assumptions have labor increases appearing magnified due to furloughs and freezes. The S&S line is scaling back some as programs have reduced need. This fund type is largely stable, though concerns for revenue generation coming out of pandemic will require careful monitoring. There were expenses offset in FY21 that will not repeat in FY22. Growth in IT expenses is directly tied to the pandemic.

Mr. Perkinson added that on the revenue side the enrollment went from -3 to -5 percent. In the funding model, the Public University Support Funding (PUSF) increased but confidence in the ability to maximize dollars has diminished. Though it is good news from the state, with confidence eroded, SOU has been conservative in creating the budget.

Mr. Perkinson gave a high-level overview of the key data element structure comparing 2020 actuals, FY21 adopted adjustments, FY21 year-end estimated projection, and FY22 proposed budget. The bottom line number is \$70M as the board approves the recommended expense budget. With the federal relief, and cost savings of \$7.3M, the result is a \$62M expense, with a net of \$925K. Mr. Perkinson showed also the remaining federal relief of \$10.3M allocated to bring the expense budgets to a reasonable position. Responding to Trustee Franks, Mr. Lovern later noted that the \$925K would feed and provision some of the reserves.

Additional charts were shared to show different views by fund types. The next year will be critical as the administration continues the work to transform for future sustainability. Mr. Perkinson explained several views of the pro forma, showing the difference with and without federal relief.

Answering Trustee Wilson, Mr. Perkinson assured the board that the \$7.3M is earmarked, and can be considered a restricted grant, but that the funds need to be used by September 2023. Trustee Wilson thanked the team for their work on the budget. Speaking also as a staff member, she shared that although the furloughs are difficult, she was grateful that jobs were preserved during the pandemic.

Trustee Clough moved to adopt the fiscal year budget 2021-2022 as presented. Trustee Wilson seconded the motion, and it passed unanimously.

Governance Work Group Recommendations (Action)

Vice Chair Santos reviewed the Knowledge, Skills, and Abilities Matrix, New Trustee Orientation Goals, Annual Board Evaluation, and June 2021-22 Proposed Schedule of Governance Agenda Items. Vice Chair Santos moved to adopt the report of the work group as well as any necessary amendments with follow-up revisions as needed by Sabrina Prud'homme and the work group. Trustee Bullock seconded the motion, and it passed unanimously.

Equity, Diversity, and Inclusion Work Group Update

Trustee Wilson, chair of the EDI work group, stated that work begun on how to convert the board statement of support for Black Lives Matter into clear actions the board will take. The team brainstormed possible actions including: the board could more fully utilize the equity lens; ensure board meetings are equitable and accessible to everyone; look at the composition of the board as well as operations and functions of the board; look at the composition of the agenda to think about who the board is not hearing from; financial

decisions; and several others. The team requested that trustees review the Oregon equity lens, and during the fall retreat, participate in training and discuss how best to utilize the lens to in the work of the board including in the review resource allocations and evaluation of strategic investments.

Future Meetings

A retreat of the board is scheduled for September 17, 2021. The next regular meeting of the board is October 22, 2021, at 12:30 PM.

Adjournment

The meeting adjourned at 5:05 p.m.

DRAFT

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

MINUTES

Call to Order and Preliminary Business

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

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

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

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

Public Comment

No one offered public comments.

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

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

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

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

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

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

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

Dinner and Discussion with Candidate


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

Adjourn

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

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

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

MINUTES

Call to Order and Preliminary Business

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

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

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

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

Public Comment

No public comments were offered.

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

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

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

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

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

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

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

Dinner and Discussion with Candidate

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

Adjourn

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

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

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

MINUTES

Call to Order and Preliminary Business

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

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

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

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

Public Comment

No one offered public comments.

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

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

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

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

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

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

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

Dinner and Discussion with Candidate

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

Adjourn

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

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

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

MINUTES

Call to Order and Preliminary Business

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

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

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

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

Public Comment

No one offered public comments.

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

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

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

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

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

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

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

Dinner and Discussion with Candidate


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

Adjourn

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

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

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

MINUTES

Call to Order and Preliminary Business

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

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

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

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

Public Comment

No one offered public comments.

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

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

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

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

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

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

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

Dinner and Discussion with Candidate


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

Adjourn

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

Date: January 21, 2022

Respectfully submitted by,



Sabrina Prud'homme
University Board Secretary

DRAFT

Board Statement on Policies
Board of Trustees of Southern Oregon University

1.0 Preamble

Consistent with authority of the Board of Trustees ("Board") authority to manage the affairs of Southern Oregon University ("University" or "SOU") and, in recognition of its fiduciary obligations, the Board identifies the following categories of authority and the principles and processes governing the development of statements of authority, including bylaws, committee charters, board statements, board resolutions, university policies, university procedures, handbooks, and manuals.

2.0 Categories of Authority

2.1 Bylaws. Board Bylaws outline the essential elements necessary for the Board's constitution and operation, including, but not limited to Board officers, meeting agendas, and certain legal obligations.

2.2 Committee Charters. Committee charters identify the duties and scope of authority for the Board's committees, both standing and ad hoc and must be consistent with the Board's Bylaws, Board Statement on Committees, and other Board actions. These charters may only be promulgated, amended, or repealed by a majority vote of the Board. Board committees, from time to time, may suggest changes to the committee charters for Board action.

2.3 Board Statements and Resolutions. Board Statements are broad, strategic statements communicating the Board's expectations. As opposed to University Policies or Procedures, which could communicate delegated, operational or transactional authority or procedures, Board Statements communicate the fundamental strategic, fiduciary, and structural expectations of the Board. While the Board's committees, President, and SOU Policy Council play a role in the development and recommendation of Board Statements, such Statements may only be promulgated, amended or repealed by a majority vote of the Board. Pursuant to ORS 352.107, the Board may authorize a Board Statement to have the force of law. Board Resolutions are also reserved for broad, strategic statements, but may be used in specific circumstances, including statements that need to be reaffirmed periodically by the Board or for actions authorizing the sale of bonds. Board Statements and Resolutions must be consistent with the Board's Bylaws and federal and state law.

2.4 University Policies. University Policies describe the exercise of authority delegated to the President by the Board. University Policies typically communicate the broad, strategic expectations of the President regarding the University's affairs. University Policies must be consistent with Board Statements and Resolutions and federal and state law. In any event where a University Policy is inconsistent with a Board Statement or Resolution, the Board Statement or Resolution shall prevail.

2.5 University Procedures. University Procedures, which likely work in concert with one or more University Policies, communicate the day-to-day steps or processes necessary for the effective and efficient accomplishment of University Policies. University Procedures must be consistent with Board Statements and Resolutions, University Policies, and other actions, as well as federal and state law. Where a University Procedure is inconsistent with a Board Statement, Resolution, University Policy or other Board action the Board Statement, Resolution, Policy, or action prevails.

2.6 Handbooks and Manuals. Handbooks and Manuals exist throughout the University and typically communicate desktop procedures or expectations for a University department, unit, or functional area. Examples may include, but are not limited to a faculty handbook, student handbook, and fiscal policy manual. Handbooks and Manuals must be consistent with Board Statements, Resolutions, and other actions, and University Policies and Procedures. Where a Handbook or Manual is inconsistent with a Board Statement, Resolution, or action, or University Policy or Procedure, the Statement, Resolution, action, Policy, or Procedure will prevail.

3.0 SOU Policy Council

3.1 To assist in the formulation, drafting, revision, recommendation, and maintenance of the Board's and University's statements of authority, the Board directs the President to establish and maintain a policy council. The SOU Policy Council ("Council") will be convened by the SOU General Counsel. With the approval of the President, the Council will consist of representatives of the major functional units at the University (e.g., human resources, business affairs, contracting and procurement, public safety, student affairs, academic affairs, and risk management), as well as duly-elected or appointed representatives of the Faculty Senate, Staff Assembly, or ASSOU. The Council is a consultative, multi-functional group designed to provide valuable input and advice on the categories of authority described in this Board Statement.

3.2 The responsibility for any statement of authority described at sections 2.4, 2.5, or 2.6 of this Board Statement resides with the cognizant officer or director ("Responsible Officer"), even if employees that report to the Responsible Officer participate in the Council. Responsible Officers include: (1) chief academic and student affairs officer, (2) chief financial officer, (3) chief legal officer, (4) chief development officer, and (5) athletic director.

3.3 The Responsible Officer is authorized to maintain Handbooks and Manuals described at Section 2.6 for any unit or department that reports to him or her. The Responsible Officer may seek the advice and guidance of the Council for Handbooks and Manuals, but is not required to do so. Notwithstanding this authority, a Handbook or Manual is not valid unless it contains statements that (i) it does not create a contractual obligation unless expressly stated, (ii) that the official copy may be found on the University's policy website, and (iii) any inconsistency with a category of authority described at Section 2.3, 2.4, or 2.5 of this Statement will be resolved in favor of the applicable Board Statement, Resolution, or action, University Policy or Procedure, or, as applicable collective bargaining agreement.

3.4 The Responsible Officer, or designee, shall present University Procedures, whether new or existing, to the Council for advice. After discussion of the draft University Procedure, the Responsible Officer may seek the President's approval. Although a vote is not required in order for the Responsible Officer to submit a University Procedure to the President for approval, the Responsible Officer shall communicate to the President any major issues or concerns, if any, identified by the Council. A University Procedure is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

3.5 The Responsible Officer, or designee, shall present University Policies, whether new or existing, to the Council for advice. After discussion of the draft University Policy, the Responsible Officer may submit the draft University Policy to the President for authorization to seek comment from the University community. Although a vote is not required in order for the Responsible Officer to submit a University Policy to the President, the Responsible Officer shall communicate to the President any major

issues or concerns, if any, identified by the Council. With the President's authorization, a Responsible Officer may submit a draft University Policy to the University community for comment for at least seven calendar days. The draft shall also be posted on the University's policy website during the comment period. After seven days, the Responsible Officer, with any comments, may return to the Council for advice or request approval from the President. A University Policy is only valid after an official copy is (i) approved by the President and (ii) included on the University's policy website.

3.6 Board Statements or Resolutions may come to the Council for advice and consideration through a variety of channels, including the Board or its chair, its committees, whether standing or ad hoc, the President, or a Responsible Officer. The relevant Responsible Officer, at the direction of the Board chair, Board committee chair, or the President, may present a Board Statement or Resolution, whether new or existing, to the Council for advice and consideration. After any advice and consideration by the Council, and with the Board chair's authorization, the President or Responsible Officer may submit a draft Board Statement or Resolution to the University community for comment for at least seven calendar days. The draft may also be posted on the University's policy website during the comment period. After seven days, the President or Responsible Officer may compile any comments and seek the advice of the Board chair on whether to return the draft to the Council for further refinement or include the draft Board Statement or Resolution in the Board's docket for action at a regular, special or emergency meeting. Notwithstanding the Council's existence as a consultative, advisory group assembled for the benefit of the University, nothing in this Section shall be construed to require the Board or its committees to submit its Board Statements or Resolutions to the Council.

4.0 Format

4.1 All categories of authority will be presented substantially in the same format. The official copy of the authority will be found on the Board's website and the University's policy website, with an official paper in the Board's office files.

4.2 The Council will devise an operational system to organize the categories of authority under discernible functional areas.

4.3 Responsible Officers will, from time to time, review categories of authority within their functional areas to determine if repeal or amendment is advisable.

4.4 Technical changes to the organizational system, titles of authorities, indexing of authorities, or any other administrative change necessary to maintain an accessible and efficient policy function that does not conflict with this Board Statement may be accomplished after notice to the Board Chair.

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

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

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

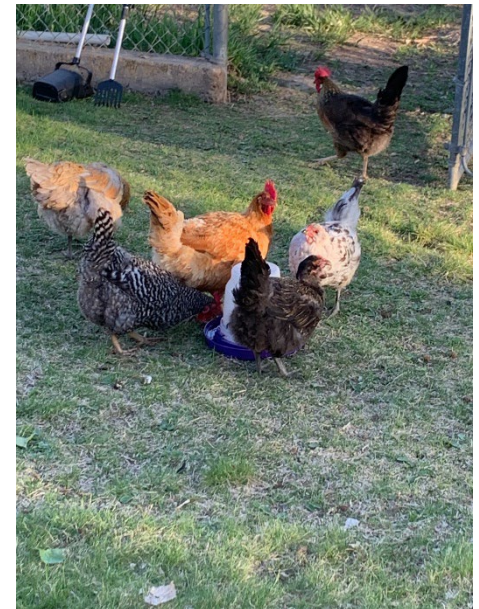
1. PPP Bond refinancing:	\$15,243
2. Litigation:	\$3,557
3. Intellectual Property/Patent Development:	\$52,719
4. Labor & Employment	\$13,157
5. Immigration/Employer Visa Applications	\$18,854

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

President's Report

Transition

- FLAWLESS
- Kudos to the Transition Team
 - Special thanks to Sabrina and Denise
- More moving parts, but more wise and solid counsel
- Challenge – Allocation of Time (Strategic Importance)
- SOU is a WORLD CLASS TEAM



Initial Engagements

- ASSOU (Planning)
- Students at the HAWK
- MLK Holiday Event
- Ashland Chief of Police
- Ashland Chamber of Commerce
- KOBI NBC-5 Five on Five Interview Series
- Media Engagement with Chair Santos
- UPCOMING with Faculty and Staff Leaders

Early Thoughts on Goals

- Plant Seeds for Revenue Diversification Options
- Diversity Equity and Inclusion (USC Equity Institute)
- Develop an *Approach* to Strategic Plan
- Establish Network of Collaborators
- Robust Communication Strategy (Internal/External)
- Culture of Healing & Self-Care
(Students/Faculty/Staff)

THANK YOU...

Committee Reports

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

Student Body Leadership (ASSOU) Report

Faculty Senate Report

Staff Assembly Report

**SOUTHERN OREGON UNIVERSITY STAFF ASSEMBLY
PERIODIC REPORT TO BOARD OF TRUSTEES – JANUARY, 2022
DR. MATT STILLMAN
ASSISTANT VICE PRESIDENT FOR ENROLLMENT MANAGEMENT & UNIVERSITY REGISTRAR
INAUGURAL CHAIR, STAFF ASSEMBLY**

EXECUTIVE COMMITTEE:

- Matt Stillman – Chair
- Ashley King – Chair-Elect – Budget Committee
- Luke Williams - Elections and Bylaws Committee Chair
- Anna D’Amato - Service Committee Chair
- Chris Mahan – Communications Committee Chair

REPRESENTING ACADEMIC AFFAIRS:

- Kim Andresen - Communications Committee
- Mary Katie Brown – Service Committee
- Robert Casserly – Bylaws Committee
- Edward Derr – Communications Committee
- Helen Eckard - Secretary
- Rachel Gibbs – Service Committee
- Deborah Lovern – Service & Budget Comm.
- Christopher Mahan – Exec. Committee

REPRESENTING ENROLLMENT MANAGEMENT & STUDENT AFFAIRS:

- Katherine Cable – Communications Committee
- Anna D’Amato – Exec. Committee
- Belisario Nigenda-Perez – Bylaws Committee
- Matt Stillman – Exec. Committee
- Luke Williams – Exec. Committee

REPRESENTING FINANCE & ADMINISTRATION:

- Jeff Anderson – Communications Committee
- Ashley King – Exec Committee
- Josh Lovern – Bylaws Committee
- Colleen Martin-Low
- David Raco
- Patricia Syquia – Bylaws Committee
- Daniel Tharp – Service Committee
- Rebecca Walker

REPRESENTING PRESIDENT’S OFFICE/ATHLETICS/JPR:

- Valerie Ing – Communications Committee
- Fawn Jones – Service Committee
- Jessica Pistole
- Josh Rohlfing – Bylaws Committee

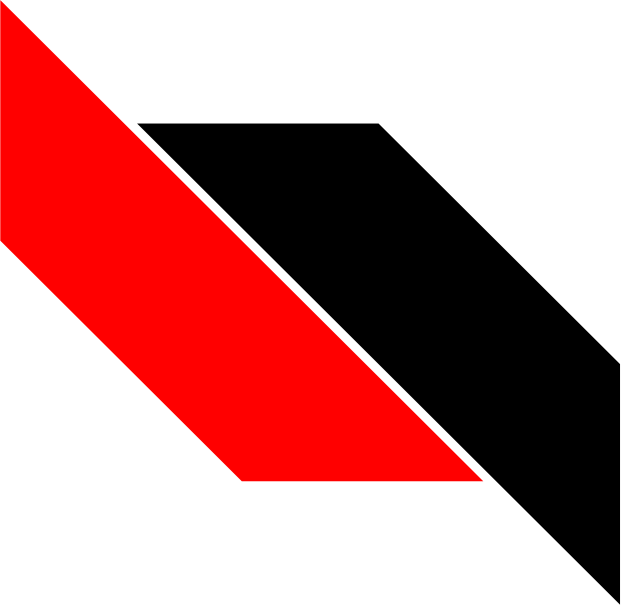
REPRESENTING UNIVERSITY ADVANCEMENT:

- Stacey Derrig – Service Committee

SUMMARY OF ACTIVITIES SINCE LAST BOARD OF TRUSTEES MEETING:

- Working through finalization of bylaws
- Internal committees are now seated and working
- Responding to external committee seating requests, such as Budget Committee
- Established permanent meeting day/time for both fully Assembly and Executive Committee
- Developing a future process for recommending future Board staff member selections (this cycle is underway)
- Working on website presence
- Coming up: SIS conversation, initial meeting with President Bailey, establishing focal points for this year

Equity, Diversity, and Inclusion (EDI) Report



EQUITY, DIVERSITY, & INCLUSION

SOUTHERN OREGON UNIVERSITY

**What's Going On? -
Equity, Diversity, &
Inclusion at SOU**

Toya M. Cooper, JD
Vice President for
Equity, Diversity, and Inclusion



What's Going On? - Equity, Diversity & Inclusion at SOU

❖ The Nation. The Community. The Campus.

❖ Reactive & Proactive EDI Plans.

❖ The Work Underway.

❖ The Impact of the Work Underway.

❖ The Work to be Done.

❖ The Work to Keep/Delete/Modify?

What's Going On: The Nation. The Community. The Campus.

- Summer of Protests. . .
- and COVID

- Community Crisis Incidents . . .
- and COVID

- Campus Crisis Incidents . . .
- and COVID

- And some more. . .
- COVID



C

THE CHRONICLE OF HIGHER EDUCATION

June 26, 2020
\$7.99

Paychecks in peril

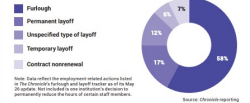
5 Facts About the Higher-Ed Work Force

In any other year, the arrival of summer would usher in a slower pace on college campuses. But as the global pandemic continues, the end of the academic year has institutions frantically preparing for an uncertain future, and responding to and anticipating further financial upheaval. Many plans have surfaced, with details still to come. But what's already clear is that faculty and staff members are experiencing the brunt of the impact. Furloughs and layoffs are underway at various institutions, with more

expected. The size of higher education's work force will shrink as hiring is frozen while institutions take on new duties. The employees who are left will face the challenge of trying to navigate classrooms, offices, and other parts of campus in line with public-health standards. Many have already expressed reluctance to return to their institutions in the fall. Here are five ways that the pandemic has already strained — and will continue to challenge — higher education's work force. —*ANNE WILSON-JACK*

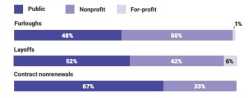
College Jobs at Risk

Colleges have announced more than 250 employment-related actions — estimated to affect at least 60,000 employees — since the pandemic outbreak. The tally is dominated by furloughs, though some colleges have carried out more than one kind of action involving employees.



Public Colleges Are Hardest Hit

The largest share of layoffs and contract nonrenewals is happening at public colleges, whose state appropriations are in jeopardy because of the coronavirus's impact on the economy.



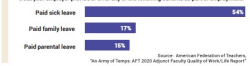
Vulnerable Employees

The age of many postsecondary institutional staff members puts them at higher risk of contracting the coronavirus. Roughly one in three are 65 and older.



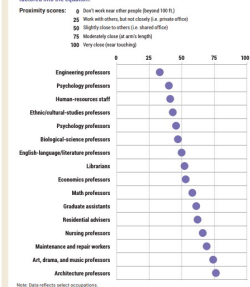
Paid Sick Leave: Not a Given

Some faculty members are more likely than others to have to choose between their job or their health in the pandemic. For nearly half of non-tenure-track instructors, paid time off for illness isn't an option.



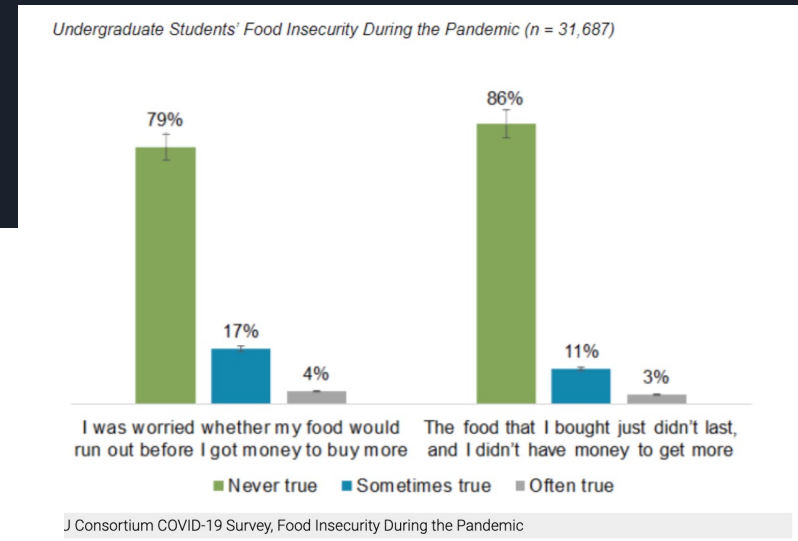
Socially Distanced Jobs

Many college employees can remain distant from other people according to a "proximity score," a calculation of how physically close to others certain jobs require people to be. Do caveat: Interactions with students don't appear to be factored into the equation.



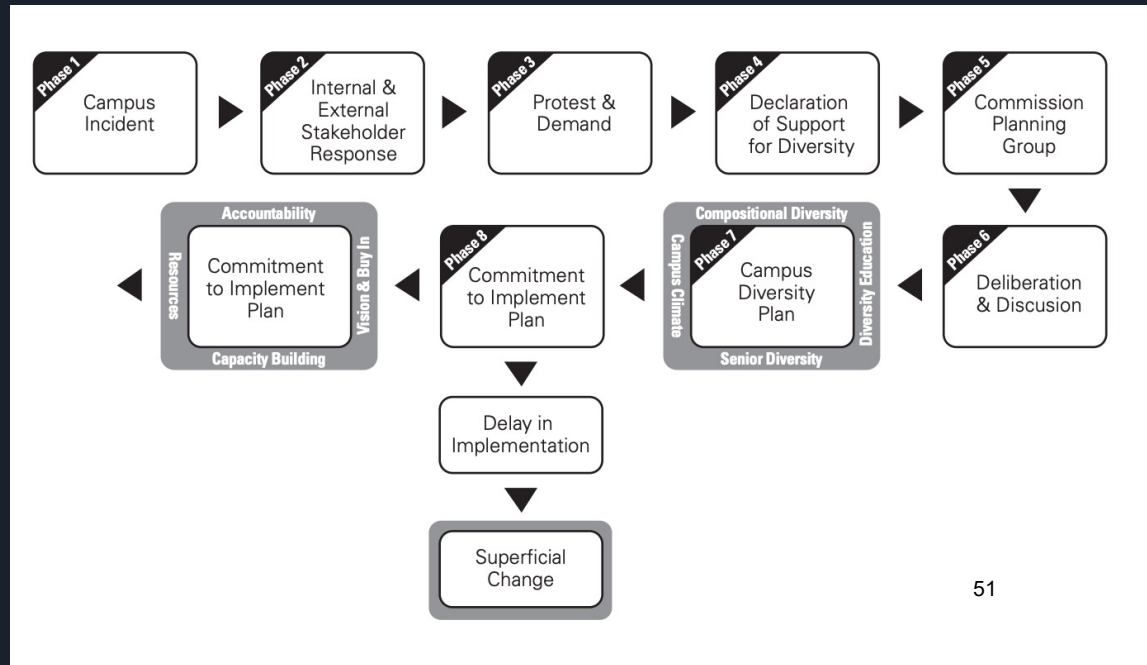
What's Going On: We were (are) not alone.

- ❖ The impact on underrepresented students, staff and faculty felt the nation over—
- ❖ Wider range of mental health concerns
- ❖ Greater financial challenge
- ❖ Disproportionate risk of contracting COVID

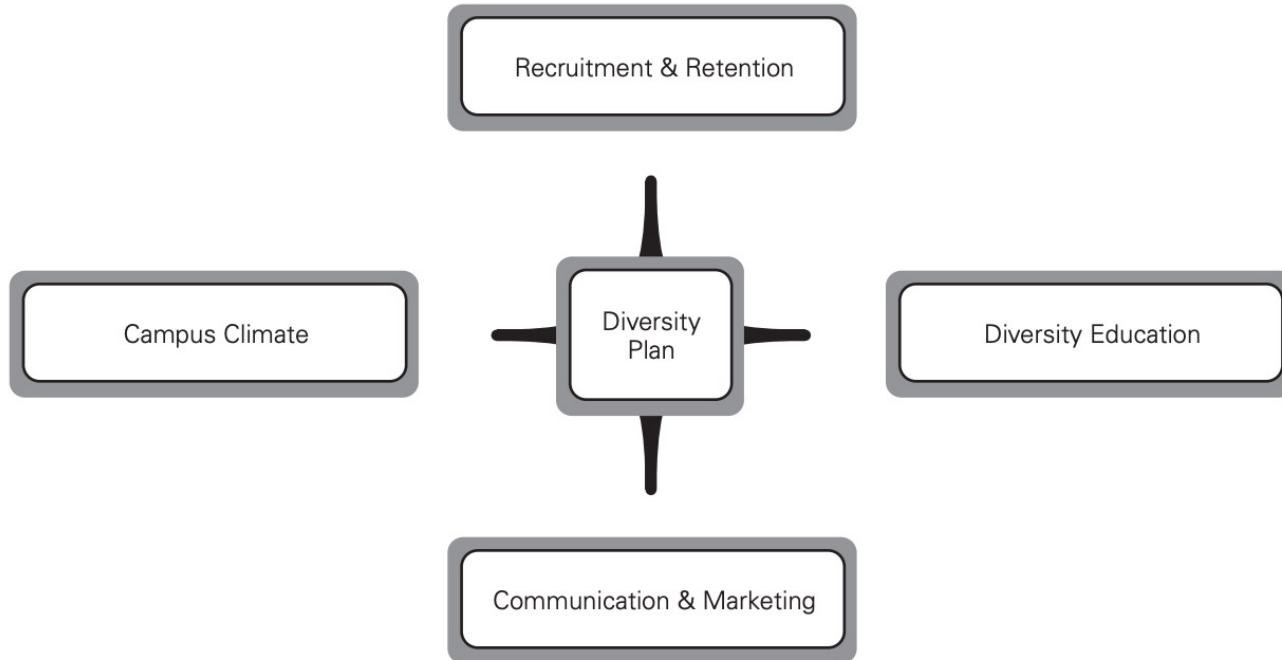


What's Going On: Reactive Plans

- ❖ SDIV and supporting goals: Interrupting a crisis model




What's Going On: Proactive Plans





What's Going On: The Work Underway(SDIV)

- We have a plan embedded in a framework that characterizes diversity as an imperative
 - The Technology Imperative – Daryl G. Smith Diversity's Promise for Higher Education
 - Imperative, Inclusive, Differentiated (Disaggregated)
- Serves as a cross-cutting priority over all divisions
- Identifies some metrics
- Asks all divisions to give attention to and take responsibility for the work




What's Going on: The Work Underway (Not Exhaustive---That's Improve)

- ❖ CATL EDI Innovation Groups (Culturally Responsive Teaching – “CRT”)
- ❖ OCA Anti-racism programming
- ❖ New Affinity Groups Support Systems
- ❖ Marketing Protocols (representational vs. aspirational);
- ❖ Funding for and Enrollment in USC Equity Institute
- ❖ Employee EDI Educational Series Participation (Vector Solutions)
- ❖ Employee Resource Group (BIPOC gatherings)
- ❖ EDI involvement in HECC;HB 2590 planning meeting participation
- ❖ Scholarship proposal to meet needs of underrepresented students
- ❖ EDI Capacities




What's Going On: The Impact (Informal)

- ❖ Current programs and activities appear to enjoy an engaged audience; and
- ❖ The diversity of the work appears to inspire innovation among those who participate--
 - ❖ EDI-Innovation groups seem to spark more EDI-Innovation groups;
 - ❖ Educational series spark more educational series




What's Going On? - Questions about the work

- ❖ What ongoing professional development supports faculty and staff in their EDI understanding and practice?
- ❖ What is the learning, working, and or experience of underrepresented students, staff, and faculty?
- ❖ How do we prepare search committees to diversify candidate pools for staff and faculty positions?
- ❖ What efforts are aimed at increasing recruitment, enrollment, and retention of underrepresented students, staff, and faculty?
- ❖ What/how does allocated funding support advancement of SDIV and its goals?



What's Going On: What more should be going on?

- Gathering available data on whether we are meeting self-imposed goals (Reporting)
- Gathering data on the impact of the work going on (Climate Survey)
 - What do we need to change/continue/add?
- Develop current leadership in its EDI understanding and practice to enhance the work (Equity Institute)
- Develop ongoing programs and activities for all (When are we done with technology? Never.)
- Supporting the EDI Office (Development of Budget, Structure, & Staffing)
 - Structure; Staffing; Funding; & Priorities—Keeping the focus and mission at the center even in the midst of crisis



What's Going On: Should we do anything differently/stay the course?

- ❖ The data will tell us whether what is going on should be different
- ❖ But for now we keep, create, and/or augment. . .-
 - ❖ We regularly communicate about our efforts with explicit articulation of connection to SOU mission and to SDIV goals that the efforts serve (*Shameless OEDI Newsletter Plug*)
 - ❖ Continue developing ongoing education and assessment of programs and activities (*Culture of Education & Assessment*) *Improve, CATL, CRT, Vector Solutions*)
 - ❖ Leadership Development (*USC Equity Institute*)



Questions?

Summary of Campus USC Equity Institute Participation

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

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

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

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

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

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

University Advancement Report

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

[Click Here to View](https://inside.sou.edu/assets/bus_serv/docs/accounting/SOUFinancialReport2021.pdf)

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



Southern Oregon University

Fiscal Year 2021

Financial Statement Audit Results

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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

Agenda



Introductions



Scope of Engagements



Responsibilities under GAAS



Unique Items



Financial Statement Audit Results



Required communications



Questions





Financial Statement Audit



Single Audit

Student Financial Aid
Higher Education Emergency Relief Fund



Responsibilities under US Generally Accepted Auditing Standards (GAAS)

Responsible for:

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



Responsibilities under GAAS (continued)

An audit in accordance with GAAS:

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



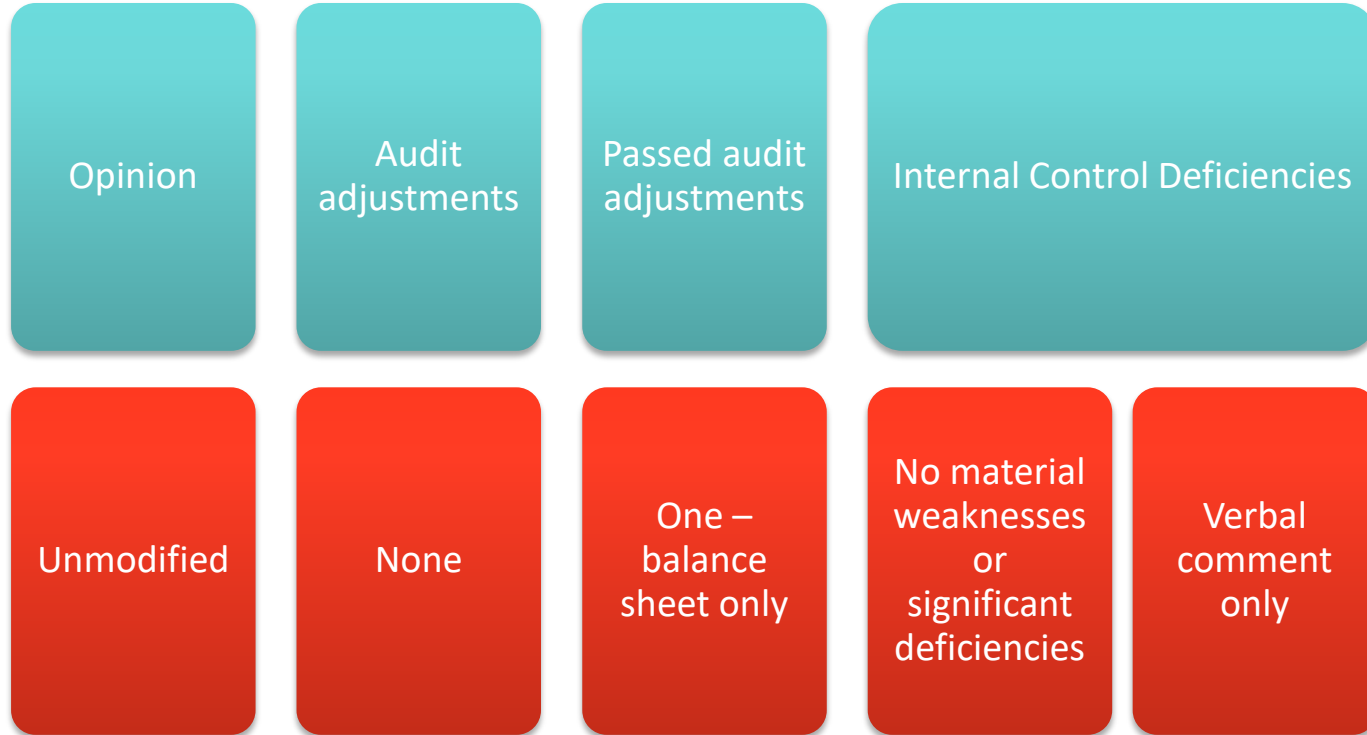
Unique Items

COVID 19

HEERF Funding

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

Financial Statement Audit Results



2021 Financial Statements



2021 ANNUAL

FINANCIAL REPORT



Required Communications

Qualitative Aspects of Accounting Practices

- Accounting Policies, Accounting Estimates, and Financial Statement Disclosures

Difficulties Encountered in Performing the Audit

- None

Passed Adjustment

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

Corrected Misstatements

- None



Required Communications (continued)

Disagreements with Management

- None

Management Representations

Management Consultations with other Independent Accountants

- None

Significant Issues Discussed with Management Prior to Engagement

- None

Other Matters





Compliance Supplement was delayed



Updated Single Audit filing deadline - September 30, 2022



Working with management to complete testing as soon as possible



Other Communications

Management and staff
were very cooperative
and helpful



2021 Higher Education Virtual Conference

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


2021 Higher Education Virtual Conference


Home / Events / 2021 Higher Education Virtual Conference

EVENT DETAIL



 Date February 09, 2021 – February 23, 2021	 Location Virtual Speaking, Hosting
--	--

Event materials

 [2021 Higher Education Virtual Conference](#)



SPEAKERS

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

UPCOMING EVENTS

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

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

1/20/2022
Technology Webinar Series

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

1/25/2022
Florida VPP Dashboard



Questions?



Jean Bushong, CPA

Principal

303-265-7884

Jean.Bushong@CLAconnect.com

Bryan Simkanich, CPA

Director

Bryan.Simkanich@claconnect.com

407-802-1235



CLAconnect.com



WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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

**Southern Oregon University
Board of Trustees**

**RESOLUTION
Fiscal Year 2020-21 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, 2021;

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

Whereas, the Executive and Audit Committee of the Board of Trustees met with the external auditors, performed a satisfactory review of these documents, and recommends the Board's acceptance of the FY 2020-21 Audited Financial Statements; and

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

Be it resolved, that the Board of Trustees of Southern Oregon University hereby accepts the audited financial statements and the SOU 2021 Annual Financial Report for the fiscal year ended June 30, 2021.

VOTE:

DATE: January 21, 2022

Budget Update

Roadmap

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

E&G Budget Key Assumptions and Observations

Observations

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

E&G Budget Key Assumptions and Observations



Modeling Assumptions FY23 – FY25 (preliminary)

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

Approved Financial Planning Guidelines (from last board meeting)

SHORT TERM

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

LONG TERM

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

FY22 E&G Budget Forecast (w/Aid)

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

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

Cost Levers – “Create Runway”

- Continued Austerity - \$1+M savings

Labor Savings

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

Supplies & Services

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

- Analyzing other levers

Revenue Levers – “be creative”

- Near-term opportunities - \$1M generation

State and Federal Funding

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

Tuition and Fees

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

Gifts, Grants & PPP

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

- Analyzing other levers

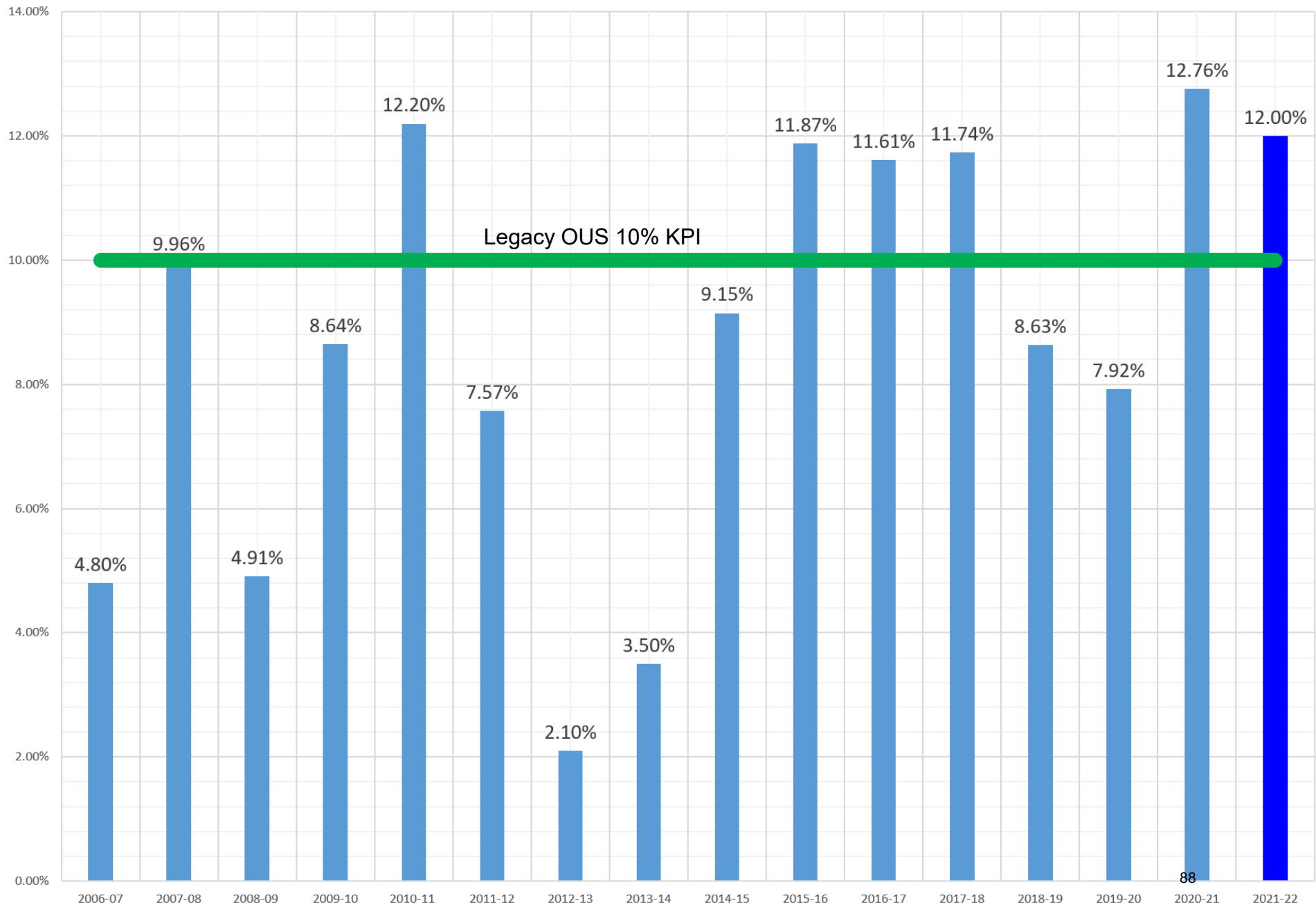
Pro Forma with Aid & Cuts

Education and General

(in thousands of dollars)

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

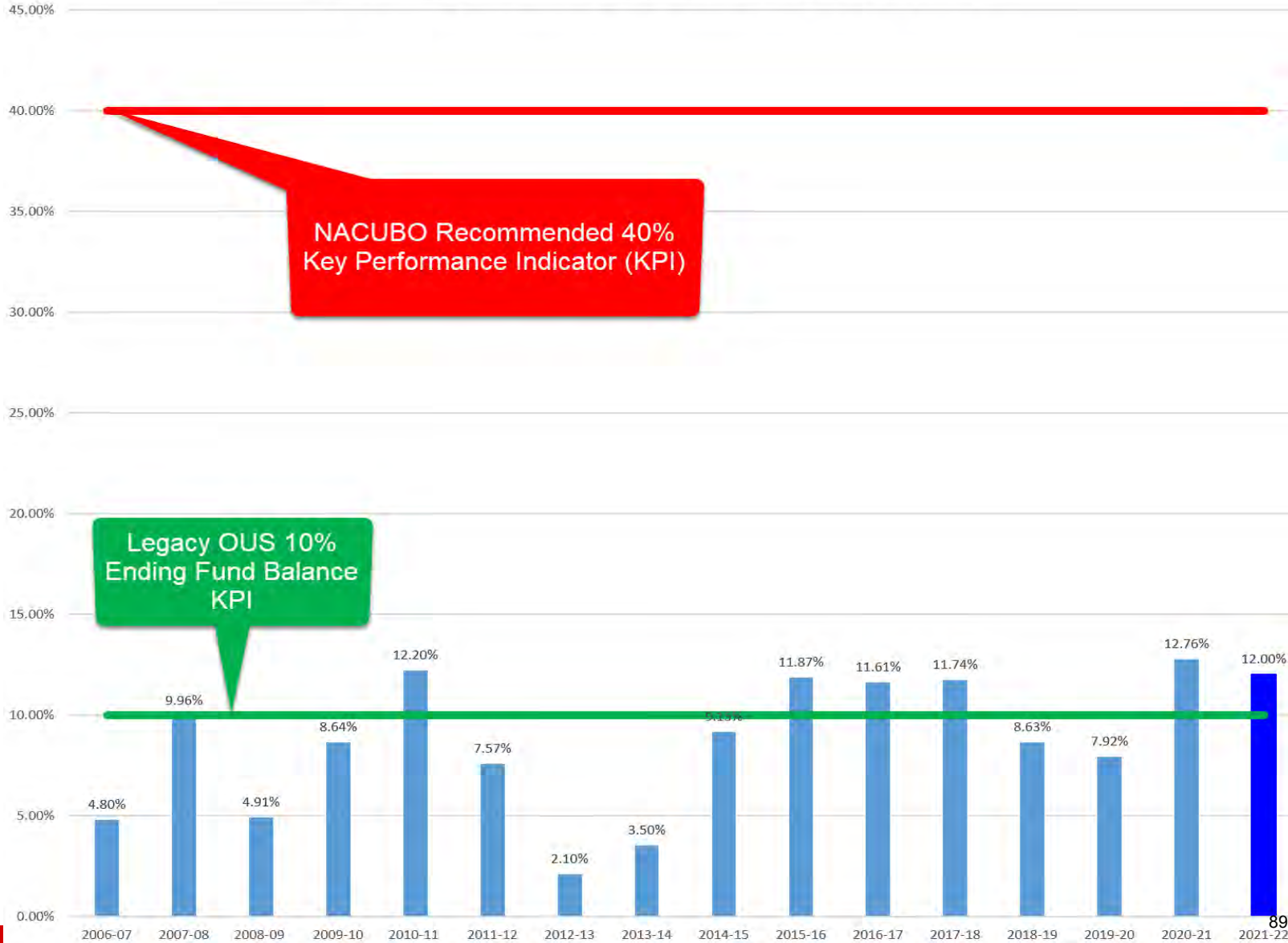
E&G Ending Fund Balance as % of Revenue FY07 - FY22



How Does This Compare With Higher-Ed?



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



NACUBO Recommended 40% Key Performance Indicator (KPI)

Legacy OUS 10% Ending Fund Balance KPI

Path Forward

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

Update to COVID Plans and Protocols

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

Executive Summary and Road Ahead



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

Core System Replacement Business Case for Southern Oregon University

Prepared for:

Linda Schott, Susan Walsh, Janet Fratella, Toya Cooper, Neil Woolf,
Greg Perkinson, Jeanne Stallman, Sabrina Prud'homme, Daniel Santos,
Jonathan Bullock, Sheila Clough, Shaun Franks, Lyn Hennion,
Debra Fee Jing Lee, Paul Nicholson, Mimi Pieper, Deborah Rosenberg,
Barry Thalden, Bill Thorndike, Steve Vincent, Janelle Wilson,
Richard Bailey

Prepared by:

Thomas Battaglia, Chief Information Officer
Department of Information Technology
Southern Oregon University

November 29, 2021

1. Executive Summary

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

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

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

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

Higher Education Coordinating Commission (HECC) Update

Process for Setting Tuition and Mandatory Fees (Action)

Tuition and Fee Process: HB 4141

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

HOUSE BILL 4141 COMPLIANCE MEASURES

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

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

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

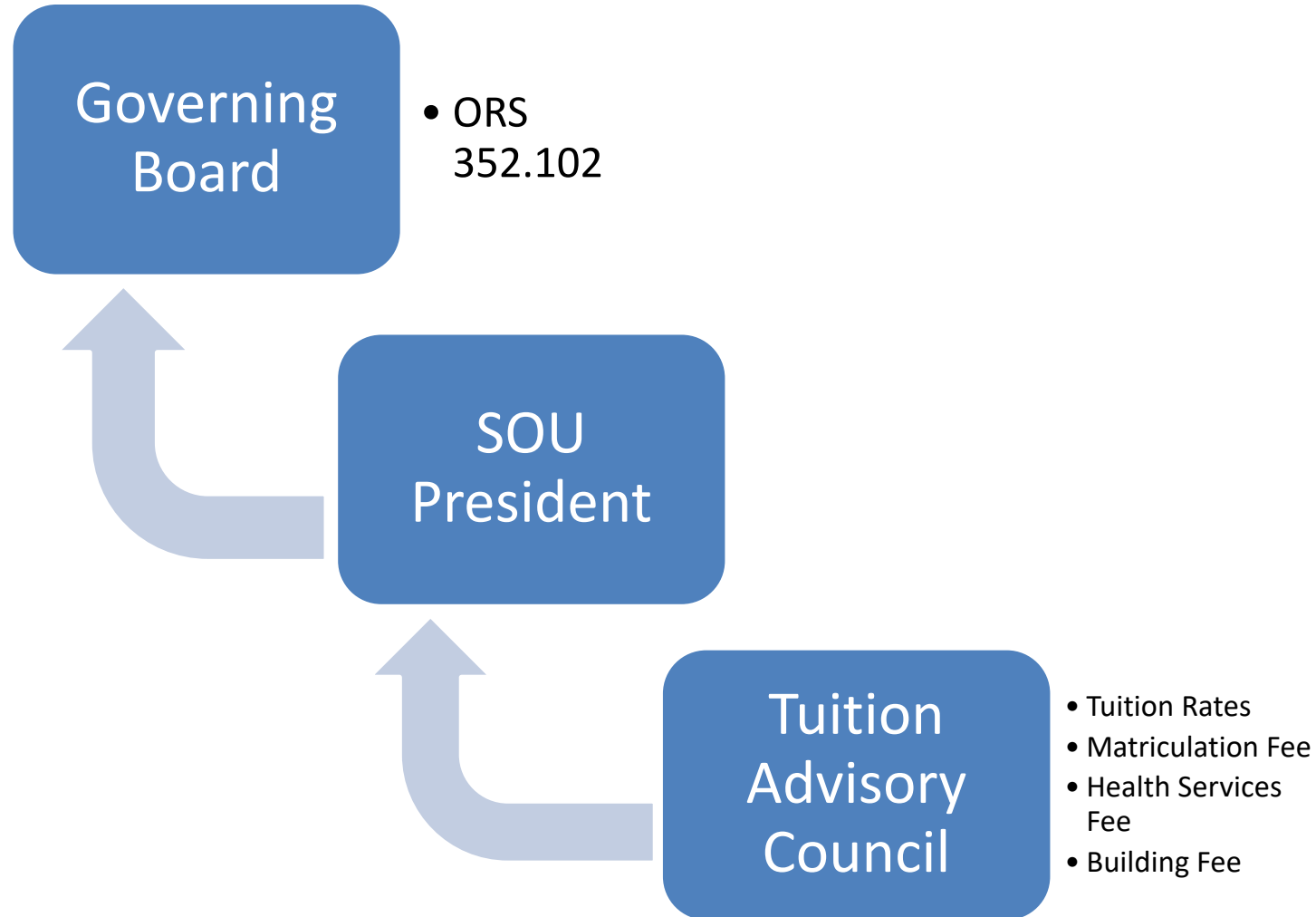
3. The University must provide the council with:
 - a) A plan for managing costs
 - b) A plan for how tuition and fees *could be decreased* if the university receives extra appropriations

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

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

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

Tuition and Fee Process: Mandatory *Enrollment* Fees



Tuition and Fee Process:

Mandatory *Enrollment* Fees

- **Matriculation Fee**

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

- **Health Services Fee**

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

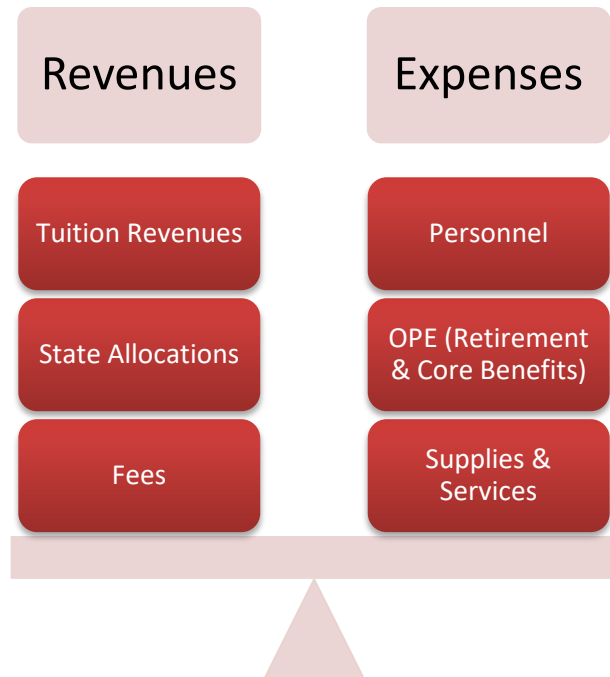
- **Building Fee**

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

Part 1: Tuition & Mandatory Fees

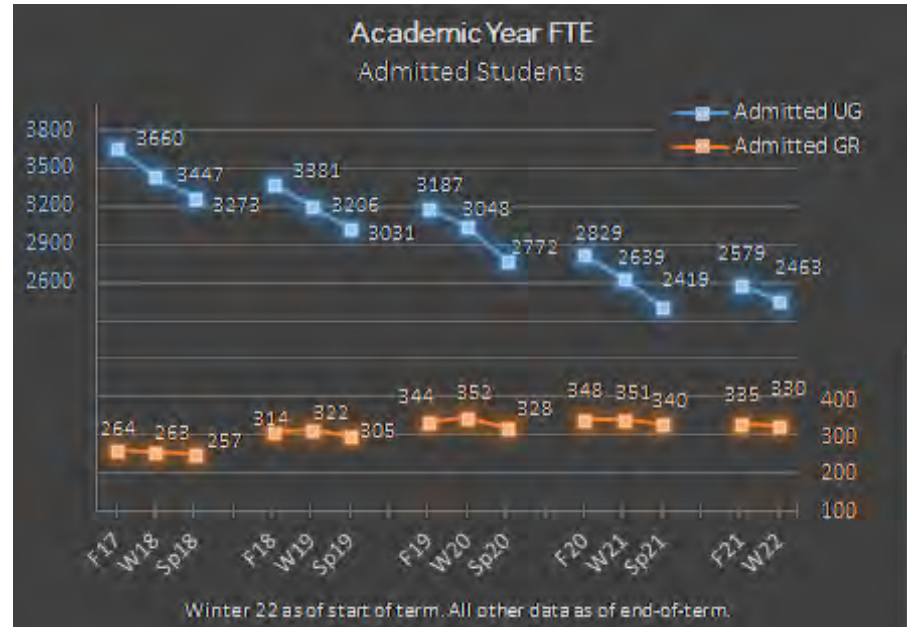
Intro

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



Part 2: Competitive Landscape and Enrollment Projections

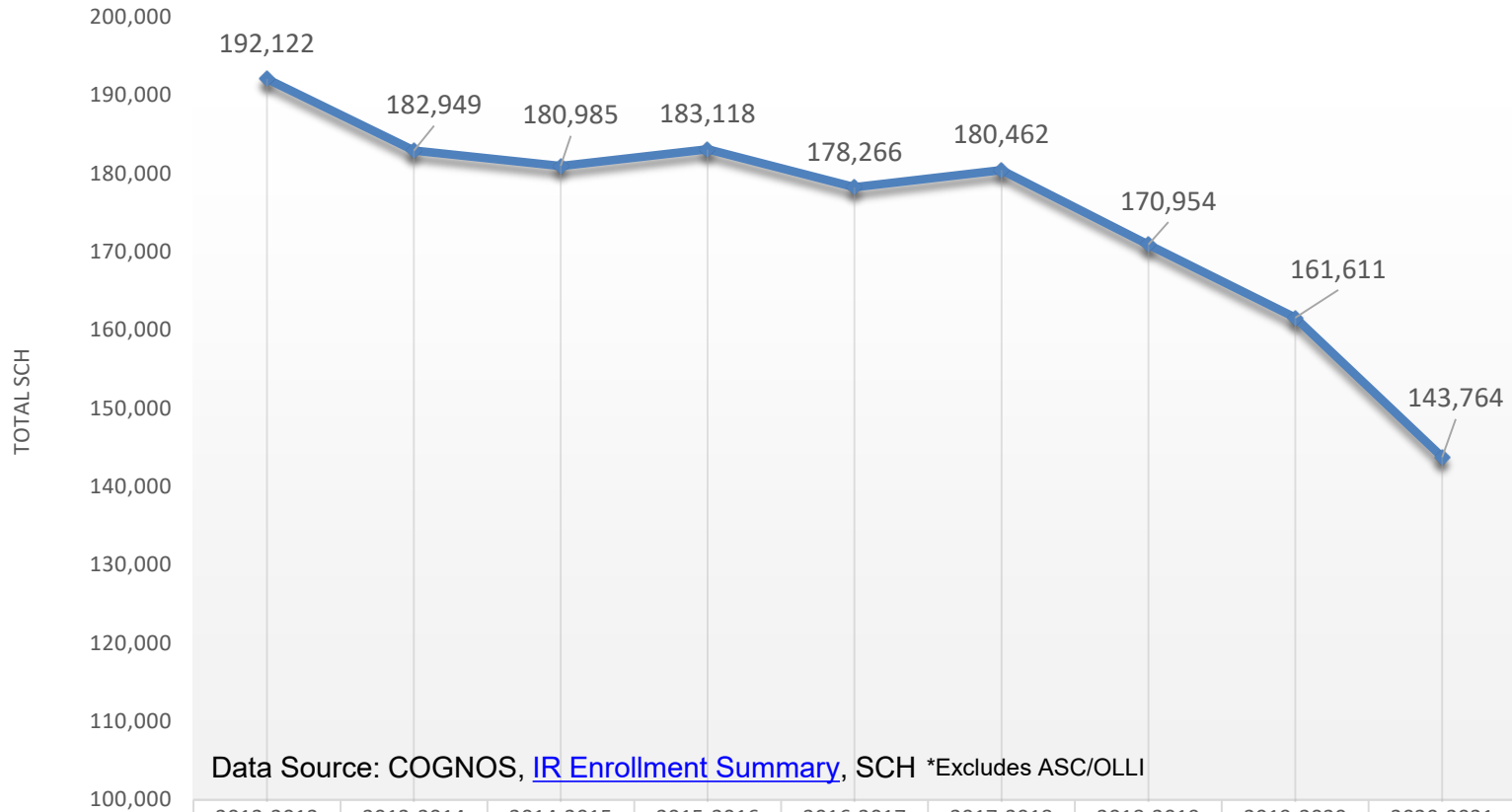
- Terms & Conditions
- Competitive Landscape
 - National
 - Regional
 - State-wide



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

Enrollment Context, SCH Decline

Total SCH Per Academic Year 2012 - 2020



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

ACADEMIC YEARS

AY SCH Total % Change From Prior AY

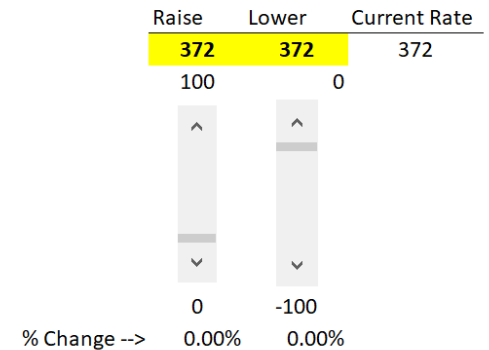
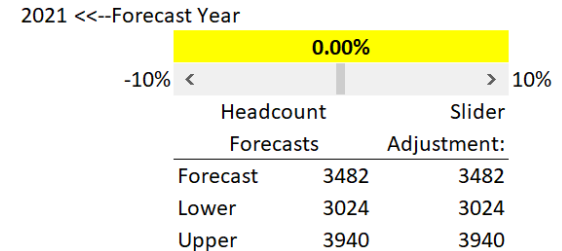
Part 3: Institutional Cost Management and Tuition Modification Options

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



Part 4: Pro Forma Variables & Interactive Modeling Exercises

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



Student Fee Process

Roadmap

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

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

Major Issues in Managing Affordability



**Decrease
purchasing power
of federal aid**



Rising college costs



**Declining yield
rates**



**Increased family
borrowing**



**Shifting
Demographics**



**Increasing
discount rates**

Tuition Comparators Update

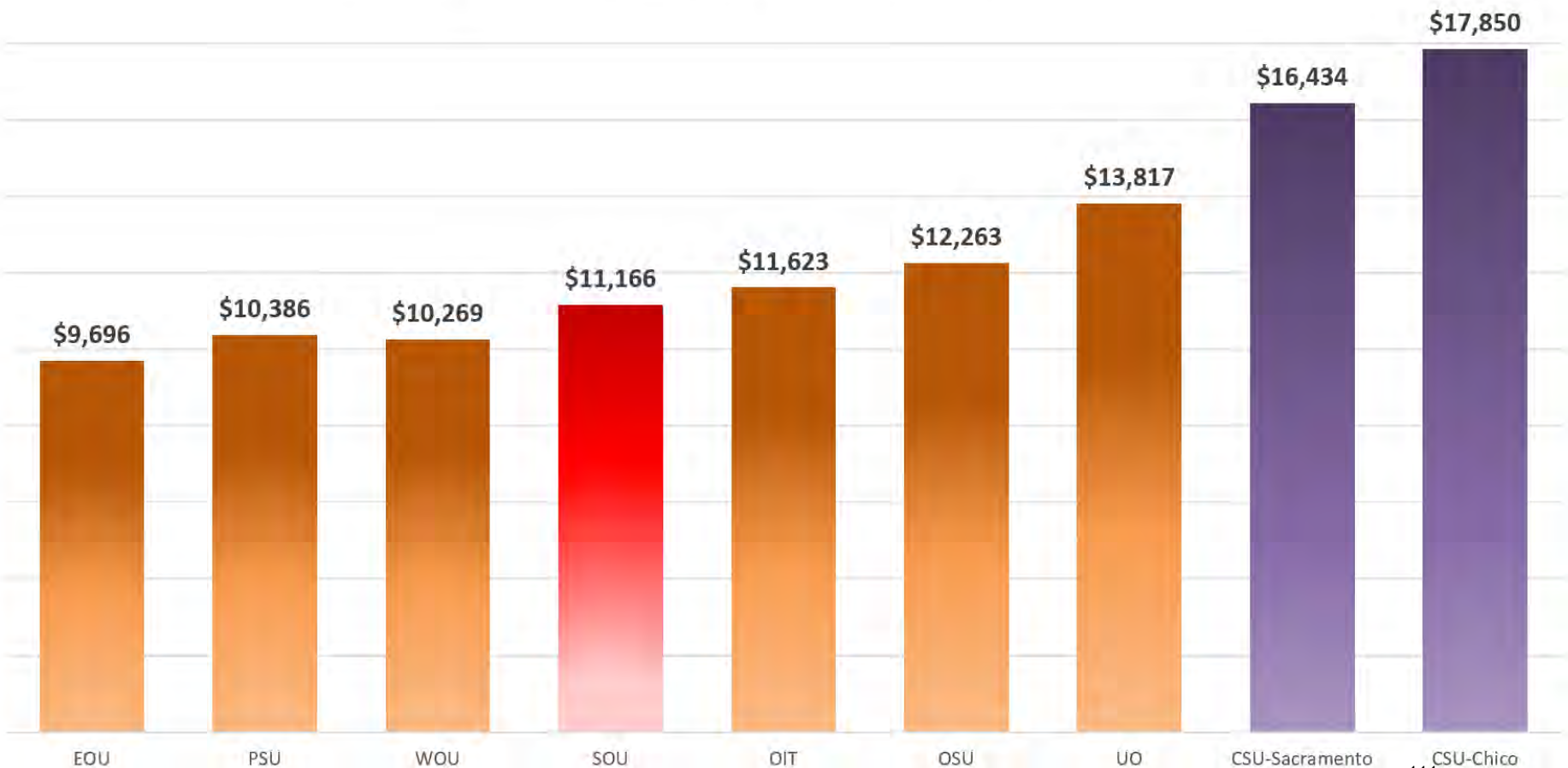
Relative % Change from Prior Academic Year



Tuition Comparators Update

Academic Year Tuition and Mandatory Fees

For full-time undergraduates 2021-22 Academic Year

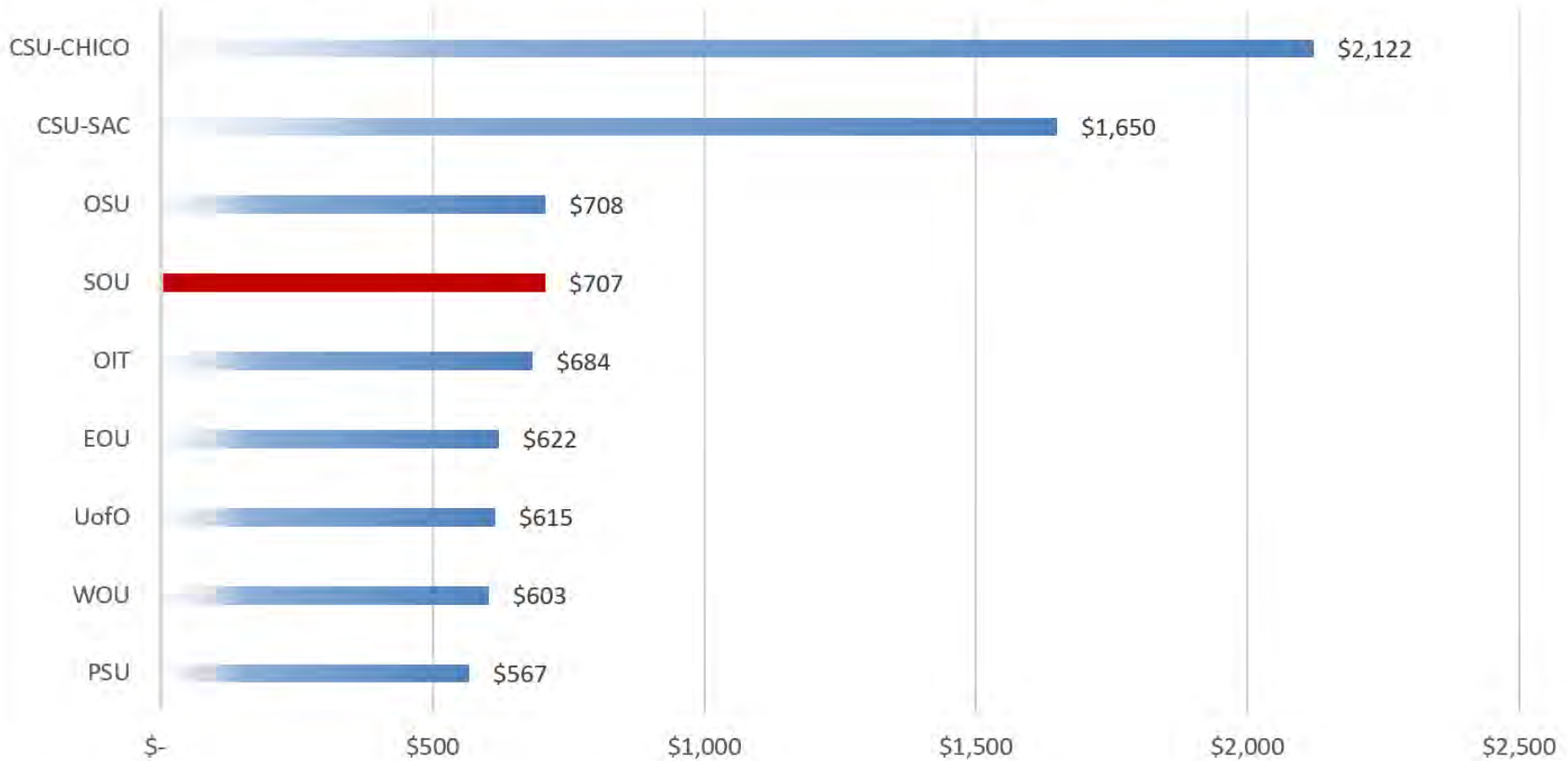


Mandatory Fee Comparators Update

Incidental + Enrollment or Equivalents



Mandatory Fees per term for Academic Year 2021-22



Legislative Changes 2021 Session



Items impacting Tuition & Fees include:

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

Legislative Changes 2021 Session



HB 2542: DISCLOSURE OF MANDATORY FEES

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

Effective Date: January 1, 2022

Legislative Changes 2021 Session



HB 2919: COURSE MATERIALS TRANSPARENCY

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

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

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

Legislative Changes 2021 Session



HB 3012: STUDENT FEE AUTONOMY

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

Effective Date: January 1, 2022

Enrolled
House Bill 3012

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

CHAPTER

AN ACT

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

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

SECTION 1. ORS 352.105 is amended to read:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 2. ORS 341.470 is amended to read:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Passed by House April 12, 2021

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

.....
Tina Kotek, Speaker of House

Passed by Senate May 25, 2021

.....
Peter Courtney, President of Senate

Received by Governor:

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

Approved:

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

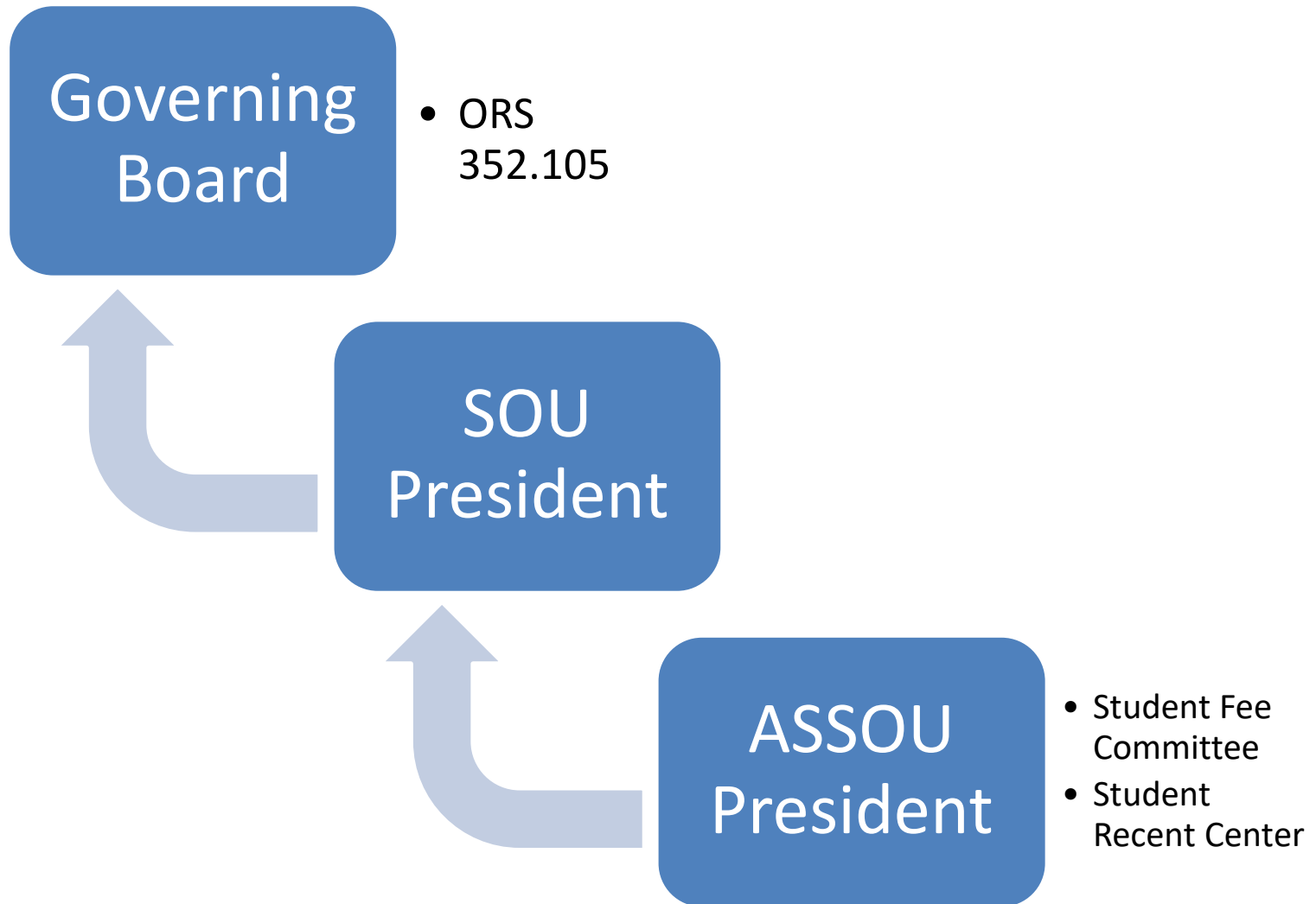
.....
Kate Brown, Governor

Filed in Office of Secretary of State:

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

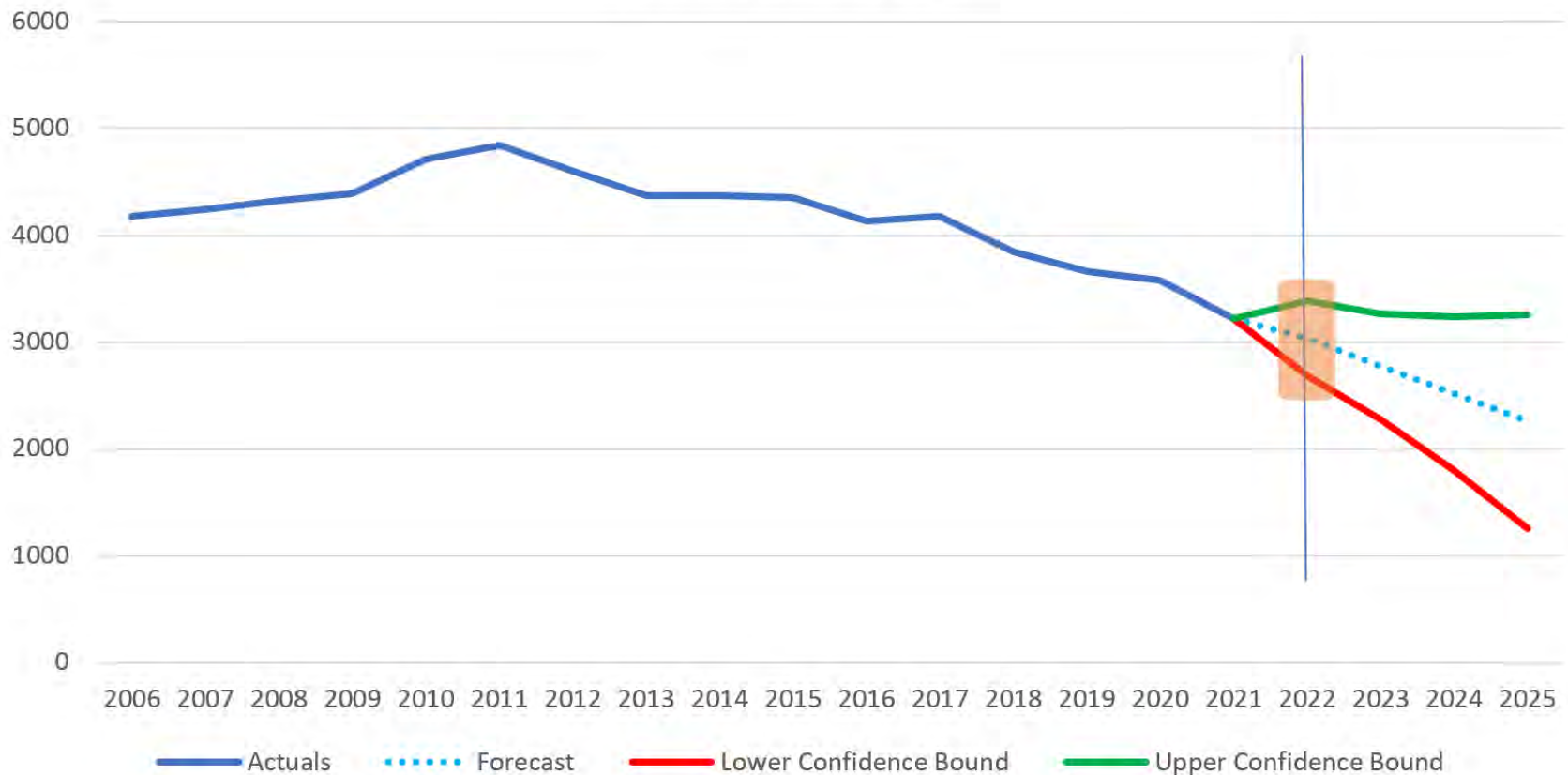
.....
Shemia Fagan, Secretary of State

Student Fee Process: Mandatory *Incidental* Fees



Student Fee Process: Modeling Art & Science of Forecasting

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

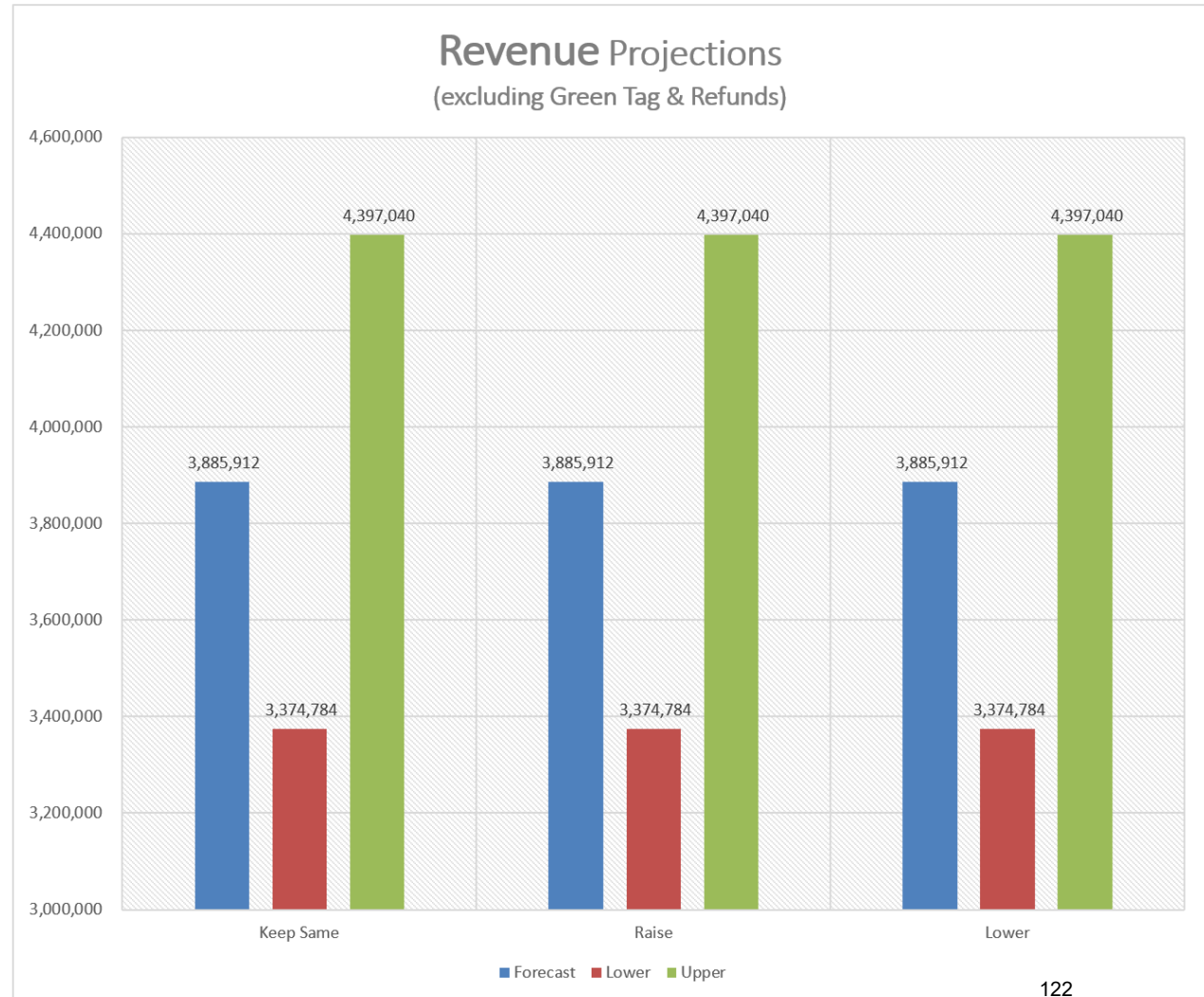


Student Fee Process: Modeling Art & Science of Forecasting

2021 <<--Forecast Year

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

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



Oregon

The Competition Factor



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

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

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

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



Sources:

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

**National Center for Education Statistics, IPEDS, 2020

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

Student Fee Process:

Mandatory *Incidental* Fees

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

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

TAC DOES NOT WORK ON THESE!

**Southern Oregon University
Board of Trustees**

RESOLUTION: Process for Establishing Tuition and Mandatory Fees

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

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

With regard to mandatory *incidental* fees, and in accordance with applicable law, the Board of Trustees will collect student incidental fees upon the request of the recognized student government, ASSOU, under a process established by the recognized student government. ~~The President shall consult with ASSOU in their establishment of a process for requesting a recommendation on student incidental fees, and ASSOU shall put changes to such processes before the Board for further consultation. Consistent with applicable law, ASSOU shall: a) make a good faith effort to collaborate with the board and president prior to finalizing any process to collect mandatory student-initiated fees; and b) shall notify the board and president of each process and subsequent change to a process to collect mandatory incidental fees that is established by the recognized student government. Where possible, the board requests that the~~ President of the university shall review ASSOU's recommendation for student incidental fees before the Board authorizes, establishes or eliminates any such fees. Except in those circumstances where ORS 352.105(2) applies, the Board requests that the President and ASSOU submit a joint recommendation to the Board of Trustees of Southern Oregon University with regard to such incidental fees.

Southern Oregon University
Board of Trustees

RESOLUTION: Process for Establishing Tuition and Fees (Continued)

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

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

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

VOTE:

DATE: January 21, 2022

University Board Secretary

Government Relations Update

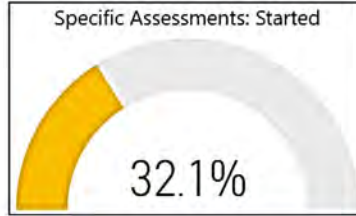
Strategic Plan Discussion

FILTERS All Strategic Directions – All Goals Assessment Years
All

Strategic Directions

50
Objectives

112
Specific Assessments



All Other Programs

601
Academic Program Outcomes

627
Support Program Outcomes

Programs with Outcomes Mapped to Selected Strategic Goal

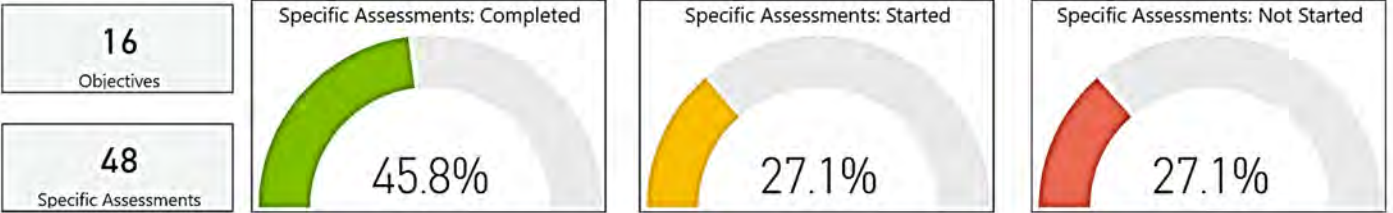
Program
Support - X - University Housing - Student Apartments & Family Housing
Support - X - University Housing - Residence Halls
Support - X - University Housing - Operations & Facilities
Support - X - University Housing - On Campus Living (new)
Support - X - University Housing - Dining Services (new)
Support - X - University Housing - Dining Services
Support - X - University Housing - Conference (new)

Outcomes Mapped to Selected Strategic Goal

Outcome Name	Outcome
#1 Increase International Degree-Seeking Student Enrollment	Increase the total number of degree-seeking international students.
#2 Generate Revenue & Balance Budget	Generate revenue through the implementation of innovative programs (short-term IEP programs and the Passport Acceptance Facility or PAF) and track spending to lower costs.
#3 Improve Operational Efficiencies	Implement processes & systems and support professional development opportunities and cross-training among staff to maintain quality customer service to prospects, applicants, students, staff, faculty and the community at large.
#4 Offer Excellent Student Experiences	Offer a variety of services, workshops and programs to support international students.

FILTERS Strategic Direction 1 – All Goals Assessment Years
All

Strategic Directions



All Other Programs

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

January 2022
Strategic Plan Update

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

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

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

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

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

What has been accomplished already?

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

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

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

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

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

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

What remains to be accomplished?

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

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

Marketing of micro-credentials and certificates:

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

Assessment Plan: Five Column

Strategic Direction 1 - Transform Pedagogy & Curriculum

Assessment Coordinator: Sue Walsh - Strategic Direction 1 Sponsor

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

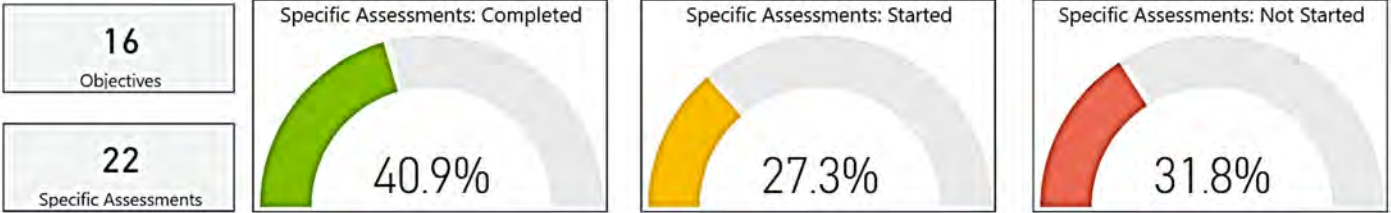
Objectives	Means of Assessment	Results	Actions Taken
	<p>process Target: Annually conduct and document changes needed for the academic program review submissions. Assessment Status: Assessment Started but not Completed</p>	<p>Result Type: Target Met Changes documented and attached to the APR process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

Objectives	Means of Assessment	Results	Actions Taken
	<p>Started but not Completed</p> <p>Process Analysis - Conduct annual review of academic support programs responsible for student success.</p> <p>Target: Support programs reviewed</p> <p>Notes: Efforts are ongoing to engage 100% of relevant support programs submission and review.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Not Met</p> <p>2018-19 Support Program reports submitted and assessed by SPARC (12/17/2019)</p> <p>Related Documents:</p> <p>Support Programs 2015-16 Through 2018-19 Annual Reports Status - CHARTS ONLY.pptx</p> <p>Proposed Process Revisions to Academic Support Program Assessment.docx</p>	<p>Action Taken: Adjustments will be made to the support program review process to mitigate the large number of program coordinators that are choosing to not engage in this review. Possible suggestions include more frequent check-ins with coordinators, more training/workshop opportunities, more involvement of SPARC members and establish stronger buy-in by upper management. (12/18/2019)</p>
	<p>Process Analysis - Submit the NWCCU mid-cycle accreditation report</p> <p>Target: Report submitted</p> <p>Notes: The mid-cycle report is a formative and collaborative process required by NWCCU as part of the 7 year accreditation cycle and is used to identify the universities progress toward mission fulfillment.</p> <p>Assessment Status: Assessment Completed</p>	<p>Reporting Period: 2019 2020</p> <p>Result Type: Target Met</p> <p>Mid-cycle report submitted, evaluation team on site Oct 2019, response from evaluation team received. (12/17/2019)</p> <p>Related Documents:</p> <p>SOU Mid-Cycle Report 10_3_19.pdf</p> <p>SOU Mid Cycle Evaluation Team Report Fall 19.pdf</p>	<p>Action Taken: Awaiting formal response from NWCCU regarding commendations, recommendations, and/or ad-hoc reporting requirements. (12/18/2019)</p>
<p>Wildly Important Goals (WIGs) (SD1.4) - Define and achieve WIGs with academic and other programs based on The 4 Disciplines of</p> <p>Objective Status: Active</p> <p>Assessment Year(s): 2019 2020, 2020 2021</p> <p>Start Date: 08/06/2020</p>	<p>Task - Read, discuss and apply ideas from The 4 Disciplines and define WIGs for AY 20</p> <p>Target: Identify WIGs</p> <p>Assessment Status: Assessment Completed</p> <p>Process Analysis - Academic division directors establish and assess objectives that advance WIGs</p> <p>Target: Academic Directors create and monitor plans to achieve WIGs in their respective divisions</p> <p>Assessment Status: Assessment</p>		

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

FILTERS Strategic Direction 2 – All Goals Assessment Years
All ▾

Strategic Directions



All Other Programs

23 Academic Program Outcomes	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <p>Program</p> <ul style="list-style-type: none"> Support - University Housing Support - Student Affairs: Queer Resource Center Support - Student Affairs: Environmental and Community Engagement Support - Student Affairs: Campus Recreation Support - Service Center Support - Schneider Museum of Art Support - Information Technology 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>11(Service)</td> <td>The Math department participates in the mathematical life of the Rogue Valley.</td> </tr> <tr> <td>7(Service)</td> <td>All math majors will be advised in a timely and individual manner by math department faculty.</td> </tr> <tr> <td>Academic Support</td> <td>The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.</td> </tr> <tr> <td>Add password self-service and replace existing account activation portal</td> <td>Replace the homegrown "seadragon" system for password management and account activation.</td> </tr> </tbody> </table>	Outcome Name	Outcome	11(Service)	The Math department participates in the mathematical life of the Rogue Valley.	7(Service)	All math majors will be advised in a timely and individual manner by math department faculty.	Academic Support	The DMC provides a workshop for academic media production and facilitates the creation and distribution of content on regional scale.	Add password self-service and replace existing account activation portal	Replace the homegrown "seadragon" system for password management and account activation.
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Add password self-service and replace existing account activation portal	Replace the homegrown "seadragon" system for password management and account activation.											
61 Support Program Outcomes												

January 2022 Strategic Plan Update

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

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

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

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

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

What has been accomplished already?

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

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

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

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

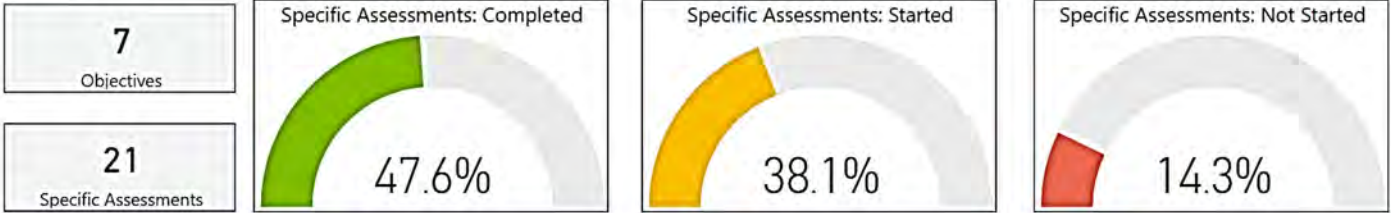
What remains to be accomplished?

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

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

FILTERS Strategic Direction 3 – All Goals Assessment Years
All

Strategic Directions



All Other Programs

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

January 2022
Strategic Plan Update: SD III

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

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

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

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

What has been accomplished already?

Goal 1

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

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

Goal 2

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

Goal 3

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

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

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

What remains to be accomplished?

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

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

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

FILTERS Strategic Direction 4 – All Goals Assessment Years
All ▾

Strategic Directions



All Other Programs

98 Academic Program Outcomes	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <ul style="list-style-type: none"> Support - University Coaching and Academic Mentoring (U-CAM) Support - Student Health & Wellness Center Support - Student Affairs: Queer Resource Center Support - Student Affairs: Environmental and Community Engagement Support - Student Affairs: Campus Recreation Support - Schneider Museum of Art Support - Institutional Research 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>1 (knowledge)</td> <td>Mathematics graduates display a depth and breadth of mathematical knowledge in both pure and applied areas.</td> </tr> <tr> <td>1. Knowledge of Global Dynamics</td> <td>Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.</td> </tr> <tr> <td>12(Success)</td> <td>The Math department will maintain an atmosphere of challenge and success for all of its students.</td> </tr> <tr> <td>2 (skill)</td> <td>Mathematics graduates analyze data and model real-world problems, using technology as appropriate.</td> </tr> </tbody> </table>	Outcome Name	Outcome	1 (knowledge)	Mathematics graduates display a depth and breadth of mathematical knowledge in both pure and applied areas.	1. Knowledge of Global Dynamics	Students will be able to trace the development of global dynamics by examining global contexts, articulating complex causalities, and discussing how the past shapes the present and future.	12(Success)	The Math department will maintain an atmosphere of challenge and success for all of its students.	2 (skill)	Mathematics graduates analyze data and model real-world problems, using technology as appropriate.
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41 Support Program Outcomes												

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

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

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

Goal 1: Replace Structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse “new majority.”

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

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

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

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

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

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

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

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

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

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

Oregon Center for the Arts (OCA)

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

University of Southern California Equity Institute

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

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

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

Campus Climate Survey

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

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

BIPOC Virtual Luncheon

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

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

Goal 3: Prepare all learners regardless of background, identity, and position to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world

Vector Solutions Educational Series

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

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

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

Antiracism and Decolonization Innovation Community

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

FILTERS

Strategic Direction 5 – All Goals

Assessment Years
All

Strategic Directions

11
Objectives

32
Specific Assessments



All Other Programs

18
Academic Program Outcomes

31
Support Program Outcomes

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

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

January 2022 Strategic Plan Update

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

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

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

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

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

What has been accomplished already?

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

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

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

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

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

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

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

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

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

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

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

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

What remains to be accomplished?

Goal 1. Stay the course

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

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

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

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

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

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

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

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

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

FILTERS Strategic Direction 6 – All Goals Assessment Years
All

Strategic Directions



All Other Programs

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

**January 2022
Strategic Plan Update**

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

Goal 1: SOU will utilize universal design principles to transform learning spaces to inspire creativity, collaboration and intellectual growth in all of the learning communities we serve.

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

What has been accomplished already?

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

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

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

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

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

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

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

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

What remains to be accomplished?

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

Key project ideas include:

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

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

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

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

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

FILTERS Strategic Direction 7 – All Goals Assessment Years
All ▼

Strategic Directions



All Other Programs

40 Academic Program Outcomes	<p>Programs with Outcomes Mapped to Selected Strategic Goal</p> <p>Program</p> <ul style="list-style-type: none"> Support - University Housing Support - Student Affairs: Queer Resource Center Support - Student Affairs: Environmental and Community Engagement Support - Service Center Support - Schneider Museum of Art Support - Information Technology Support - Human Resources 	<p>Outcomes Mapped to Selected Strategic Goal</p> <table border="1"> <thead> <tr> <th>Outcome Name</th> <th>Outcome</th> </tr> </thead> <tbody> <tr> <td>11(Service) Advising</td> <td>The Math department participates in the mathematical life of the Rogue Valley. Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.</td> </tr> <tr> <td>Assessment and Evaluation</td> <td>Students will possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs. Students will gain tools for assessing learner progress and evaluating the effectiveness of their own programs. This includes an understanding the importance of tying assessment to learning, a familiarity with ways of incorporating assessment into environmental education, knowledoe of how to use their instructional experiences and</td> </tr> </tbody> </table>	Outcome Name	Outcome	11(Service) Advising	The Math department participates in the mathematical life of the Rogue Valley. Help students develop meaningful learning plans, discover available resources, and use effective strategies to achieve their educational goals.	Assessment and Evaluation	Students will possess the knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs. Students will gain tools for assessing learner progress and evaluating the effectiveness of their own programs. This includes an understanding the importance of tying assessment to learning, a familiarity with ways of incorporating assessment into environmental education, knowledoe of how to use their instructional experiences and
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January 2022

Strategic Plan Update: SD VII

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

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

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

What remains to be accomplished?

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

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

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

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

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

Board Equity, Diversity, and Inclusion Work Group Update

Board Governance Work Group Update

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

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

1.0 Appointment of an Officer Election Work Group

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

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

2.0 Composition of the Work Group

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

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

3.0 Responsibilities of the Work Group

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

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

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

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

4.0 Board Election of Officers

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

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

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

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

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

5.0 Officer Vacancies

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

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

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

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

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

Approved on ~~April~~January 21, 21, 20220.

Chair, Board of Trustees

University Board Secretary

DRAFT

Future Meetings

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

Adjournment