**Public Meeting Notice**

October 13, 2023

TO:             Southern Oregon University Board of Trustees

FROM:        Sabrina Prud'homme, University Board Secretary

RE:             Notice of Regular Meeting of the Board of Trustees

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

Topics of the meeting will include reports from the board's committees; the Associated Students, Faculty Senate, and Staff Assembly of Southern Oregon University; the administrative units of Equity, Diversity, and Inclusion and University Advancement; and the university president.

In addition to a consent agenda consisting of past meeting minutes, action items on the agenda include an expenditure request for Phase 3 of the Central Hall capital project and the public university fund exit for SOU operating funds. Other action items include the board's 2024-2025 meeting schedule and amendments to the following board governing documents: Bylaws of Southern Oregon University; Board Statement on the Conduct of Public Meetings; Board Statement on Presidential Searches and Appointments; Board Statement on Recommending Candidates for At-Large Board Positions; and a Resolution on the Responsibilities of Individual Trustees. The board also will act on a new Resolution on Reporting to the Legislative Assembly in Compliance with Senate Bill 273 (2023).

The meeting will include a review of the university president's evaluation to be held in an executive session pursuant to ORS 192.660(2)(f) and (i). In a public session, the board will discuss and act on the president's proposed goals for 2023-2024.

Information and discussion items on the agenda include an accreditation report with an overview and next steps; a Fall 2023 enrollment update of the incoming class; and SOU's Strategic Enrollment Management Plan. There will also be an update from the board's Equity, Diversity, and Inclusion Work Group.

The board also will discuss a Fiscal Year 2024 revenue forecast including a Fall 2023 enrollment update with revenue impact and an update on state funding. A budget update will include a discussion of the budget development process and accountability;

a periodic management report; and a budget forecast including a review of the financial pro forma. The committee also will discuss updates on facilities and capital projects, and the Core Information System Replacement Project.

The meeting will occur as follows:

Friday, October 20, 2023
12:00 p.m. to 5:00 p.m. (or until business concludes)
Meese Room, 3rd Floor, Hannon Library
Members of the public may view the proceedings at https://sou.zoom.us/j/88353892151 at the time of the meeting.
Materials for the meeting are available at governance.sou.edu.

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

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

# Board of Trustees
## October 20, 2023

# SOU Land Acknowledgment

# Call to Order / Roll / Declaration of a Quorum

# Southern OREGON UNIVERSITY

**Board of Trustees Meeting**

**Friday, October 20, 2023**
**12:00 – 5:00 p.m. (or until business concludes)**
**Meese Room, Hannon Library, SOU Campus**
**Zoom:** https://sou.zoom.us/j/88353892151

## AGENDA

Persons wishing to provide public comment shall sign up in advance or do so in writing via trustees@sou.edu.
Please note: timings are approximate and items may be taken out of order

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| 5 min. | **1** | **Call to Order/Roll/Declaration of a Quorum** | |
| | 1.1 | Welcome and Opening Remarks | Chair Daniel Santos |
| | 1.2 | SOU Land Acknowledgment | Trustee Jason Mendoza |
| | 1.3 | Roll and Declaration of a Quorum | Sabrina Prud'homme, SOU, Board Secretary |
| | 1.4 | Agenda Review | Chair Santos |
| 20 min. | **2** | **Public Comment** | |
| | 2.1 | Invited Public Comment: Associated Professors of Southern Oregon University | Sara Adams, APSOU, President |
| | 2.2 | Invited Public Comment: SOU Service Employees International Union (Sublocal 84) | Sage TeBeest, SEIU, President |
| | 2.3 | Other Public Comment | |
| 5 min. | **3** | **Consent Agenda** | Chair Santos |
| | 3.1 | June 16, 2023 Minutes | |
| | 3.2 | August 28, 2023 Minutes | |
| | **4** | **Reports** | |
| 20 min. | 4.1 | Committee Reports | Trustee Barry Thalden; Trustee Shaun Franks; Chair Santos |
| 5 min. | 4.2 | Associated Students of Southern Oregon University Report | Brayden Clayburn, ASSOU, President |

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| 5 min. | 4.3 | SOU Faculty Senate Report | Jackie Apodaca, SOU, Faculty Senate Chair |
| 5 min. | 4.4 | SOU Staff Assembly Report | Carrie Vath, SOU, Staff Assembly Chair |
| 10 min. | 4.5 | Equity, Diversity, and Inclusion Report | Jonathan Chavez Baez, SOU, Interim Assistant Vice President for Equity, Diversity, and Inclusion |
| 10 min. | 4.6 | University Advancement Report | Janet Fratella, SOU, Vice President for Advancement and Executive Director, SOU Foundation |
| 15 min. | 4.7 | President's Report | President Rick Bailey |
| | **5** | **Action, Information, and Discussion Items** | |
| 10 min. | 5.1 | Accreditation Report: Overview and Next Steps | Dr. Susan Walsh, SOU, Provost and Vice President for Academic and Student Affairs; Dr. Dan DeNeui, SOU, Associate Provost and Director of Graduate Studies |
| 10 min. | | BREAK | |
| 10 min. | 5.2 | Fall 2023 Enrollment Update and Incoming Class | Zac Olson, SOU, Director of Admissions; Dr. Matt Stillman, SOU, Assistant Vice President for Enrollment Management and University Registrar |
| 25 min. | 5.3 | Strategic Enrollment Management Plan | Dr. Neil Woolf, SOU, Executive Vice President; Dr. Susan Walsh |
| 10 min. | 5.4 | Fiscal Year 2024 Revenue Forecast | Dr. Neil Woolf; Josh Lovern, SOU, Director of Budget and Planning |

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| | | 5.4.1 Fall 2023 Enrollment Revenue Impact | |
| | | 5.4.2 State Funding Updates | |
| 25 min. | 5.5 | Budget Update | President Rick Bailey; Dr. Neil Woolf; Josh Lovern; Agnes Maina, SOU, Director of Business Services and Controller |
| | | 5.5.1 Budget Development Process and Accountability | |
| | | 5.5.2 Periodic Management Report | |
| | | 5.5.3 Budget Forecast and Review of Pro Forma | |
| 5 min. | 5.6 | Expenditure Request for Central Hall, Phase 3 (Action) | Dr. Neil Woolf; Leon Crouch, SOU, Director, Facilities Management and Planning |
| 10 min. | 5.7 | Public University Fund Exit for SOU Operating Funds (Action) | Dr. Neil Woolf; Agnes Maina |
| 5 min. | 5.8 | Core Information System Replacement Project Update | Tom Battaglia, SOU, Chief Information Officer |
| 15 min. | 5.9 | Amendments to Board Governing Documents (Action) | Trustee Debra Lee; Sabrina Prud'homme |
| | | 5.9.1 Bylaws of Southern Oregon University | |
| | | 5.9.2 Board Statement on Conduct of Public Meetings | |
| | | 5.9.3 Board Statement on Presidential Searches and Appointments | |
| | | 5.9.4 Board Statement on Recommending Candidates for At-Large Board Positions | |
| | | 5.9.5 Resolution on the Responsibilities of Individual Trustees | |

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|  | 5.9.6 | Resolution on Reporting to the Legislative Assembly in Compliance with Senate Bill 273 (2023) |  |
| 10 min. | 5.10 | Board Equity, Diversity and Inclusion Work Group Update | Trustee Christina Medina |
| 5 min. | 5.11 | Board of Trustees 2023-2024 Meeting Schedule (Action) | Chair Santos |
| 5 min. | 5.12 | Future Meetings | Chair Santos |
| 5 min. |  | BREAK |  |
| 25 min. | 5.13 | [Executive Session Pursuant to ORS 192.660(2)(f) and (i)] |  |
| 15 min. | 5.14 | University President's 2023- 24 Goals (Action) | President Bailey |
|  | **6** | **Adjournment** | Chair Santos |

# Public Comment

# Consent Agenda

## MINUTES

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

Chair Santos called the meeting to order at 12:05 p.m. He commented on the celebrations surrounding commencement and welcomed all to the meeting including the trustees, staff and faculty, the Higher Education Coordinating Commission Director Ben Cannon, leaders from shared governance, and community members.

Chair Santos and the entire board congratulated SOU's national champions, both the women's wrestling and softball teams, who were at the meeting. President Bailey shared his congratulations and introduced Bobby Heiken, the associate athletic director. Mr. Heiken provided background and introduced the teams and coaches who shared their pride in their teams and the women's many accomplishments.  The student athletes shared their experiences and what the team and SOU means to them.

Trustee Chavez read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

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

### Public Comment

No one signed up in advance.

Sara Adams sent a letter to trustees in advance of the meeting asserting examined, there was no change in retention/graduation rates among Navigate users and nonusers. Sage TeBeest commented on her satisfaction with the collaboration with the shared governance and attending the cabinet meetings.  The Board Secretary read a letter from Alison Rutledge, SOU Student Success Coordinator, advocating for the renewal of the Navigate Software contract.

### Consent Agenda (Action)

Vice Chair Clough moved to approve the consent agenda consisting of meeting minutes from April 21, 2023 and that the approval of the Education Advisory Board's (EAB) *Navigate* Software Contract Extension be removed from the consent agenda to be discussed further by the board. Trustee Franks seconded the motion and it passed unanimously.

Education Advisory Board's Navigate Software Contract

Vice President Neil Woolf provided background on the uses and usage of the software and referenced the support as well as concerns from the previous day's committee meetings, regarding the contract, which is approaching its final year. Dr. Woolf said the use of the

Navigate is voluntary and it has not been fully utilized by faculty. However, the program has strong success indicators among users. Dr. Woolf provided his professional opinion that it is a well thought out and easy decision to continue the contract, as the implementation of Workday is still three years out on the student side. There was discussion on the possible overlap of Navigate and Workday and it was pointed out there is an "out" clause in the contract and three years is the industry standard for such services. In response to Vice Chair Clough's question regarding other software, Dr. Woolf acknowledged the functionality of other programs but that Navigate was more comprehensive. Discussion ensued about the benefits Navigate such as higher retention, and the concerns, including usage.

Trustee Lee moved to take up the recommendation of the Academic and Student Affairs and the Finance and Administration Committees to extend the Navigate contract as proposed. Trustee Pieper seconded and the motion passed.

## Reports
## Committee Reports
With the absence of Trustee Bullock, Chair Santos reported on the Academic and Student Affairs Committee (ASAC). He highlighted the committee's recommendation to continue the Navigate Software contract and their approval of 19 new certificate programs.

Trustee Franks provided the report for the Finance and Administration Committee (FAC) meeting. He reviewed Vice President Perkinson's report on the Higher Education Coordination Commission (HECC), capital projects, and the CISR project. The committee discussed the accountability of the *SOU Forward* Plan and the budget update and pro forma review. He also reported that the committee recommended the FY 2024 Budget for the board's approval. Separate

Chair Santos reported on the Executive, Audit, and Governance Committee. The agenda included an internal audit (IA) report from SOU's internal auditor, David Terry. Mr. Terry reviewed his team's work on residency benchmarking, EDI in SOU's procurement process; and hotline reports. The committees also approved the Risk Assessment and Fiscal Year 2024 Internal Audit Plan for recommendation to the board. There was discussion and action on amendments to some of the board's governing documents, which he did not cover in any depth since the board would also discuss and act on these documents.

## ASSOU Report
President Brayden Clayburn reported that he is now the president of the Associated Students of SOU (ASSOU) and was previously the vice president. Chair Santos expressed his appreciation for the student participation in the legislative session. Mr. Clayburn stated it was his first time to the state capitol and it was exciting and fast-paced. His biggest concern was not allowing things to get lost in the transition of the new ASSOU leadership. He acknowledged that it was powerful to witness the students, faculty, and staff all speaking with one voice.

## SOU Faculty Senate Report
Dr. Brian Fedorek provided an update on the work of Faculty Senate during the spring term including the creation of a Faculty Workload group as well as amendments to the Faculty Constitution and Bylaws to reflect the recent changes within Academic Affairs. He indicated

that the senate approved faculty grants, a lot of certificates, new courses, the general education requirements, and updated language of the catalog. The Faculty Senate recognized distinguished faculty and presented five awards. He informed the board that he and the board secretary would be tallying the survey results of President Bailey's evaluation. Prior to introducing the new chair, Jackie Apodaca, Dr. Fedorek thanked the board for their leadership.

**SOU Staff Assembly Report**
Ashley King, staff assembly chair, acknowledged the difficulty of this year's realignment and the challenges for the newly-formed governing body. She reported that the SOU Staff Assembly is currently electing representatives and thanked the new chairs-elect Luke Williams and Dr. Carrie Vath. She explained the idea of a "Year of Gratitude" at SOU and stated that she is working with the board secretary and janelle wilson on the process to help identify a new staff trustee. Dr. Vath explained the vision and focus for the next year which is to keep the flow of communication open, continue to acknowledge staff for their support of students, and retention. She thanked President Bailey and his cabinet for their support. President Bailey acknowledged Ms. King as a well-deserving recipient of the Outstanding Staff Member of the Year award and thanked her for her steady, graceful, calm leadership during the year's challenges.

**Higher Education Coordinating Commission (HECC) Report**
Ben Cannon, Director of the HECC, commended the board on their high level of camaraderie, trust, and partnership with its constituents. He then reported on a number of topics HECC has been working on this year. Director Cannon explained his work with the legislature to get a budget for higher education in upcoming biennium inclusive of public universities, community colleges, and grants. He noted that Senate Bill 273 would require the HECC to convene with boards for the purpose of education, training, and relationship building. He will be reaching out to Sabrina Prud'homme and President Bailey in the fall. Of interest, is Governor Kotek's Executive Order 23-12 creating an early literacy program supported by the HECC and that will revise program and licensure standards for teacher training.

Mr. Cannon noted that President Bailey's presentation to the HECC of the *SOU Forward* Plan was well received. The commissioners were greatly appreciative of the president's and the board's forthright look at the challenges and the realistic, pragmatic, and hopeful approach to addressing the issues. Much discussion ensued regarding workforce training and development, a broader vision for Oregon's future economy, and the state's disinvestment in higher education. Mr. Cannon cited the need to change how the state values higher education to increase its willingness to invest in it. President Bailey expressed his gratitude to the commission and specifically to Director Cannon. In response to President Bailey's question, Mr. Cannon did not have any insight as to the legislature's plans on capital projects. In response to Trustee Lee's question, Mr. Cannon said the grant programs offered by the state of Oregon do not require students to be documented citizens.

**University Advancement Report**
Vice President Janet Fratella reviewed the SOU Foundation's (SOUF) mission and vision. She provided a year over year comparison of SOU in the news which is 107 percent over last year. Vice Chair Clough later asked about marketing efforts for individual programs and Ms. Fratella explained a recent, successful, division campaign for specific programs and SOU's

plan to replicate this among departments and programs. Reviewing grants, she noted that 100 percent of SOU's applications have been awarded, resulting in $5M so far.  Regarding fundraising, Vice President Fratella thanked Trustee Thorndike for providing rails at Raider Stadium and highlighted other major gifts. Regarding the capital campaign, SOU will stay in the silent phase until 50 percent of the $100M is raised. SOU is currently at $27M of this goal. The SOUF Board has added three at-large trustees, a number of affiliate trustees, and a new student trustee.

**Equity, Diversity, and Inclusion (EDI) Report**
Vice President Toya Cooper provided a year-end summary of SOU's EDI work including the Discourse & Difference series, faculty and staff affinity gatherings; and resources such as the Inclusive Guide. She also discussed signature programming and the work to create a job description for a new Native Nations Liaison position. She also shared a summary of the 2023-24 plan for EDI that included creating an EDI Office Strategic Plan; further investment in the Committee for Equity and Diversity; and ongoing investment in existing partnerships, collaborations, and new relationships. Chair Santos congratulated VP Cooper on the Juneteenth event. Trustee Gay publicly thanked VP Cooper for her willingness to meet with his department and with him individually. He mentioned how lucky SOU is to be able to pursue its values while so many others around the country are not. Chair Santos also acknowledged VP Cooper for being a great resource for the board's EDI Work Group.

**President's Report**
President Bailey introduced Mary Katie Brown, the new executive assistant to the President's Office. He acknowledged that SOU partners with the Women's Leadership Conference and that Board Secretary Sabrina Prud'homme was the recipient of the Jolie Johnson Award. President Bailey provided a progress update on his 2022-23 goals and emphasized successes in promoting EDI such as the Native Nations Liaison, and achievement gap analysis, and Jefferson Public Radio's (JPR) receipt of the Edward R. Murrow Excellence in DEI Award. Regarding student enrollment, support, and success, he announced the drafting of an enrollment and retention strategy; a new student affairs structure; and the search for a new Provost, among other activities.

President Bailey discussed crafting a long-term fiscal stability roadmap that included *SOU Forward* implementation, accountability measures, and revenue planks. He gave kudos to Vice President Perkinson for his work with the City of Ashland and the Ashland School District to craft a plan for an emergency operations center  that SOU will host. He also mentioned the University's Inaugural Comprehensive Campaign which is "knocking it out of the park."  Partnerships and collaborations of note include presentations to the Ways and Means Education Subcommittee and discussions with the State Treasurer. He reviewed the plans for long-term fiscal stability and growth including cost management, reimagining grants infrastructure, philanthropy, revenue diversification, and the solar projects. He also provided early status updates on the Cascade Project, the University District, and the Workday training center. Vice Chair Clough shared her belief that SOU was doing incredibly as it worked through the realignment process and she credited the SOU leadership.

**Accreditation Overview and Update**
Provost Walsh introduced Associate Provost Dan DeNeui as the Accreditation Liaison Officer (ALO). Dr. DeNeui shared that SOU's accrediting body is the Northwest Commission on

Colleges and Universities (NWCCU) which has a seven-year review cycle and is recognized by the US Department of Education and the Council on Higher Education Accreditation. He and Dr. Walsh reviewed the mission of the NWCCU and the importance of accreditation for a variety of reasons including but not limited to ensuring a quality education for students, the ability to recruit strong faculty, and ensuring access to student funding such as Pell Grants.

Dr. DeNeui provided an overview of the accreditation process, standards, cycle, and timeline for reporting. Standard One reviews the institutional mission, improving institutional effectiveness, student learning, and student achievement in the year seven report in October 2023. Standard Two reviewed governance, academic freedom, policies and procedures, institutional integrity, financial resources, human resources, student support resources, library and information resources, and physical and technological infrastructure in August of 2022. This year, SOU will respond to the findings in the year six report. He described SOU's core team, provided information on the software and the process to track progress towards strategic goals, and elaborated on the accreditor's October 2023 visit. He noted that trustees will have a role in the campus visit and that they will receive a copy of the report in advance of the visit. President Bailey thanked Dr. DeNeui and his team for their herculean efforts.

**General Education Transformation Update and Launch**
Provost Walsh introduced Trustee Gay as the General Education (GenEd) czar and acknowledged his work on this transformation over the last four years. Dr. Walsh reviewed the goals of the GenEd transformation: applying Strategic Directions one and four; reducing credit requirements, ensuring more transparency and purposefulness for students, making it more attractive to prospective students; and ensuring maximum transferability of credits. She complimented Trustee Gay's instincts, leadership, and communication.

Trustee Gay compated the current University Studies model which is sixty-four credits based on ten disciplinary "strands" to a range of thirty-nine to forty-four credits in six skill-based "strands." The change is from discipline-focused to student-focused, with core competencies instead and fewer credits. The equity and access benefits with the new GenEd include reduced costs, requirements are more meaningful and transparent, there are increased opportunities to pursue skill and credentials, and there is an enhanced focus on EDI. The curriculum requires creativity and innovation and requires measurement of these. In response to Trustee Chavez's question regarding faculty turnover, Trustee Gay explained that faculty are open to tweaking things that aren't working and that each unique course has been proposed by faculty. Faculty provided course maps that showed all the learning activities, assessments of outcomes, syllabus, etc. Therefore, a course can be taught by someone else if needed.

**Draft Risk Assessment and Fiscal Year 2024 Internal Audit Plan and (Action)**
David Terry, SOU's Internal Auditor, walked the trustees though the draft risk assessment and related internal audit plan, as presented in the meeting materials. This was reviewed earlier in the day by the Executive, Audit, and Governance Committee and recommended for the Board's adoption. The risk assessment led to two projects being selected for the upcoming year's planned audits. These included Workday Implementation and Veteran's Services. Chair Santos pointed out the that plan includes special reviews and consulting work that enables the Board to ask for certain items or topics to be reviewed.

Trustee Shelby moved to approve the 2024 Internal Audit Plan. Trustee Franks seconded the motion and commented his appreciation that Workday is on the radar. Vice Chair Clough added that the cybersecurity component is so important when implementing Workday. The motion was unanimously approved.

**SOU Forward: Accountability Framework for Implementation**
Providing highlights, as the FAC already reviewed the framework multiple times, Vice President Greg Perkinson reviewed the five questions that must be answered prior to approval of a new proposal or initiative. What resources will this new proposal require? What are the anticipated fiscal or performance benefits from this initiative? What is the time horizon for these expected benefits? What metrics and measurements will be used to monitor progress? What actions will be taken if the expected milestones are not achieved? He reviewed key strategies in implementing *SOU Forward* and emphasized accountability. Mid-term cost management milestones will be worked on over the summer but long-term, he said it is all about culture, change tied to equity, accountability, and the transformation of technology, processes, and tools. Using the president's dashboard that he described as a program management tool, he showed milestones for each initiative, descriptions, estimated completion dates, status, and other key elements for specific tasks.

**Fiscal Year 2023 Budget Update and Review of Pro Forma**
Vice President Greg Perkinson indicated that the FAC covered this topic in great detail during their last two meetings. The pro forma shows how SOU plans to end the year and start the next. He highlighted the Education and General (E&G) Fund major indicators. These included a softening of tuition revenue with $1.2M less than forecasted; labor expenses that were $3.7M under budget; Service and Supplies (S&S) increases due to inflation; $3.3M transferred to E&G; and a projected $5.2M ending fund balance (EFB) or 8 percent. He said SOU will close the year a little better than planned.

**Fiscal Year 2024 Budget (Action)**
Vice President Perkinson reviewed the revenue assumptions for FY 2024 that included a conservative state revenue allocation based on the Governor's Recommended Budget (GRB); tuition revenue with a 3 percent increase in tuition; a 1.6 percent decline in enrollment; an increase in miscellaneous revenues from refinancing North Campus Village and ground lease income; and the last increment of federal support in the amount of $2.9M. One-time monies were not considered. He reviewed the cost assumptions that included the removal of vacant positions; projected savings in S&S from IT savings, facilities management, and shared services; and reorganizations in Athletics and Housing. President Bailey added that even in a worst-case funding scenario, SOU shows a positive fund balance. Mr. Perkinson reviewed conservative and optimistic pro formas, noting that the difference is revenue.

Mr. Perksinson provided a summary of expenditures by fund that included budgeted operations or "ops," auxiliary ops, and designated ops and service centers. Auxiliaries include housing, student recreation center, athletics and are supposed to be self-supporting. Designated ops are Jefferson Public Radio (JPR), Rogue Valley Television (RVTV), and non-credit programs; and service centers include Print and Copy. Budgeted ops is also known as E&G. He explained that E&G is $624K ahead. He also stated that designated ops is down $142K but has $2M in reserves. President Bailey noted that designated ops and auxiliaries

typically balance themselves out over years. Mr. Perkinson closed by reviewing the combined operations budget.

In response to Trustee Frank's question on whether Mr. Perkinson thought SOU budgeted too optimistically in the past, he responded that projections were realistic but in 2018 enrollment was 4 percent less than budgeted. The uncertainty during the pandemic also led to miscalculations. Trustee Thalden asked for clarification on how the sports lottery operates. Mr. Perkinson stated it was capped at 1 percent of sports lottery money. He said that statue dictates how SOU can use the money, for example, to support Title IX, women's sports, and scholarships. SOU will receive $3.2M, $200K more than last biennium.

Trustee Gay moved to approve the resolution to adopt the Fiscal Year 2023-2024 Budget. Trustee Shelby seconded the motion and it passed unanimously.

**Amendments to Board Governing Documents (Action)**
Vice Chair Clough indicated that the governing documents have been vetted through the policy work group that she shares with colleagues Trustees Lee and Bullock. Describing the significant homework and reviews this process entailed, she also acknowledged Ms. Prud'homme and Mr. Patridge for their support. In addition to the workgroup, some stakeholders on campus were consulted as appropriate. She demonstrated that many of the amendments consisted of grammatical corrections or the standardization of language and were the result of many conversations. At the advice of General Council Patridge and Trustee Lee, specific references to statutory references were removed. Another overarching principal was to provide guidance to the existing and future boards but not prescriptions. Earlier in the day, the EAGC went through every document and recommended adoption of the changes to the Board Statements on Honorary Degrees, Evaluation of the University President, the Performance of Official Business, the Process for Officer Elections, President Emeritus Status, and Presidential Searches and Appointments; and Resolution on the Responsibilities of Individual Trustees

Chair Santos provided an update on the Board's Statement on Black Lives Matter, which the work group had not amended. The board's Policy Work Group instead referred the statement to the EDI work group seeking their expertise on expansion as well as greater inclusion. The EDI workgroup has taken up this charge and a new draft will be shared with the board.

Trustee Thorndike moved to approve the resolution regarding the amendments to the Board's governing documents. Trustee Gay seconded the motion and it passed unanimously

**Core Information System Replacement (CISR) Project Update**
Sharing the CISR update recently sent to campus, Vice President Perkinson reviewed the CISR dashboard and tools. He noted that the project is going well and is a heavy lift. Looking forward, he expressed his excitement about the faculty's desire to be involved in the student-side of Workday, the work for which begin in late summer or early fall. He commended the implementation and human resources teams. Vice Chair Clough reiterated Mr. Perkinson's statement from a previous meeting that there was no potential to miss the "go live" date. In response, President Bailey said that although there is never a 100 percent guarantee with a project this complex, the team is very, very confident in the progress.

**Legislative Affairs Update**
Jeanne Stallman provided an update on the legislative session starting with the funding request for the Public University Support Fund, which has a two-year cycle. In April 2022, the public universities requested $1.05B from the HECC and in August of 2022, they requested $944M, which is slightly more than the current service level. The Governor's Recommended Budget is for $933M and the budget of the co-chairs of the Ways and Means Committee is for $944M. The university is grateful for the state's positive revenue forecast and SOU is advocating with other OPUs, which is critical. She emphasized the visible collaboration with the OPU presidents and their focus on students.

Ms. Stallman described several additional updates including President Bailey's and students' advocacy in Salem, as per-student funding for Oregon places the state in 45th place. This helped and the PUSF was funded at $1.05B. She reviewed additional funding that included: $400M in Oregon Opportunity Grants; the full one percent allocation of the sports lottery; $40M in Oregon Student Tribal Grants; and $10M in Strong Start funding. Ms. Stallman thanked trustees for always being responsive when called upon, and offered special thanks to Trustee Thalden.

**Equity, Diversity, and Inclusion Work Group Update**
Chair Santos reported that the workgroup is revising the Board Statement on Black Lives Matter. He also mentioned that Trustee Medina, chair of the workgroup, and Ms. Prud'homme are planning for the Board Retreat. It is in the works to bring the author of the book *Biased* to campus to work with the Board and the campus community.

**President's 2023 Performance Evaluation Process**
Chair Santos reviewed the process for the president's annual evaluation, which was underway. A faculty, staff, and student survey also will be distributed and Chair Santos and Vice Chair Clough will hold interviews with cabinet, faculty, staff, and student government leadership. As the summer progresses, they will also obtain feedback from trustees and President Bailey will do a self-evaluation, which all will be shared at the October meeting.

**Future Meetings**
Chair Santos announced the next meeting of the board is scheduled to take place on Friday, October 20, 2023. In the meantime, there will be a retreat on September 29 and 30. Trustees made announcements about end-of-year events board members could attend such as breakfast on the morning of commencement, a student film premier, and the Lavender Graduation.

**Adjournment**
Chair Santos adjourned the meeting at 5:04 p.m.

**Board of Trustees Special Meeting**
**Monday, August 28, 2023**

**MINUTES**

**Call to Order/Roll/Declaration of a Quorum**
Chair Daniel Santos called the meeting to order at 12:00 p.m. He welcomed the trustees, staff, and presenters for prioritizing the university to attend the special meeting

President Rick Bailey read SOU's Land Acknowledgement.

The board secretary called the roll and a quorum was verified.

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|---|---|---|---|
| Daniel Santos | present | Shaun Franks | present |
| Rick Bailey | present | Andrew Gay | present |
| Brent Barry | present | Christina Medina | present |
| Jon Bullock | present | Mimi Pieper | present |
| Iris Maria Chavez | present | Liz Shelby | present |
| Sheila Clough | present | Barry Thalden | present |
| Debra Lee | present | Bill Thorndike | present |

**Public Comment**
No one offered public comments.

**Organizational Changes**
President Bailey reviewed the organizational chart and updates. He said that with *SOU Forward*, SOU addressed structural challenges head-on and that process highlighted that SOU's budgeting and fiscal process needed to be better and tighter. The *SOU Forward* plan provided an opportunity for reorganization and SOU had an opportunity to accelerate that. The student affairs unit has moved back under Provost Sue Walsh; her successor will have that charge anyway and the executive vice president, Dr. Neil Woolf will assume duties of the vice president for finance and administration (VPFA). President Bailey later added that he and Dr. Woolf will jointly oversee the accounting and budget areas.

President Bailey reviewed additional organizational changes including an announcement from the vice president for equity, diversity and inclusion (EDI) that she would be leaving SOU but will continue to advise the university for several months as the university moves forward with EDI plans. The associate vice president for EDI will report directly to the president and sit on the president's cabinet. A strategic vision for EDI has been created and SOU remains committed to achieving that. President Bailey will hold campus conversations about that structure, as SOU does not want to send a message that EDI is not important.

The search for a new provost and vice president for academic and student affairs is in progress with a strong slate of applicants. The search for a VPFA will commence after Labor Day. President Bailey indicated that SOU will build in more redundancy and

resiliency, also making information more accessible info to the board, campus and community in order to keep moving forward in a positive way.

**FY 2024 Budget Update**

President Bailey and Dr. Woolf reviewed major changes to the SOU budget, which resulted from changes in state funding, internal processes, and errors in calculations and assumptions. The budget director was on an extended leave and that led to an error in calculations and assumptions that would have been changed, so the approved budget had flaws in it. On the positive side, SOU also got more funding than projected, enrollment is looking better than projections, and these put SOU in a position to weather these errors. Despite these, President Bailey said the university is financially stable, and the revenue-is-greater-than-or-equal-to-costs model ($R \geq C$) introduced in SOU Forward, remains intact. SOU is also working on a culture change where management will make changes when needed

SOU is working to improve its budget processes and stabilize its finances, but recognizes that there will always be variables. The university needs to build more redundancy and resiliency into the process, and make it more transparent and publicly shared. To this end, SOU invited feedback from Jim Pinkard of the Higher Education Coordinating Commission (HECC). Mr. Pinkard provided positive feedback on SOU's strategy and principles, and indicated that the challenges SOU is facing are not unique. President Bailey emphasized that these efforts are not an indictment of the current team, and that everyone is acting in their best capacity. President Bailey noted that SOU is also meeting with an external consultant group to get fresh eyes on the budget process and help SOU improve.

President Bailey explained that SOU discovered that it double-counted savings in S&S resulting in a $1.1M error. The university reviewed its budget line by line and made necessary adjustments. The administration also had many deep dives with the teams, and with [SOU's auditor] Jean Bushong at CliftonLarsonAllen. President Bailey reiterated that Dr. Woolf is assuming all VPFA responsibilities and that the budget and finance areas are being overseen jointly by him and Dr. Woolf. In response to Vice Chair Cough's question, President Bailey said the team is starting to look deeper into other financial systems and processes beyond the Education and General (E&G) fund. Dr. Woolf added that the board approves the three fund types, and one question is about other metrics the board may need for a more comprehensive view of finances. The president said SOU will build a culture where accountability is not a 4-letter word, and people responsible for the budget need to hold to it.

Reviewing the FY 24 updated revenue assumptions from June to end-August, Dr. Woolf indicated that SOU budgeted conservatively, using the Governor's Recommended Budget, and the legislature provided $1.3M more than expected. Tuition remissions used to be 9 percent of tuition revenue; however, the award amounts are higher. Much discussion ensued on this topic and Trustee Bullock specifically questioned the disconnect. Dr. Woolf explained that the actual expenditure for remissions is about $4M and in June the budget included $3.4M based on the 9 percent; the number is now updated to reflect the actual students SOU is getting and dollars the university is spending. As shown in the meeting materials, the

adjustment to the FY 24 budget is slightly more than $500K, as remissions are contra-revenues. Turning to other revenues, Dr. Woolf noted that updated fall enrollment projections have a positive impact of about $600K and the special allocation to the technical and regional universities is $1M, which is nonrecurring.

Regarding assumptions for faculty labor, Dr. Woolf noted there was no change.  However, as people come and go, there has been a $112K expense reduction. For unclassified staff, unplanned position turnover since December led to a $250K expense reduction. There was no change in the assumption for cost of living adjustments for this group. President Bailey noted there is room for improvement, especially for those at the lower end of the pay scale. The vacancy factor was assumed at 5 percent, but is now 2.5 percent based on *SOU Forward*, as vacancies were taken off the books completely and those positions as no longer exist as a budgetary safety net.

Regarding classified labor, no factors for the new collective bargaining agreement were assumed. As the Department of Administrative Services (DAS) and the state settled their contract this summer, the planning factor should be closer to that; so, a 6.5 percent increase or $798K in additional expense was adjusted in the budget. In response to Chair Santos on whether SOU was anticipating the increase, President Bailey said it was an error on the university's behalf. There is an additional $144K expense due to the minimum wage increases for student workers and the Oregon Public Leave (OPL), retirement, health benefits and other personnel expenses resulted in a $1.1M in additional FY 24 expenses.

Dr. Woolf reviewed the budget assumptions in supplies and services (S&S). There was 2.25 percent increase across the board for S&S but that has been flattened, resulting in an FY 24 expense reduction of $389K. Trustee Shelby asked why utilities were excluded from the S&S adjustments and Dr. Woolf responded that there is an assumption that SOU will continue to need utilities the costs will continue to increase. Additional expenses included $1M from a double-counting error in *SOU Forward*; $238K in capital- and accounts payable expenses; and $289K in transfers. Total S&S adjustments are $1.14M in additional expense.

President Bailey noted that SOU is above water financially, but not flush with cash. He is focused on the $854K deficit in FY 26 and has promised that the university will not wait until then to address it. SOU is not counting on special allocation dollars, as they are considered one-time funding. President Bailey described the budget as conservative yet realistic, and even with the challenges, SOU is on an upward trajectory. Dr. Woolf noted that some of the budget ebbs and flows are normal and some abnormal, and the administration will do better at monitoring these expenses. They will also provide greater transparency, timeliness in decision-making and reporting, and show non-E&G dollars in the financial picture of the institution. President Bailey punctuated this by saying that SOU should not be a one-mistake university and that everyone at the institution should strive to be better. This is an opportunity and he would rather be in this position now, with more awareness, than without clarity on exactly where SOU is [financially]. Trustee Thorndike is intrigued that the university has to assume 1.5 years in advance. In business, budgets are looked at quarter to quarter. He asked the administration to consider reporting on budgets and enrollment quarterly. President Bailey said it would be a discussion at the upcoming retreat.

Much discussion ensued among trustees and the president regarding the positive outcome of SOU's conservative budgeting approach, the disappointment of not having the extra money SOU would have had without the errors and miscalculations, and how it is that trustees can be assured that SOU will not be back in this situation in five years. President Bailey indicated that that the SOU of today is much healthier than in September of 2022 and noted the importance of changing the culture to institute accountability to ensure $R \geq C$ every year. Bailey added that SOU is on a slow, steady trajectory and provided examples of revenue-generating ideas. He also noted enrollment, retention, and ongoing work to improve these.

Vice Chair Clough and Chair Santos shared their appreciation for the transparency and acknowledgement of the mistakes. Chair Santos also commended all who worked on legislative side to achieve a better-than-expected allocation.

Answering Trustee Thorndike regarding a Core Information System Replacement Project update, Mr. Battaglia indicated that the institution is 100 percent complete on all work streams and efforts for tenet validation, which is the last step for end-to-end testing where a business process is taken from beginning to end. Testing processes for the hiring a new employee from posting a job, to payroll for the first paycheck is an example and this will be done for hundreds of processes, which will allow SOU to go live in January for [Phase 1].

President Bailey said the everything shared with board will be shared at the Welcome Back Breakfast. He promised SOU will be diligent with how the budget is reviewed. He reiterated that SOU Forward remains viable, that he and Dr. Woolf are committed to improving reviews of the budget assumptions by the president and cabinet. They are reviewing tools for budget reporting and presenting of budget information and will provide the board with more comprehensive tools for monitoring the university's financial condition. There will be clear distinctions in the pro forma of recurring and recurring revenues as well as expenditures. There will be ongoing planning to fill the budget gap for FY24. The processes and notifications of budget expenditures will be improved, and the University Budget Committee will be revitalized, including more frequent engagement throughout the annual budget cycle.

**Executive Session**
Chair Santos asked if any trustee felt the need to have further discussion in an executive session. No such session was held.

**Future Meetings**
Chair Santos announced that a retreat of the board is scheduled for Sept 29 and 30 and the next regular meeting of the board is scheduled to take place on October 20.  He asked that any ideas for agenda items be sent to him or the board secretary.

**Adjournment**
Chair Santos adjourned the meeting at 1:23 p.m.

# Committee Reports

# Associated Students of
# Southern Oregon University Report

# SOU Faculty Senate Report

# SOU Staff Assembly Report

# Equity, Diversity, and Inclusion Report
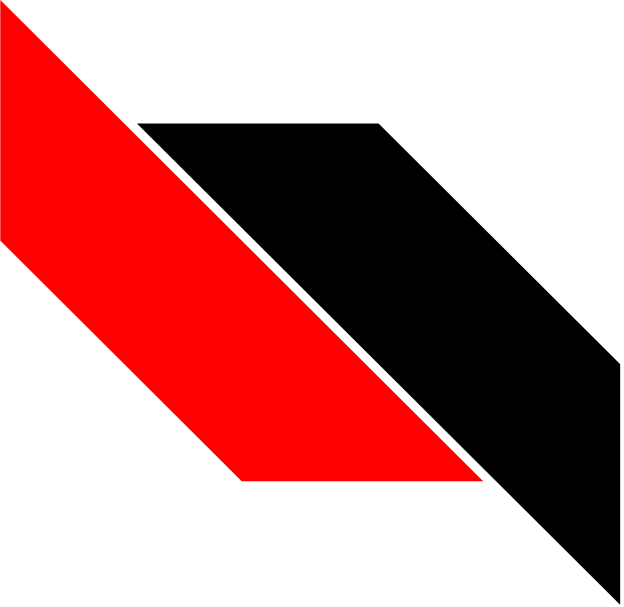
EQUITY,
DIVERSITY,&
INCLUSION

SOUTHERN OREGON UNIVERSITY

Jonathan Chavez Baez M.A.
Assistant Vice President
for Equity, Diversity, & Inclusion
(Interim)

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# Office Update

➢ VP Cooper's Departure

➢ Interim Assistant Vice President for EDI

➢ Staff & Community Liaison

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# Looking Ahead

➢ Role of VP for EDI at SOU

➢ EDI Vision Plan

➢ New Roles

  ➢ Native Nations Liaison

  ➢ Faculty Liaison

➢ Committee for Equity & Diversity (CED)

# Making Connections

➤ MOSAIC

➤ Student Clubs

➤ Hannon Library

➤ Indigenous Peoples' Day

➤ Dr. Martin Luther King Jr. Celebration

➤ Juneteenth

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# Initiatives in the Works

➢ Guide to Inclusive Rogue Valley Living

➢ Educational Resources Website

➢ Milestone Letters

➢ Student; Faculty; & Staff Focus Groups

➢ SOU: The First Year

➢ EDI Policy Update

➢ Hispanic Serving Institutions HSI Designation Plan

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# Programming

➢ The Blueprint

➢ Discourse & Difference

➢ The Original Influencers

➢ Student Podcast

➢ Professional Development & Training (Vector Module)

# Questions?

# University Advancement Report

# President's Report

**CELEBRATING 150 YEARS**

# PRESIDENT'S REPORT
# TO THE BOARD OF TRUSTEES

President Rick Bailey

October 2023

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# 2022-2023 GOALS – PROGRESS UPDATE

## Transformation

- **Promote Justice, Equity, Diversity and Inclusion on Campus and Throughout the Region**
  - Native American Liaison Search / Achievement Gap Analysis / Conversation about DEI Structure (Sharing Governance Partners) / Indigenous Peoples' Day and Flag Raising Event

- **Provide Leadership for Student Enrollment, Support and Success**
  - Enrollment & Retention Draft Strategy (Sep 2023) / Replicating First-Year Progress/ Enrollment Council

- **Craft Long-Term Fiscal Stability Roadmap**
  - SOU Forward Implementation/ Accountability Measures / Revenue Planks / Grants Process Improvements

- **Strengthen Internal and External Outreach**
  - Upcoming Slides

- **Position the University for Inaugural Comprehensive Campaign**
  - Still Far Ahead of Goals and Milestones

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# PARTNERSHIP AND COLLABORATION

# IN SERVICE TO OUR STATE AND STUDENTS

- City of Ashland (Revenue Diversification Projects)

- Revisiting All Partnerships (K12, CCs, Community Groups, Govt Leaders, etc)

Southern OREGON UNIVERSITY

# FISCAL STABILITY AND GROWTH

# FOR THE LONG TERM...

- **Cost management** – Workload / Morale / Accountability / Process Improvement

- **Reimagine grants infrastructure** – Hiring Begun, detail work still left

- **Philanthropy** – Continuing to Shine

- **Revenue diversification** – Updates on Next Slides

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# REVENUE DIVERSIFICATION IDEAS (IN ORDER OF PROGRESS TO DATE)

# SOLAR ENERGY TRANSFORMATION

**GOAL**

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

15.84 KW installed 2022

49.68 KW installed 2020

63 KW installed 2019

Est 340 kW To be isntalled

Est 359 kW To be isntalled

31.59 KW installed 2013

24.14 KW installed 2019

Est 340 kW To be isntalled

73.7 KW installed 2014

82.5 KW installed 2014

63.37 KW installed 2019
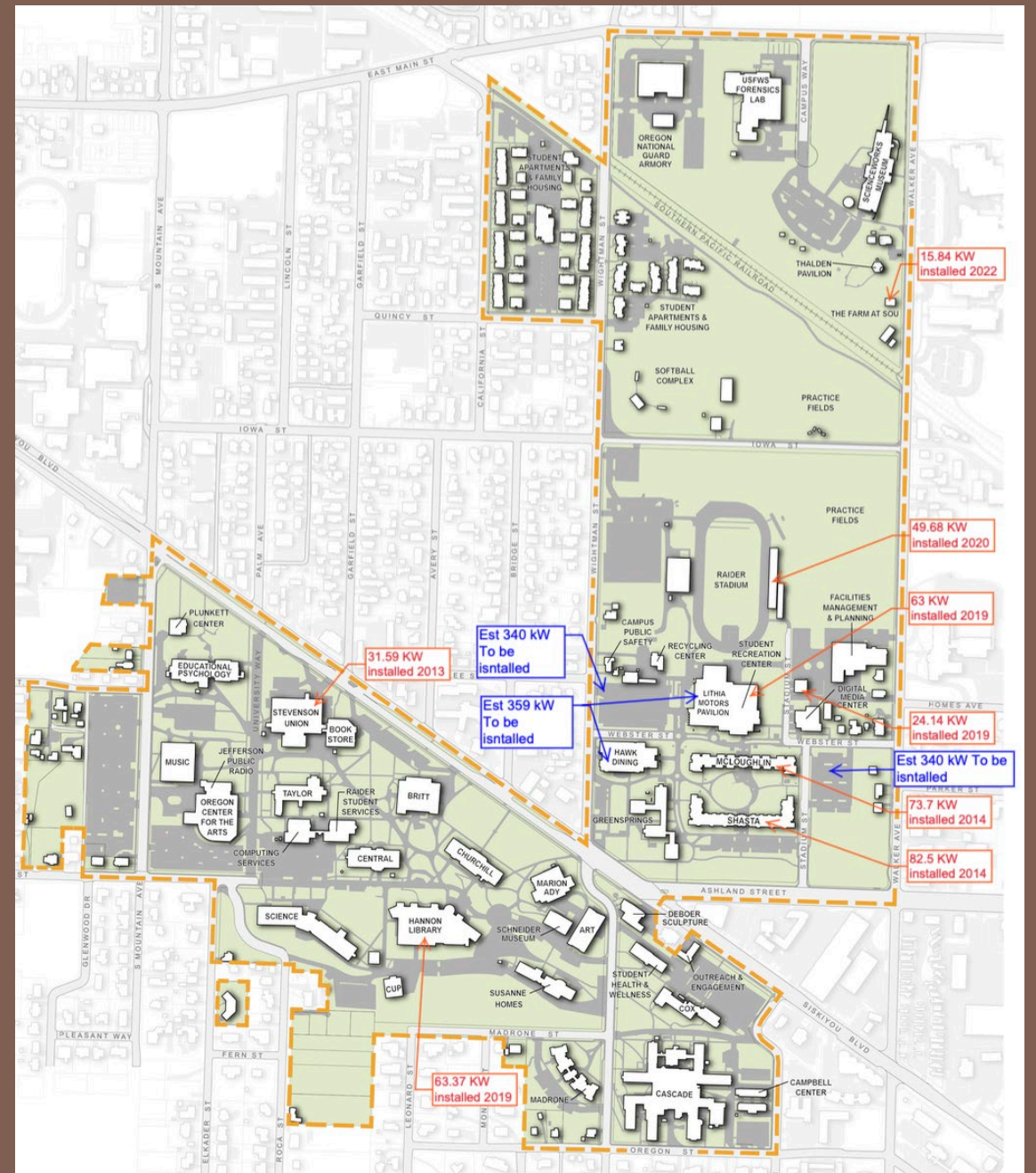
**GOAL**
Raze antiquated dormitory and build a senior housing project to create multi-generational learning experiences for seniors and students.

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

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

# ENGAGEMENT

# STRATEGIC ENGAGEMENTS SINCE LAST BOARD MEETING (JUN 2023)

- NAIA National Council of Presidents
- Technical and Regional University Presidents
- Numerous Oregon State Legislators
- Oregon Council of Presidents
- City of Ashland City Manager
- City of Guanajuato Contingent
- Grand Ronde Tribal Leadership
- Oregon Shakespeare Festival Leadership
- Rogue Credit Union
- KOBI NBC TV
- KDRV ABC TV
- Higher Education Coordinating Commission

- SMART – Children's Literacy Non-Profit
- Coos Lower Umpqua & Siuslaw Tribal Leadership
- Oregon Humanities Council
- Ashland Coalition
- Cascade and Frontier Athletic Conference Presidents
- Bend Raider Rendezvous
- S.O. Regional Economic Development Inc
- Pendleton Roundup
- East Oregonian Editorial Board
- Herb Pharm Ribbon Cutting

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# QUESTIONS AND DIALOGUE

**Thank You!**

# Accreditation Report: Overview and Next Steps

# Evaluation of Institutional Effectiveness Report

August 2023

# Institutional Overview

## Southern Oregon University Land Acknowledgment

Southern Oregon University is located within the ancestral homelands of the Shasta, Takelma, and Latgawa people. These Tribes were displaced during rapid Euro-American colonization, the Gold Rush, and armed conflict between 1851 and 1856. In the 1850s, the discovery of gold and settlement brought thousands of Euro-Americans to their lands, leading to warfare, epidemics, starvation, and villages being burned. In 1853 the first of several treaties were signed, confederating these Tribes and others together – who would then be referred to as the Rogue River Tribe. These treaties ceded most of their homelands to the United States, and in return, they were guaranteed a permanent homeland reserved for them. At the end of the Rogue River Wars in 1856, these Tribes and many other Tribes from western Oregon were removed to the Siletz Reservation and the Grand Ronde Reservation. Today, the [Confederated Tribes of Grand Ronde Community of Oregon](#) and the [Confederated Tribes of Siletz Indians](#) are living descendants of the Takelma, Shasta, and Latgawa peoples of this area.

## History of Southern Oregon University

Southern Oregon University's first building was completed in 1872 and called the Ashland Academy. In 1895, the school was renamed Southern Oregon State Normal School and was located about a mile south of the present campus. In 1925, the City of Ashland donated 24 acres for a new campus, the present site of SOU. The new campus of Southern Oregon State Normal School opened in 1895 with an academic building and a women's dormitory. The seven-and-a-half-acre campus was located near the intersection of present-day Normal Street and Siskiyou Boulevard, a mile south of today's campus. The Southern Oregon State Normal School campus closed in 1909 when the state legislature failed to fund Oregon's normal schools. Following the closure of Southern Oregon State Normal School in 1909, the region united to advocate for a teacher training school in Southern Oregon. In 1925, $175,000 was appropriated for a normal school building, and the City of Ashland donated 24 acres for a new campus, the present site of SOU. Construction was completed on the new building known as Churchill Hall, and Southern Oregon State Normal School officially reopened on June 21, 1926.

In 1932, the school name was officially shortened to Southern Oregon Normal School (SONS) and the normal school expanded into a junior college offering more courses and evening classes. In 1939, after the Oregon Board of Regents eliminated normal schools, SONS received full accreditation from the American Association of Teachers Colleges, and the institution changed its name again to Southern Oregon College of Education. In 1939, SOCE enrollment was declining. By 1941, most male faculty had joined the military, while men who otherwise might have gone to college enlisted as well. After the war, by the fall of 1946, 387 men enrolled as freshmen, bringing the student body to 492. Dormitories, classrooms, and service buildings were erected, and the construction of McNeil Pavilion in 1957 gave athletics a proper home. President Elmo Stevenson expanded the campus borders across Siskiyou Boulevard and a 20-year plan was approved by the Oregon State Board of Education.

The 1960s and 1970s were a time of turbulent change. A growing focus on inclusion and diversity was taking shape on campus. The first Las Posadas celebration was held in December

1967, the Black Student Union was formed in 1969, a Director of Minority Students was hired in 1970, Indian Awareness Days were observed in 1975, and a Women's Center was created in 1976.

The physical campus was transformed with the construction and opening of new buildings, including the Student Health Center in 1962, Taylor Hall in 1965, the Library in 1967, and the Greensprings Residence Hall complex in 1969. A Student Union was constructed and opened in 1972 and named after past SOU president Elmo Stevenson. During 1966 – 1967, the Science Building was expanded and Central Hall was remodeled. Two years later, the student radio station KSOR was established.

Southern Oregon State College grew and transformed during the final decades of the last century. Despite the recession of the early 1980s, public and private fundraising aided in a time of growth, including a modern multi-use stadium and the construction of the Schneider Museum of Art. Academic programs were organized into four schools, and pre-professional programs were introduced in nursing, forest management, social work, and other disciplines.

In 1997, Southern Oregon State College attained university status with an official name change to Southern Oregon University. Major campus events during this time included the construction of the Theater Arts Building, KSOR's affiliation with National Public Radio, and the construction of the Computing Services Center and Family Housing Complex which were both completed in 1990.

Since 2000, SOU has seen unprecedented change. A focus on sustainability has prompted the university to develop programs including an organic farm, solar panel installation, a recycling center, Bee-campus and Tree-campus designations, and most recently SOU was awarded a Gold rating for "Sustainability in Higher Education."

New construction projects have continued to transform the campus, including the four-building Center for the Visual Arts complex completed in 2000; the renovated and expanded Hannon Library in 2005; the Higher Education Center at SOU's Medford campus in 2008; Raider Village, which opened in 2013, including residence halls and a dining commons; the 96,000 square-foot Lithia Motors Pavilion and adjacent Student Recreation Center in 2018; and the expanded and renovated Theater building with the Jefferson Public Radio broadcast center, also completed in 2018.

Southern Oregon University's current vision, mission, values, strategic directions and goals, and its current realignment plan SOU Forward are all reflections of and natural progressions from the values and events that have shaped SOU's history. Today, SOU provides career-focused, comprehensive educational experiences to over 5,000 students. Along with an emphasis on student success and intellectual growth, SOU is committed to diversity, inclusion, and sustainability. Theoretical and experiential learning programs provide quality, innovative experiences for students. At SOU, students build strong community connections through internships, mentorships, field studies, capstone projects, volunteer opportunities, and civic engagement.

# Preface

## Institutional Changes Since Last Report

Southern Oregon University has undergone some significant changes since the last comprehensive evaluation in 2016:

1. The successful national search for a university president;
2. The addition of a Vice-President of Equity, Diversity, and Inclusion position;
3. Significant cost management measures to better align our revenues and expenditures.

After a national search for a university president, the SOU Board of Trustees announced in November of 2021 that Dr. Rick Bailey was selected to become the new President of SOU. Dr. Bailey began his tenure in January of 2022. He replaced Dr. Linda Schott who had served as President of SOU since 2016. Dr. Bailey's curriculum vitae was included in the support materials for our Year Six review.

Like most universities, Southern Oregon University's progress and achievements since our previous site visit in 2016 are divided into pre- and post-pandemic periods. Our resources and resiliency were tested by the Covid-19 pandemic, which had profound impacts on all aspects of the university. Additionally, the region that SOU serves also faced catastrophic wildfires in the Fall of 2020. The Alameda and Obenchain fires destroyed many homes and businesses in the Rogue Valley. Many SOU faculty and staff lost homes, jobs, and/or businesses in the fire. In combination with the COVID lockdowns, the local economy, which is significantly dependent on tourism dollars, is still struggling to recover almost three years later.

In addition to the economic challenges caused by the pandemic and the fires, the emerging post-pandemic period is also marked by the impacts of declining enrollment, uncertain local and statewide economic conditions, changes to the state's funding formula for higher education, and organizational changes at SOU due to the budget challenges. The last three years have brought staffing and resource limitations that required the university to prioritize critical functions: instruction, student services, and compliance with state and federal regulations. At the same time, the new President and Board of Trustees have led the university in strategizing about how to reorganize to create a sustainable and vibrant future for the university and surrounding community.

At the start of the 2022-23 academic year, President Rick Bailey informed the SOU community of the gravity of the university's financial situation and the need for quick action to rein in non-essential costs and examine existing and potential revenue sources. In the Fall of 2022, President Bailey launched SOU Forward, a campus-wide effort, engaging all of the relevant university constituents, to prioritize foundational programs, processes, and systems. At the risk of oversimplification, the goal of this process was to develop a plan to address the short-term budget deficit and to plot a long-term strategy that has financial sustainability at the core. A comprehensive discourse of this plan and process is too lengthy for this report, but the process used can be seen here and the plan can be seen here. In summary, SOU Forward focuses on four planks to address both the short-term deficits and the long-term sustainability.

The Four Planks of the SOU Forward plan are:
- Cost Management
- Reimagining grants and contracts: SOU is expanding support for faculty and programs seeking funding from external granting agencies and organizations.
- Leveraging philanthropy: The university will maintain an ongoing surge in philanthropic support for SOU, its students and its programs.
- Revenue diversification: SOU will diversify its revenue streams by pursuing entrepreneurial opportunities including solar power production, a senior living center at the site of the Cascade Complex, the creation of a new University Business District, and transitioning its core information system from Banner to Workday.

The adoption of SOU Forward ushers in an epoch marked by creativity, community, and dedication to strategic goals and objectives.

## Student Success and Institutional Mission and Effectiveness

## 1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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

**Mission**
Southern Oregon University is a regionally engaged learning community committed to being the educational provider of choice for learners throughout their lives.
- We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.
- We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.
- We foster access, equity, inclusion, and diversity in thought and practice.
- We prepare our learners to be responsible, engaged citizens in our democracy.
- We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

Our Mission statement deliberately calls out our role as regionally engaged and an educational provider of choice. Being regionally engaged means that, in addition to our primary responsibility of serving our regional students, we are increasingly working with our regional employers and institutions to better understand how we can partner with them. Briefly, this allows us to better understand the types of skills they are seeking in their employees, how we can design our programming around specific desired skill sets, or how we can provide faculty expertise and student effort to partner on community-wide problems.

**Values**
- The well-being and success of all learners
- Critical thinking, discovery, and engaged learning
- Equity, diversity, and inclusion
- Creativity and collaboration
- Excellence, continuous improvement, and accountability
- A healthy, safe, and civil campus
- Economic vitality and environmental sustainability
- Improving our community, region, and world

In addition to the Vision, Mission, and Values, we also developed seven strategic directions and numerous subgoals for each direction that have helped guide the university for the past five and a half years. In addition to the Mission, Vision, and Values, these Strategic Directions have become the bedrock for our institutional planning and assessment. See section 1.B.2 for a detailed discussion of the SOU Strategic Directions.

## Institutional Effectiveness- Standards 1.B.1 – 1.B.4

**1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.**

Southern Oregon University's system of assessing institutional effectiveness and mission fulfillment was established prior to the current accreditation cycle, and by the beginning of this cycle in 2016, was functioning with a few programmatic gaps. During this cycle, SOU has continued to use a process that involves each program mapping its intended outcomes to the university's strategic directions, implementing annual assessment according to a multi-year plan, and submitting an annual assessment report. Here is a sample program map for our Masters in Environmental Education program. The process further involves peer review of programs' plans and results, feedback to programs, programs' use of feedback for continuous improvement, and the University Assessment Committee's use of themes in assessment reports to plan and implement faculty development workshops in collaboration with the Center for the Advancement of Teaching and Learning.

Undergraduate programs' participation in the formal assessment system has been strong. A program may miss a year because of a major staffing change. A few programs have not participated in the annual assessment, highlighting one of the issues under discussion by the University Assessment Committee: the tension between assessment for improvement and for accountability, and the difficulty of obtaining universal participation when there is no mechanism to mandate compliance. The Faculty Senate, Provost's Office, and University Assessment Committee have chosen to focus on assessment for improvement and on asking for participation and setting deadlines without penalty for noncompliance. The high rates of participation indicate programs' awareness of the importance of assessment for continuous improvement.

Reflection and evaluation of annual assessment results become part of the academic program review (APR), a comprehensive examination of each program that occurs every three years. Here is a sample APR for our Business program. The process was revised in 2019, piloted by two programs, and then eighteen more programs participated by 2020-21. The cycle was suspended in 2022-23 as all programs produced program reviews or amended their last review in preparation for the University's realignment process. We plan to review and redesign the APR process during the 2023-2024 academic year.

Documentation of assessment, review, tracking, and feedback is distributed across Improve, Box folders, Qualtrics surveys, a Moodle course site for the University Assessment Committee, and reports to the Faculty Senate, and there are a number of false starts and inactive programs and outcomes. The decentralized nature of documentation and the mixture of active and inactive programs are weaknesses of the current system. The university renewed its license with Nuventive's Improvement Platform in May, and Nuventive is releasing a new version of the platform, which gives SOU the opportunity to store current data, archive historic data, and set up the new system to be more user-friendly and useful for individual programs, units, and departments.

Across academic and student support programs, participation in annual assessment and review is strong, especially among undergraduate academic degree programs. Some undergraduate, graduate, and support programs have integrated assessment into the ongoing work of the program, routinely collecting, analyzing, and interpreting assessment results and using those results to implement changes indicated by the findings, as will be discussed further in response to standards addressing student learning.

**1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.**

Southern Oregon University has developed Strategic Directions and Goals that align with its mission. Academic programs set their intended learning outcomes, objectives, and indicators and map those to the University's strategic directions and goals. Through mapping in Improve, program faculty, staff, administrators, and the Board of Trustees can see the alignment of efforts and progress toward the university's goals and strategic directions. As an Oregon public university, SOU contributes data to the state's Higher Education Coordinating Commission, which results in snapshots and comparison reports with regional peer institutions. SOU participates in the National Survey of Student Engagement, which includes comparison groups of national peer institutions.

Strategic Direction I: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.
- Goal One: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.
- Goal Two: SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university's mission, vision, and strategic plan.
- Goal Three: SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.
- Goal Four: SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

Strategic Direction II: SOU will become an employer of choice and provide excellent service to all of its constituents.
- Goal One: SOU will develop effective orientation, training, and professional development programs as well as a performance management process that rewards employees for continuous improvement.
- Goal Two: SOU will improve its customer experience by streamlining business processes.
- Goal Three: SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.
- Goal Four: SOU will design and implement a program that will develop a culture of service excellence in all employees.

Strategic Direction III: SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically resilient bioregion.
- Goal One: SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university.
- Goal Two: SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion, and reach of environmental sustainability at SOU.
- Goal Three: SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

Strategic Direction IV: SOU will create a diverse, equitable, inclusive community where learners flourish.
- Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse "new majority."
- Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.
- Goal Three: SOU will prepare all learners regardless of background, identity, and position to be able to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

Strategic Direction V: SOU will maintain financial stability and invest for institutional vitality.
- Goal One: SOU will develop, implement, and monitor a comprehensive strategic enrollment management plan.
- Goal Two: SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations, or efficiencies.
- Goal Three: SOU will enhance opportunities to leverage its existing assets to increase revenue.
- Goal Four: SOU will invest in opportunities that generate additional gifts, grants, and sponsorships from external sources.

Strategic Direction VI: SOU will develop physical and virtual environments in which all learners can thrive.
- Goal One: SOU will utilize universal design principles to transform learning spaces to inspire creativity, collaboration, and intellectual growth in all of the learning communities we serve.
- Goal Two: SOU will provide opportunities for all learners to be effective users of immersive, accessible, and virtual technologies and spaces.

Strategic Direction VII: SOU will be a catalyst for economic vitality, civic engagement, and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners.
- Goal One: SOU will be a resource and collaborative partner for the economic, cultural, artistic, and social betterment of the region.
- Goal Two: SOU will collaborate with a wide range of partners to provide civic engagement, service learning, and community-based learning experiences for all its

learners.

Goals I, IV, VI, and VII are directly related to student learning and achievement, and as such they are central to our academic assessment work across the campus. The other three SDs (SD II, SD III, and SD V), while not directly related to student learning and achievement, are still critical to the infrastructure that supports our students.

These strategic directions help provide guideposts for all of our academic programs across all aspects of the developmental lifespan of our programs. All new course and full program proposals are required to address how the new course/program will support SOU's mission and strategic plan goals. Each new proposed course and program is reviewed by multiple constituencies including a curriculum committee and faculty senate. Both of those entities review course and program proposals through the lens of our strategic plan. Additionally, all programs are reviewed on a yearly basis through assessment. The institution has used Nuventive's Improve software to help track and document our ongoing progress toward meeting institutional and program-level strategic plans. Program faculty use the "outcome mapping" feature of Improve to show the alignment with Strategic Directions and Goals. Each year, the Academic Program Assessment Report Guidelines document includes a checklist for programs to review and make sure their information is up-to-date. Of academic programs, all but three (BA/BS Healthcare Administration, BA/BS Interdisciplinary Studies, and the minor in Philosophy/Ethics) have mapped their program learning outcomes to the University's strategic directions and core themes.

As described above (1.B.1), each year, faculty from each program conduct assessment of one or more PLOs. One faculty member enters results and actions taken into Improve. The designated faculty member then writes a narrative report and self-evaluation of the program's assessment work. The narrative and self-evaluation are then submitted to the University Assessment Committee for review and feedback. The Director of University Assessment meets with program faculty to share the UAC's evaluation feedback, and the faculty members use that feedback to improve assessment and contribute to continuous improvement.

Program assessment reports discuss efforts within programs to evaluate practices and gauge performance compared with peer institutions. At the university level, peer institutions are chosen to answer specific questions rather than having one peer group that is a better comparison group for some issues than for others; see, for example, Strategic Enrollment Management at SOU, which uses data and trends from community colleges and public universities in the aggregate as well as data from individual institutions to analyze SOU's enrollment trends and set targets.

**1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Southern Oregon University's planning process includes both formal cycles and ad-hoc responses to emergent needs. While the latter may require more immediate actions, we strive to approximate the formal cycles whenever possible; for example, in addressing the realignment, every program was asked to update its most recent program review. Formal cycles are driven by annual assessment and evaluation, periodic program review, and proposals and requests arising

from new situations and opportunities. Processes include collaboration, feedback, input, and negotiation among faculty, staff, students, and administration, as well as community partners, advisory boards, and employers. Formal governing bodies of SOU include the Board of Trustees of SOU; the Associated Students of SOU (ASSOU), which represents all students; the SOU Faculty Senate and its subcommittees, which represents the faculty; and the SOU Staff Assembly, which represents both classified (union) and unclassified (non-union) staff members. Our union partners are also important constituent groups included in planning processes: The faculty are represented by the Associated Professors of Southern Oregon University (APSOU) and classified staff are represented by the Service Employees International Union (SEIU). Additionally, the specific departments or groups affected by certain planning decisions also are included during planning processes.

Ultimately, the Board of Trustees approves plans and budgets with all stakeholders having the opportunity to provide input and feedback. As a public university, the Board of Trustees–a public governing body appointed by the governor of the State of Oregon–reserves time on the agenda of each regular public meeting for invited reports from the student, faculty, and staff governing bodies. The board also reserves time on the agenda for invited public comment from APSOU and SEIU. Additionally, the board invites written or verbal public comments at its public meetings, both in-person and from remote attendees. The board also holds listening sessions dedicated only to obtaining feedback from the campus community and the public on major strategic matters, and regularly invites emails from the campus and the public on any and all matters.

An example of academic program planning, aligned with Strategic Directions and Goals, is the development and approval of a new General Education model. The SOU general education model, developed by faculty, is a core curriculum that must be completed by all baccalaureate students regardless of the major or type of baccalaureate degree. The GE curriculum features six capacities or critical skills areas; purposeful learning, community expression, creativity and innovation, inquiry and analysis, numerical literacy, and equity, diversity, and inclusion. Students take between 39-44 credits across these six capacities intentionally designed to integrate seamlessly with the students' majors and other degree opportunities.

Goal One of SOU's strategic plan adopted in 2018 is to "develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose." This goal was critical in prompting a review of the university's General Education program. The first step was determining what level of re-engineering is needed, and a Professional Learning Community was formed and encouraged to:
- Assess the effectiveness of general education, looking at data from various groups of learners and various groups of courses and the effectiveness and efficiency of general education courses that also count as majors courses.
- Review studies on student perception of general education and collect campus data on SOU students, faculty, and staff perceptions.
- Find ways to align changes in general education with the needs of current and future student demographics regarding transferability, content, pedagogy, and especially SOU's ability to attract and retain students.

- Carefully monitor and further explore dual credit transfer alignment and growth potential in general education, such as the Interstate Passport and the General Education Maps and Markers effort.
- Review models in more depth, consult with other campuses, and consider submitting a team application to the Association of American Colleges and Universities (AAC&U) Institute on General Education and Assessment.
- Involve those whose healthy skepticism can lead to discovering unintended consequences and unanticipated problems.
- Consult broad constituencies throughout the university community while following the regularly shared governance procedures for curriculum change.
- Set a reasonable timeline and be mindful of the resources and incentives needed for innovation, planning, and implementation.
- Develop a broad-based communications effort for general education focusing on the goals and value of a liberal education.
- Identify synergies with the work of other professional learning communities, such as those dealing with upper-division education, creativity, lives of purpose, and learner satisfaction.

After the [Professional Learning Community](#) completed its work, in the Spring of 2019, the SOU Faculty Senate authorized the Transforming General Education Task Force with a charge to review and act upon the prior recommendations of the General Education Professional Learning Community in accordance with SD1, Goal 1 of the SOU Strategic Plan.

The initial work of the Task Force commenced with a smaller planning unit in the Summer of 2019 and expanded into a much larger and inclusive body in the Fall of 2019, with participation and input from students, faculty from every division, staff, and administrators. This larger Task Force met weekly in the Fall, Winter, and Spring terms of the 19-20 academic year.

The Task Force identified the following objectives to guide the work:
- Objective 1. To apply Strategic Directions 1 (Goal 1) and (Goal 4) (with a special focus on meeting the HB 2864 Oregon Cultural Competency mandate) to SOU GenEd.
- Objective 2. To reduce the GenEd credit burden for SOU students.
- Objective 3. To make GenEd learning goals and requirements more transparent and purposeful for students.
- Objective 4. To make SOU's GenEd model more attractive to prospective students.
- Objective 5. To accomplish all of the above while ensuring maximum transferability of credits.

In the Fall of 2019, the Task Force made a [progress report](#) to the Faculty Senate, outlining six draft "Core Capacities." The Winter and Spring 2020 reports to the Faculty Senate were disrupted by COVID-19, but work continued into the Summer of 2020 with a smaller, concentrated Task Force subgroup. This smaller unit designed a model and made a series of presentations to the full Task Force, the Office of Admissions, the Registrar's Office, the Student Success Coordinators, the Division Directors, the Provost's Office, the Faculty Summer Symposium, and faculty in their individual academic divisions. Moving forward with [the new model](#), courses were built in each of the following six capacities for a fall 2023 launch. A small

group of faculty and staff are at work during Summer 2023 to accomplish the following objectives outlined by the Chair of GE Committee:

Participants will polish capacity proficiency language, develop scoring sheets to support committee course review, create an outline for the new GE Committee Handbook, and develop a prototype template for a capacity assessment rubric for the Assessment Committee's further consideration.

First, the proficiency language will be polished. Course scoring sheets for each capacity will be created for the GE Committee to use when reviewing courses seeking Capacity status, thus allowing alignment for approval. Second, once the scoring sheets are developed, the next step is to create a prototype assessment rubric that could be used to assess any signature assignment (student work sample). The draft rubric will be shared first with the Director of University Assessment and then with the Assessment Committee for further review and development. Finally, as time allows, work will begin on an outline for the much-needed handbook for the GE Committee to continue development over the AY 23/24.

The adoption of the new General Education model is one university-wide example of SOU's planning process and its features of broad participation and alignment with institutional objectives and indicators. Strategic Enrollment Management, curriculum and program planning, and the university's recent and current realignment efforts, discussed in response to other standards, also demonstrate SOU's commitment to an inclusive planning process.

**1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.**

Monitoring of internal and external environments occurs at several levels. Faculty members monitor trends in their disciplines and related fields, as well as feedback from community partners, employers, and students, and use that information as part of program revision and in proposing new credentials, certificates, and degree programs. Admissions, Enrollment, Financial Aid, the Provost's Office, and the President's Office monitor internal and external environments through reports generated with their own data or by the Institutional Research Office, as well as information from external sources.

Financial planning includes input from the [Tuition Advisory Council](#). The Tuition Advisory Council (TAC) is Southern Oregon University's official advisory group charged with reviewing and recommending tuition and fee proposals each year, prior to their submission to the President and Board of Trustees. Established after the passing of Oregon Senate Bill 242 in 2011, which required Universities to obtain student input in tuition and enrollment fees, the goal of the Tuition Advisory Council (TAC) is to provide a shared governance opportunity for students on campus to become familiar with university finances. Ultimately the council strives to create an environment where students, faculty, and administrators can provide meaningful feedback prior to the University formally submitting proposed tuition rates to the Board of Trustees and then to

the Higher Education Coordinating Commission (HECC).

There are three key structures for assessing SOU's strategic position, defining its future direction, and reviewing and revising, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals. First are the curriculum development and assessment systems at the instructional level (discussed further in response to Standard 1.C., Student Learning). Second is strategic enrollment management at the administrative level, discussed next. Third is realignment for cost management at the executive level, as described in SOU Forward.

Strategic Enrollment Management (SEM) at Southern Oregon University is a shared governance, institutional approach to managing and growing student enrollments to achieve the vision and mission established for the university. Chaired by the Provost and Vice President for Academic and Student Affairs, SOU established the Strategic Enrollment Council in 2019 to provide oversight, accountability, and a framework for enrollment-related strategies to be debated and implemented. The Enrollment Council (EC) considers enrollment-related strategies in the following four areas: Recruitment and Marketing, Student Success and Retention, Financial Aid and Pricing, and Academic Program Planning. The academic program planning component of the Enrollment Council ensures a flow of information between faculty and departments generating ideas for new programs and managers of administrative departments.
The Strategic Enrollment Council is an appointed body by the President to engage in and make recommendations to Cabinet regarding enrollment areas of focus and strategies to improve access, retention, and graduation from SOU. Specifically, the charge of the Enrollment Council is to:
1. Establish comprehensive goals for the number and types of students needed to achieve the desired future of SOU.
2. Improve students' academic success by improving access, transition, retention persistence, and degree completion.
3. Enhance institutional success by enabling more effective enrollment and financial planning.
4. Create a data-rich environment to inform decisions and evaluate strategies.
5. Strengthening communications with internal and external stakeholders.
6. Increase collaboration among departments across campus to support enrollment goals; and
7. Identify, recommend, and monitor institutional enrollment strategies.

The Enrollment Council reviews and makes recommendations for institutional strategies related to the four subcommittees. Enrollment metrics are established by the Board and are tracked by Institutional Research.

The work of the Enrollment Council is guided by both the strategic directions and the SOU Forward plan approved by the Board of Trustees in April of 2023. This includes the evaluation criteria for new proposals outlined in the conclusion of the SOU Forward plan (p. 43), which reads in part:

*To minimize the possibility of future fiscal crises, like the one we now face, we need to create a culture that incorporates stronger accountability measures. The Board of Trustees will play a crucial role in those processes. Put simply, as new proposals are introduced for Board*

*consideration, and as new proposals are introduced to the President, five questions must be answered before any approval is given:*
*1. What resources will this new proposal require?*
*2. What are the anticipated fiscal or performance benefits from this initiative?*
*3. What is the time horizon for these expected benefits?*
*4. What metrics and measurements will be used to monitor progress?*
*5. What actions will be taken if the expected milestones are not achieved?*

These five questions, and their answers, become the criteria upon which new programs will be evaluated, and point to a challenge for the next accreditation cycle.

## Student Learning – Standards 1.C.1 – 1.C.9

**1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminating in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.**

As a public institution, Southern Oregon University's curriculum development and management system includes multiple quality control measures and different levels: Curriculum Committee and Provost Office, Board of Trustees, and the Oregon Higher Education Coordinating Committee (HECC). From the Pre-Proposal for a New Academic Program Form: SOU carefully considers several factors in the development and submission of a new academic program including, but not limited to: alignment with the institutional mission and strategic plan, "fit" and suitability within the academic division(s), demand and potential enrollment, and resource need. This pre-proposal is intended to help assess the viability and importance of the new program, determine whether a new program should be pursued, and provide early identification of any barriers or concerns that may prevent or delay timely review via the New Academic Program Submission and Approval process.

The curriculum management process ensures that programs offer appropriate content and rigor consistent with SOU's mission, and that persistence through the program leads to achievement of collegiate-level degrees and certificates and includes designators consistent with program content in recognized fields of study. The Curriculum Committee, a committee of the Faculty Senate, oversees the process with the Provost Office and Enrollment Management. After a program is approved, both annual assessment reporting and periodic Academic Program Review include faculty review and evaluation of curricular mapping, and revision if necessary. The Center for the Advancement of Teaching and Learning (CATL) offers resources and faculty development programming to assist faculty in creating and revising programs in order to articulate expected learning outcomes and design and implement effective teaching and assessment practices.

An example of review of programs including relevance and alignment with currently recognized fields of study is this description of assessment of Critical Thinking/Problem Solving from the undergraduate Computer Science program from the 2021-22 assessment report.

> Outcome 1: Critical Thinking/Problem Solving - CS graduates apply problem-solving techniques to a variety of problems to develop algorithms that can be encoded to produce solutions.
>
> Faculty reviewed and discussed the results related to CS 418, 452, and 469 during the fall retreat and through the term. We were pleased to see that we continue to meet the target for CS 469 and thus, determine the only action needed there is to continue to collect data and reevaluate next year. With respect to both CS 418 and CS 452, we were concerned that the targets were not met, and further that our attainment decreased from last year. These are commonly some of the most challenging courses in CS curriculum and thus, we suspect the last few years of switching from in-person to online and even some hybrid delivery has significantly impacted both the delivery of the courses and the engagement of the students. We are hopeful that the full return to in-person classes will improve these measures. However, because obtaining our target in 418 has been challenging across the years, we looked at what other programs outside of SOU do to prepare their students for the 418 content. This resulted in us taking action to add a prerequisite course, CS 250 Discrete Structures to our curriculum. The course will be offered in Fall of 2022 for the first time and the syllabus is available in Improve. The winter 2023 professor already believes students are more prepared. For 452, Dr. DeFreeze took the action to change the programming language used from a statically-typed language (Haskell / Elm) to a dynamically-typed (Racket) language. This decision was made because one of the main struggles for students in the class was the type system. Simplifying this will help them focus on the programming language concepts. We will continue to collect and analyze data to measure how these changes impact students.

Another example is from the Early Childhood Development program's assessment report of 2021-22, in answer to the following prompt:

> **Describe how and the extent to which program assessment processes are demonstrated in the fulfillment of its vision and implementation of the curriculum. How have assessment activities influenced the direction of curriculum and program design? What differences do you see in your students as a result of these efforts? How could this integration be improved?**
>
> Each year, self-assessment of our program allows us to be reflective and proactive in tailoring our curriculum to the needs of our students, the community, and to the field of early childhood education. As we see areas of need arise from these assessments, and

from our own internal program reviews, we work to make the necessary adjustments. Along with the University's strategic plan and renewed mission to be responsive to local community needs, we've worked to address the critical need for a stronger childcare providing workforce - as amplified by the ongoing pandemic - through the Bridge grant activities; the new Student Leadership Club project this past year; course modifications; targeted workshops that address specific areas of high need in the community; and more. In our effort to be responsive to student and community needs, we plan to bring in additional training opportunities to support equity and inclusion in the future. We continue to incorporate innovative practices such as holistic education, resilience building, understanding infant/toddler mental health, humanized instruction, and a focus on diversity, creativity, well-being, and community service.

As an example of how assessment activities influence the direction of curriculum and program design, we have been thoroughly reviewing exit surveys and have been making programmatic level changes to reflect the needs of our students. Upon analysis of last year's survey, we found a portion of online students desire more socialization and networking opportunities with their peers. In addition to the implementation of the ECD Leadership Club to address this need, we increased virtual meeting opportunities for our major coursework and advising sessions, which have historically been completed asynchronously. These opportunities have been well received by students who have increasingly begun to request Zoom appointments for advising needs and who enthusiastically attend whole-group Zoom courses when assigned.

The program assessment process is used to monitor the program's effectiveness in facilitating student achievement of expected learning outcomes, and the program review process provides for summative evaluation and course correction to maintain and improve student achievement.

1. The program review process includes a strategic planning section to reflect on each program's position within its field and goals moving forward, including three questions: Are there ways you can modify, augment, streamline or discontinue programming to add efficiencies or better meet the changing needs of students, industry and/or society?
2. What are the program goals for the next three years and how do they relate to the strategic directions?
3. What is your bold and audacious idea for your program? Frame your answer addressing how this idea supports SOU's mission and strategic directions. What would it take to accomplish your bold idea?

As discussed in response to Standard 1.B.1, the faculty of most undergraduate programs participate in annual assessment. Curricular review is not consistently documented across all programs and may occur in faculty meetings without being recorded in annual assessment reports, but is part of periodic program review.

**1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.**

As a public institution of higher education, the quality of the curriculum, including breadth, depth, sequencing, and synthesis of learning represented in degree and certificate programs, is governed by a multi-level review process, by the Provost's Office, Curriculum Committee, Board of Trustees, Higher Education Coordinating Committee, and NWCCU.

Southern Oregon University has a system in place to guide program faculty in documenting that credit, degrees, certificates, and credentials are awarded for programs that are based on student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. At the course level, credit is awarded for student learning based on grades tied to the mastery of course material. Program-level assessment uses student work from key courses. Breadth, depth, sequencing, and synthesis of learning are documented in curriculum maps in Improve. Definitions of rigor are embedded in course and program-level learning outcomes, and outcomes are assessed based on student performance relative to targets set by program faculty.

Degree programs have learning outcomes recorded in Improve. Courses are mapped to program-level expected learning outcomes, and faculty evaluate student work across sections of a course, and from courses throughout the program. However, there is no syllabus template with a requirement for course-level learning outcomes, so faculty articulate expectations for student learning in a variety of ways: course goals, objectives, descriptions of content covered and of what students will learn, or course-level expected learning outcomes. Because the language is not standardized, expected learning outcomes may be called objectives, as is the case in the [syllabus for BA 427](#), Business Policy and Strategy, from Spring 2022, which clearly articulates expected learning outcomes and assessment methods without using the word "outcomes."

Program-level assessment activities recorded in Improve and described in assessment reports reflect faculty discussions of breadth, depth, and sequencing of courses within the curriculum and how they build to program learning outcomes; however, the university's forms and review processes do not currently prompt faculty to think in terms of student learning outcomes during the curriculum development process. This is an area currently under revision.

**1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.**

All but one program (Healthcare Administration) has identified and articulated expected program learning outcomes; however, there is no formal mechanism or template for publishing those expected learning outcomes in the catalog or on the website.

The Southern Oregon University website and catalog include program descriptions and statements of purpose; for example, the Biology program's description, which includes, "The bachelor's degree in biology prepares students for employment in diverse fields related to the life sciences. It is also excellent training for graduate and professional programs leading to degrees in such areas as agriculture, dentistry, environmental science, forestry, medical technology, medicine, optometry, veterinary medicine, and wildlife biology."

The SOU website includes statements of what students can expect to learn and be able to do upon completion of some but not all degree programs; for example, when a viewer clicks "See Details" about the BFA in Creative Writing, the description tells potential students and others that "Through the course of the Creative Writing program, students learn to develop their own styles, to communicate original ideas clearly, and to present their understanding of themselves and the larger world through cogent, expressive writing in a variety of forms."

Some InsideSOU program pages have program learning outcomes listed; for example, the BA/BS program in Education Studies and Criminology and Criminal Justice Program, but a listing of expected program learning outcomes is not part of the university's templates for websites or other media.

**1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.**

Admission requirements are listed on the Southern Oregon University website, with information and requirements for freshmen, potential transfer students, Rogue Community College students, graduate students, and international students. There is information specific to DACA (Deferred Action for Childhood Arrival) students, as well as information on equivalencies to receive credit through Advanced Placement courses and exams.

Degree requirements are listed in the catalog with General Degree Requirements, Core Curriculum Requirements, Graduate Studies program requirements, and all individual program requirements.

**1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.**

Southern Oregon University's system of academic assessment to evaluate the quality of learning in its programs includes faculty-led program assessment at the undergraduate and graduate levels, as well as assessment of institutional learning outcomes through the University Seminar program and senior writing, critical thinking, quantitative reasoning, information literacy, and oral communication (see responses to 1.C.6 and 1.C.7 for further discussion). Recognition of the central role of faculty to establish curricula, assess student learning, and improve instructional programs is described in documents, bylaws, and committee charges such as the SOU Faculty Constitution, Faculty Senate Bylaws, Graduate Council Bylaws, and the charge of the University Assessment Committee.

Academic program assessment at the undergraduate level is overseen by the University Assessment Committee, whose charge is:

The Assessment Committee (AC) will oversee the institution, maintenance, and development of student learning outcomes for the curriculum at Southern Oregon University.

The UAC will be composed of seven voting members, one representing each of the following: the School of Arts and Letters, the School of Business, the School of Education, the School of Sciences, the School of Social Sciences, Health and Physical Education, the University Seminar program, and the Library. The chair of the committee will be elected from the voting membership of the committee.

The Associate Provost for Curriculum and Personnel, the Assistant Vice President for Raider Student Services and Director of Admissions, the Director of the Center for Teaching, Learning and Assessment (CTLA), the Director of University Studies, one member of the ACCESS center advising staff, a representative from Information Technology (IT), and one student will serve as ex-officio, non-voting members of this committee. The Provost will designate one of the administrative ex-officio members as the administrative contact for this committee.

The charge of the University Assessment Committee needs to be updated to be consistent with the reorganization from schools to divisions and to reflect changes in accreditation standards and expectations.

The Curriculum Committee of the Faculty Senate operates under the following charge:

The Curriculum Committee shall study existing curricula and consider all changes in curricula including degrees offered, degree requirements, and specific courses.

The Faculty Senate appoints six faculty members. The Student Senate may appoint a student member. Ex officio: Registrar, Associate Provost for Curriculum, and Director of Graduate Studies.

The role of the faculty in improving instructional programs is described in the charges of the Curriculum Committee and the Faculty Constitution, including, "The governance and operation of Southern Oregon University are the common responsibility of the Board of Trustees of Southern Oregon University, the University President, and the faculty. The faculty functions to meet the primary responsibilities for which the University has been organized. The faculty shall continue to be recognized as an essential participant in both the making and the implementing of educational policy."

**1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem-solving, and/or information literacy.**

University Studies, the SOU general education pathway that has been in effect throughout this accreditation cycle, is built from the Liberal Education and American Promise (LEAP) model. The three levels include Foundations, Explorations, and Integrations. Students complete 60 – 64 credits in this model.

University Studies connects students to an explicit pathway of learning at Southern Oregon University and to life beyond college. Under the "strand" model, students complete strands A through J in the areas of Foundations (Strands A, B, C, D), Explorations (Strands E, F, G), and Integrations (Strands H, I, J), they develop an understanding and appreciation for the complexities of the world and their role in it. Faculty submit courses for acceptance into the University Studies model, and students transferring into SOU with courses not directly articulated can petition for a substitution review at no cost.

SOU's faculty approved the University Studies model in 2007, aligned with the state compact to AAC&U's Liberal Education and America's Promise (LEAP). During our NWCCU site visit in 2019, the credit heavy model became a topic of conversation. An opportunity existed to realign and address the strengths and weaknesses of the Strand University Studies model.

In 2019, Provost Susan Walsh charged a General Education Task Force with redesigning the university's General Education model, and that new model will launch in the fall of 2023.

Academic Year 2020 was the last opportunity for programs to submit an application for University Studies strand approval.  The UStudies final report to the Faculty Senate revealed the number of courses approved and the pathway for students to complete their University Studies requirements. In 2019, when the General Education Task Force was created, a slowdown in

interest in the "old" model and an interest in understanding the future "capacity"' model surfaced.

In the current model which is being phased out, assessment of ILO's has occurred consistently at the end of the first-year seminar courses, with faculty across the University Seminar program assessing final university seminar essays (FUSE) every year. The institutional learning outcomes for written communication, critical thinking, information literacy, quantitative reasoning, and oral communication have been assessed for senior students by the University Assessment Committee (UAC) using consistent methods and common rubrics over the course of this accreditation cycle.  After the assessment of senior writing conducted in Fall 2022/Winter 2023, the UAC evaluated results over the past several years and came to the conclusion that because of the limitations of the methods, workload issues, and the rollout of the new General Education model in Fall 2023, the assessment should be revised. The UAC further concluded that the assessment of oral communication, which relies on similar methods, should be suspended or replaced by a new General Education assessment process.

**1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.**

Assessment findings are used to inform and improve programs, student learning outcomes, and learning support practices in the following ways:

1. Within programs, faculty review and discuss findings and decide on changes in curriculum, instruction, assignments, assessment methods, and referrals to and collaborations with student support programs and practices.
2. Program faculty work with the Center for the Advancement of Teaching and Learning (CATL) to implement best practices and innovate new practices in teaching and learning.
3. The Center for the Advancement of Teaching and Learning plays a crucial role in curricular revision such as the transformation of General Education.
4. The University Assessment Committee uses the results of its reviews of program assessment reports, senior writing, and oral presentations to provide feedback to program faculty for their use in improving student learning and achievement; and collaborates with CATL to offer quarterly workshops to faculty.
5. The Provost, Faculty Senate, and Office of the Dean of Students respond to results by re-designing academic and student support programs and institutional efforts, such as the redesign of General Education.

*Programs' use of assessment to improve student learning outcomes and student support practices*

Within programs, faculty review and discuss findings and decide on changes in curriculum, instruction, assignments, and assessment methods, as evidenced by the following examples.

### *Biology*

One example of continuous improvement resulting from assessment at the program level is the Biology program's reassignment of a faculty member with expertise in molecular and cell biology to the introductory course in order to address a weakness in mastery test results on the ETS exam. From the Biology program's 2021-22 assessment report:

> Overall the department did reach its goal for both the skills and the dispositional assessments. However, the department's goal of 90% of students scoring above the 20th percentile on the major field test was not met. While these results are interesting and suggest that as a whole we do a solid job getting our students to do science and to respect science. These results mirror previous results. One trend is that our students have done worse on the Major Field Test since the onset of the COVID pandemic than previous years.

> Certain content areas our students tend to struggle a little more, most specifically genetics and molecular biology. To address this, starting Fall 2022 we have one of our molecular biologists being the primary teacher for our initial introductory biology course. While the previous instructors did a fine job, nothing beats having the expert teach the intro to cells class. In addition we hired a second molecular biologist in Fall 2022 to help flesh out our elective molecular and genetics offerings.

> From informally surveying the students that took the Major Field Test, it seems that they did not take it as seriously as we would have liked. This led to scores being lower than what they learned in our Major. Because of this we plan to pivot to the bioMAps assessment program. This assessment program will survey the same role as the Major Field Test and the depositional survey but be much less bulky and can be more easily interwoven into a preexisting course rather than making the student pay for a credit that was lacking the intended value. Because it will not be tied to a senior seminar class and the test is less long and tiresome, we hope that our students will take more care and we can get results that reflect our students' learning. This program will also provide us better depositional questions that will remove some of the misunderstanding in our survey which should also clear up results. We will continue to assess the capstone presentations but the new assessment committee will be looking into the rubric as our current one lacks enough detail to be consistently used among faculty.

### *Computer Science*

Other examples come from the undergraduate Computer Science program's 2021-22 assessment report.

**Outcome 2: Coding - CS graduates can implement and debug algorithmic solutions in at least two programming languages.**

Faculty reviewed and discussed the results related to CS 258 and CS 411 and expressed deep concern for the low attainment scores. We discussed challenges that contributed to each. CS 258 is a prerequisite for CS 411, and the delivery of CS 258 in the prior year has significant challenges. The instructor of record had extreme extenuating circumstances (he was a non-US citizen who lost his home in the Alameda fire), which had a considerable impact on his ability to deliver the 258 course the previous year. Ultimately, the students from CS 258 were left extremely unprepared for CS 411. To address this shortfall the following actions were taken. First and foremost we added CS 250 Discrete Structures, a new course in our curriculum, as a prerequisite.  When comparing our curriculum with others across the state we found that this was the more common prerequisite for the content covered in CS 411. It focuses on mathematical concepts and reasoning methods that are needed for understanding and developing complex algorithms.  The syllabus can be found and Improved. It will be delivered for the first time in Fall 2022 by Dr. Pouliot. Additionally, Dr. Pouliot took a close look at student feedback and updated specific lectures based on their comments. And, he has been encouraging students to form study groups outside of class, which seems to be going very well in Winter 2023. With respect to CS 258, we noted that the sample size was especially small in Spring and we had an adjunct professor, who hadn't used C++ recently, teaching the course. However, considering the Fall attainment was also lower than expected, we discussed actions that would improve student success in this course, which resulted in Dr. Pouliot making changes for Fall 2022. He made significant changes to the beginning of the course by adding new lectures and labs to ease students into Object Oriented Programming (OOP) in C++ and makefiles, both of which students really struggled with last year. He also modified the labs throughout the course because we agreed they were too hard for a sophomore level class. Dr. Pouliot will share these materials and discuss the specific changes with our adjunct faculty who will teach the updated course in Spring 2023. Finally, we made changes in our advising. Initially, the curriculum was set so that students would take CS 258 and CS 357 (OOP) together immediately after taking CS 257. However, we've now created a path where students who need more time to focus solely on OOP can delay their enrollment in CS 258 to the following term (Fall instead of Spring). We will collect data  again next year to see how these changes impact student success.

**Outcome 6: Teamwork - CS Graduates work effectively in teams.**

Faculty reviewed and discussed the results related to CS 469, CS 470, and CS 471. Although we came quite close to our target for both CS 469 and CS 470 we ended up just below it (78% attained in each case with 80% targets). However, in CS 471 we did

achieve our target (89% attained, 80% target). Considering this sequence of courses follows a cohort format, with the same set of students progressing through the sequence throughout the year, we were pleased to see that these results show improvement across the year. Only 2 of the 18 students did not attain the target by the end of the sequence. We dug deeper into the data and realized both of these students had significant external circumstances impacting their mental health, and that their unwillingness to share these challenges with their teammates created conflict. As a result, Dr. Vanderberg took the action to discuss mental health challenges and supports available to students regularly in CS 469 the following year. Additionally, she was able to ensure that each student in 469 had the chance to work with every other student and paid special attention to peer reviews as well as students concerns before assigning teams for CS 470 and CS 471. Our next action for this outcome and these classes is to collect data again and reanalyze next year.

### *Early Childhood Education*

Another example is the Early Childhood Education program's use of assessment results to improve instruction and follow up to see the impact of the changes it made. From the ECE [2021-22 Assessment Report](#):

> Upon completing this year's data analysis, the ECD Committee determined that all four goals were met for the 2021-22 academic year. Though the program continues to make satisfactory progress and is content with the designation of the new program, last year we had identified a few areas where we would like to further develop the integration of our core competencies, especially in regards to professionalism preparation. In 2020, the committee decided to expand both our introductory course, ECE 300 ECD Orientation, and our culminating course, ECE 495 Capstone B: Professional Portfolio starting in the 2020-21 academic year. ECE 300 ECD Orientation was changed from a one-credit to a two-credit course; ECE 495 Capstone B: Professional Portfolio was changed from a 2-credit to a 4-credit course.
>
> Our goal in implementing these changes was to set students up for success, providing a front-loaded introduction to program expectations and an aptitude for post-graduation leadership development. After our first successful year of offering these updated courses, we have seen several positive results. Students really valued the additional Zoom meetings that were built in as part of these course changes, with many citing that they felt a "better sense of connection" to classmates and appreciated the opportunity to reflect on and plan through the guided activities. The additional credit in the Orientation and the final Capstone B allowed more room and flexibility for professional preparation activities and personal-professional and whole-group reflection and relationship building.

### *English*

Another example is the [English program's assessment](#) of their students' writing development over time:

> The scoring guide used to assess student writing in ENG 301 and 401 papers, collaboratively developed by the English faculty and revised in 2021, was used to assess student writing samples from two core courses. ENG 301 is a foundational course in the major introducing students to literary analysis and is typically taken in the sophomore or early junior year; ENG 401 is the second class in the capstone series supporting seniors in producing an original, researched project/paper. Assessing both papers across two or three years provides a reasonable snapshot of students' growth in the four skill areas between sophomore/junior year and spring of senior year.
>
> In 2020-21, based on the increases we had seen in student outcomes across three of the four skill areas, we raised our target percentages for the first two outcomes.
>
> The one slight exception—as we also saw in our 2020-21 results—was in "research skills and conventions," where we fell short of the 50% target for 301 papers by 2%, while over 90% of seniors scored 3 or 4 in this category, well above our 75% target. We will address this target in 2022-23; it is possible that we need to lower the initial (301) target and raise the senior (401) target, as it's apparent that students are adequately learning and applying research skills between sophomore and senior years.
>
> Improvement in the skill areas over the past few years has been the result of efforts to better align measurement methods with our instructional practices. For example, we believe that our explicit emphasis on teaching the 'moves' of academic writing (Harris, 2006) has shown positive results in student learning outcomes. Also helpful: teaching academic English as "dominant academic discourse" rather than as an unproblematic 'standard' English. We think that teaching and talking about grammar as rhetorical choices that differ across varieties of English (rather than a set of hegemonic rules to follow) has empowered students to make more effective rhetorical choices in their writing.

*The Center for Advancement of Teaching and Learning's role in use of assessment for improvement of student learning outcomes*

Program faculty work with the Center for the Advancement of Teaching and Learning (CATL) to implement best practices and innovate new practices in teaching and learning.
The Center for the Advancement of Teaching and Learning is integral to continuous improvement of teaching and learning. The Center for the Advancement of Teaching and

Learning (CATL), positioned within the Office of the Provost, works with faculty and staff to ensure excellence in teaching practices in all learning environments.

CATL offers a variety of sponsored programs for individual and small groups of faculty to implement best practices and innovate new practices in teaching and learning.

- Course Design Academy: The Course Design Academy (CDA) represents a multi-term community of practice to support faculty in redesigning entire courses to advance institutional core themes and initiatives.
- Innovation Communities: ICs are intended for small groups (~4-16 faculty) who wish to create a community of practice on a short-term basis (~4-16 weeks) to solve a student learning challenge through innovative curriculum or pedagogy.
- Transparent Assignment Design Workshops: Attendees revise a key assignment to ensure that the purpose, instructions, and criteria for success are clearly designed to optimize student success.
- Learning Circles: Learning Circles are groups of up to 10 participants who meet to discuss topics or books consistent with the mission of the Center for the Advancement of Teaching and Learning.
- CATL also supports the development, implementation, and maintenance of policies and standards for teaching and learning at the programmatic level, such as the ongoing redesign of general education.

*The Center for the Advancement of Teaching and Learning plays a crucial role in curricular revision such as the transformation of General Education.*

In Fall 2019, the Faculty Senate convened a Transforming General Education Task Force to define outcomes for a revised general education program at SOU. In addition to reviewing outcomes at several similar universities and conducting a survey of current SOU students, the committee was able to draft a list of six broad capacities for general education. The final approved list of capacities can be found here.

In April 2021 the Faculty Senate ultimately voted to approve the general direction of the task force, affirming the capacities while reserving decisions on some matters of credit requirements. In response, a smaller group with CATL representation crafted a model and plan to assist faculty in the course design process.

The model and plan were based on the assumption that the Gen Ed Course transformation would require that more than 75 courses be designed or redesigned to meet the new requirements. As the scope, scale, and pace of that effort were beyond the capacity of the university's regular processes and structures, new course templates and approval processes were developed. CATL has expertise in instructional design and proven programs for delivery such as Course Design

Academy and Transparent Assignment Design that could be adjusted to support the increased scope and scale of Gen Ed Transformation. Faculty serving as "Capacity Leads" on subcommittees and in the approval process have expertise in capacity descriptions, proficiencies, and rubrics, necessary to support faculty during the course design process. The CATL plan relied on distributed support, with CATL and faculty Capacity Leads each providing technical assistance.

CATL provided workshops introducing structures and tools in three key areas:
- Course design process (backward design starting with the capacity outcomes)
- Transparent assignment design
- Syllabus design

Capacity Leads shepherded faculty through the processes, providing:
- Support for capacity learning outcomes
- Alignment with capacity intentions
- Increased potential for successful proposals

From Fall of 2021 through Spring of 2022, CATL and faculty worked together, resulting in the approval of 92 courses earning approval by the Faculty Senate to be offered as part of the new General Education model, with another 25 allowed until Fall 2022 for completion, approval, and stipend support. Throughout the process, 80 faculty from across campus were introduced to formal course design principles that can be applied to any course they teach, thereby greatly increasing our capacity to offer a high-quality learning experience for our students.

*The University Assessment Committee's role in use of assessment for improvement of student learning outcomes*

The University Assessment Committee uses the results of its reviews of program assessment reports, senior writing, and oral presentations to provide feedback to program faculty for their use in improving student learning and achievement. Based on themes in assessment reports, the University Assessment Committee collaborates with CATL to offer workshops to faculty; for example, a workshop on Closing the Loop in Winter 2021.

*The role of shared governance in use of assessment results for improvement of student learning outcomes*

The Provost and Faculty Senate respond to results by re-designing programs and institutional efforts, such as the redesign of General Education.

**1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure**

**academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.**

Policies for accepting transfer credit are published in the SOU Catalog. Students transferring to SOU from a regionally accredited college or university must show evidence of honorable dismissal from the other collegiate institutions and a cumulative grade point average of at least 2.25 in 36 quarter credits (or 24 semester credits) of acceptable college work. Applicants who hold an associate's degree from a regionally accredited institution or an Oregon Transfer Module (OTM) will be admitted with a 2.00 GPA. SOU limits students to a maximum of 12 quarter credits (8 semester credits) of physical education activity and team participation credits that can be used toward meeting the transfer admission requirements. A transfer student with fewer than 36 transferable quarter credits must also meet the requirements for freshman standing.

Post-1996 GED holders, as well as applicants who graduated from high school in 1997 or later, must also submit a copy of their official high school academic records to prove they have successfully completed with a C- or better a minimum of two years (2 units) of study in a second language. An exception to this requirement will be made for transfers who have completed two terms (8 quarter credits) of a second language at the college level with a C- grade or better or who have achieved satisfactory performance on an approved second language proficiency assessment (ASL is acceptable).

Transfer applicants must submit an application for admission, the $60 application fee, and official transcripts from every institution of higher education attended. Transcripts must be mailed from the prior institutions directly to the SOU Admissions Office. Transfer students are also encouraged to visit the campus.

Transfers should note that a minimum of 45 of the last 60 credits of coursework must be SOU credits to complete a degree. For more specific requirements, see the descriptions of the various degree programs in the catalog. In addition, please refer to Transfer Student Policies in the Core Curriculum Requirements for more information.

Substitutions for University Studies required courses may also be submitted for review. If a student believes a course transferred into SOU met the requirements, a petition for substitution may be submitted,  There is no fee to the student to have the application reviewed.
**Credit from Accredited Institutions**

Advanced standing is granted to students transferring to SOU with acceptable records from regionally accredited institutions. The amount of credit granted depends on the nature and quality of the applicant's previous work, evaluated according to Southern Oregon University's academic

requirements. The GPA of transferred credits is computed and used only as a basis for admission and is not included in a student's SOU GPA.

**Credit from Non-regionally Accredited Institutions**

No credit is granted at entrance for work at a non-regionally accredited institution.

**Credit from Two-Year Institutions**

SOU accepts college-level credit toward a baccalaureate degree transferred from regionally accredited postsecondary institutions. Up to 24 credits of vocational-technical coursework that is applicable in an associate degree or certificate program at a regionally accredited institution may be accepted as elective credit along with the transfer credits. In regards to admission, up to 24 quarter vocational-technical credits can count toward the 36 quarter credits required to consider an applicant a transfer student, but the GPA from those vocational-technical credits will not be counted toward the cumulative GPA used to make an admissions decision.

**Special Academic Credit**

SOU considers granting credit for credit by examination, the College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB). Please read Special Academic Credit on page 8 for more information.

The policy for accepting [Credit for Prior Learning](#) is published in the SOU Catalog. Credit for prior learning (CPL) provides an opportunity for students to document acquired learning from life/work experiences in a format that can be assessed for academic credit. CPL credits may be earned by students who can demonstrate that they have gained university-level knowledge and skills that articulate with university coursework on the specific topic.

CPL may be appropriate for students if their prior learning experiences have resulted in college-level knowledge, skills, and abilities, and if they are able to demonstrate that this knowledge meets the objectives of designated SOU courses.

Before seeking credit for prior learning, the student must apply to the academic program in which course credit is sought for approval to complete a prior learning portfolio to meet the requirements for coursework designated for CPL.

> 1. Students may not seek credit for prior learning for a course they have previously taken for credit and for which they have received a grade other than an audit, nor may they seek credit for a course more than once. If students register for a course for which they are seeking credit for prior learning, they must drop that course and submit an application for CPL for the course before the last day to drop without a grade record.

2.   No more than 25% of the credits submitted for graduation may be earned through CPL.

3.   Credit for prior learning counts toward graduation residency requirements.

4.   Portfolios receive either a P (pass) or NP (no pass).  A pass indicates that the student has mastered material comparable to a grade of C- or better in the corresponding course. The Registrar records P grades on the student's transcript but does not count the P in grade point average calculations.  The Registrar does not record NP grades.  Transcripts will identify credits earned through prior learning assessment.

5.   CPL credits may be awarded for courses required by the student's major program that are eligible for P/NP option through prior approval of the major program.

6.   A student is permitted to have one course a term with the Pass/No Pass (P/NP) grading option. This limitation is in addition to any courses that are only offered with a P/NP grading option, such as activity courses, or courses completed through credit for prior learning.

7.   A non-refundable fee of $150 will be charged for each application to assess credit for prior learning, regardless of the outcome. A nonrefundable fee of $55 per credit hour will be charged to the student at the time that credits are awarded.

8.   Appropriate program faculty, or other approved departmental or institutional representative(s), are responsible for reviewing the portfolio, interviewing the student, and making a recommendation. The Program Chair or Coordinator is responsible for initiating the process and contacting program faculty who will review the portfolio and recommendation and make a decision to grant credit. If none of the program faculty are available to assess the portfolio, and no appropriate substitute can be identified, the program will have the option to deny the application

9.   Disposition of the portfolio assessment, along with the application, will be forwarded to the Registrar, who will keep it as part of the student's permanent academic record.  The student's portfolio will be stored by the Program Chair or Coordinator, or another appropriate administrator.

10. There is no guarantee of transferability of CPL credits awarded at or accepted by Southern Oregon University.

11. Credit for prior learning will be assessed for lower division credit only. Exceptions will be considered by petition, and approval by the Program Chair or Coordinator, appropriate program faculty, Division Direction, and the Registrar.

## Prior Learning Assessment

Southern Oregon University grants credit for prior learning assessed from the sources identified below.  The following does not include/apply to transfer credit.  Please see the Admission of Transfer Students section for information on how SOU awards transfer credit.

## Overarching Policies:

- No more than 25% of the credits assessed for prior learning, in any combination, may be applied to requirements for a SOU degree
- Prior learning credit will only be granted at the undergraduate level
- Depending on the type, prior learning credit will be granted as generic credit with no grade, or as Pass/No pass credit - it will not be granted with an associated letter grade
- Prior learning credit can be used to satisfy overall degree credit requirements, specific general education requirements, and/or specific major/minor/certificate requirements, even if these would normally require a letter grade

## American Council on Education (ACE) Credit

Students entering SOU may have college credit awarded for educational experiences obtained in the military or elsewhere. Credit recommended by the American Council on Education (ACE) will be evaluated by SOU and awarded as appropriate.  Notwithstanding the aforementioned Overarching Policies, SOU will attempt to transfer as many ACE credits as possible from official military transcripts.

SOU also accepts some credits from third-party entities that do not hold regional accreditation (such as from StraighterLine) that have been evaluated by ACE, as recommended for credit on an ACE transcript. Please note that not all coursework will be accepted - SOU academic programs have the prerogative to determine which ACE coursework will be acceptable and have full authority to establish course equivalents.  These third-parties are not regionally-accredited degree-granting institutions and their transcripts do not display credit values for courses taken. ACE must recommend all such courses for credit.  Students will need to send SOU a transcript from ACE to request that these credits be evaluated and assessed for transfer acceptance. Transcripts received directly from these third-parties cannot be utilized.  For ACE credit from these third-parties, SOU will award no more than 9 total quarter credit hours, or 2 courses, to an individual student.

## Advanced Placement (AP) Credit

SOU will award AP credit using the Advanced Placement Credit table at this link for all students entering SOU Fall 2019 or later.  With the exception of Calculus BC (see table), SOU requires a minimum AP score of a 3 in order to award any credit.  SOU will award credit, with no associated grade, for acceptable AP scores.  Insufficient AP scores will not be recorded in any fashion.

**College Level Examination Program (CLEP) Credit**
SOU will award CLEP credit using the CLEP Credit table at this link.
SOU will award credit, with no associated grade, for acceptable CLEP scores.  Insufficient CLEP scores will not be recorded in any fashion.

**Credit for Prior Learning (CPL) Credit**
SOU has a robust CPL process.  Please see the CPL section above for details.

**DSST (DANTES) Credit**
SOU does not award credit directly for DSST.  Students may elect the Credit for Prior Learning (CPL) option as applicable.

**International Baccalaureate (IB) Credit**
SOU will award IB credit using the IB Credit table at this link for all students entering SOU Fall 2019 or later.  SOU requires a minimum IB score of a 4 in order to award any credit.  SOU will award credit, with no associated grade, for acceptable IB scores.  Insufficient IB scores will not be recorded in any fashion.

**Other Programs**
The University Registrar and the Associate Provost, in consultation with applicable academic programs and academic leadership, may seek to develop and approve additional programs that meet the spirit and intent of the above policies and programs.  Examples of such programs may include Credit by Exam, Credit Buyback, Advanced-Level (and similar) International Programs, and California's MAP program (Military Articulation Platform).  Such approvals and arrangements will be subsequently presented to the Academic Policies Committee.

**1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.**

Southern Oregon University offers fifteen graduate degree programs, including master's degree programs in Business, Education, and Clinical Mental Health Counseling that participate in specialized accreditation.

- MBA: ACBSP, Accreditation Council for Business Schools and Programs
- Master in Management: ACBSP, Accreditation Council for Business Schools and Programs
- Master's in Clinical Mental Health Counseling: CACREP, Council for the Accreditation of Counseling and Related Educational Programs
- Master of Arts in Teaching: Association for Advancing Quality in Educator Preparation, Oregon Teacher and Standards and Practices Commission
- Master of Science in Education: Association for Advancing Quality in Educator Preparation, Oregon Teacher and Standards and Practices Commission. Note: These accreditors only apply to the licensure pathways in this degree
- Master of Science in Environmental Education: NAAEE, North American Association for Environmental Education
- Special Education, MA or MS: Association for Advancing Quality in Educator Preparation, Oregon Teacher and Standards and Practices Commission

The Graduate Studies Committee of the Faculty Senate is charged with recommending policies related to graduate curriculum and programs. As discussed in response to Standard 1.C.1, as a public institution, Southern Oregon University's curriculum development and management system includes multiple quality control measures and different levels: Curriculum Committee and Provost Office, Board of Trustees, and the Oregon Higher Education Coordinating Committee (HECC). New graduate programs undergo a rigorous review process, and existing programs participate in the annual assessment and periodic academic program review.

## Student Achievement - Standards 1.D.1 – 1.D.4

**1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.**

Southern Oregon University recruits, admits, and enrolls students who have demonstrated the potential to benefit from its educational programs. In keeping with its mission as a regionally-engaged learning community, regional recruitment and admission are intertwined. SOU recruits, admits, and provides pre-enrollment support to potential students in order to address historic inequities and serve its entire community, including the Honors College, the Bridge Program, the Degree in Three Program, and pathway programs to support academic success and college readiness for local Hispanic youth from the Medford and Phoenix-Talent school districts.

The SOU Bridge Program, which is only available to students graduating from an Oregon high school, gives special consideration to students who bring equity strengths to Southern Oregon University, including students from low-income families, students representing groups that have been historically underrepresented at colleges and universities, students who will be the first in their family to graduate from college, and students who have overcome extraordinary challenges.

Admission standards are found here:
- Freshman high school student applicant requirements
- Transfer college student applicant requirements
- Graduate student applicant requirements
- International student applicant requirements
- Additional information for prospective students

Southern Oregon University orients new students over time and in a variety of ways, including:
- Summer pre-registration- these events allow students to have a one-on-one session with their SSC and work on their term class schedule. The programming that surrounds these events also educates students about our on-campus support resources (CPS, DR, Housing, SOUCares, ODOS, SHWC, Fin. Aid, SJEC, etc.)
- Week of welcome activities- These focus on on-campus support resources and ensuring that students are connecting with their peers and developing a sense of belonging.
- Navigate- has a full list of resources for on-campus. Students are communicated about downloading the App during the admission process and during all of our registration events

In order to help students with their academic success, the Dean of Students Office has a variety of web pages that help students, including Basic Needs, Connect, Find Support, SOUCares Resources

Once students are admitted to SOU, various departments begin outreach to welcome them to the Raider family. Incoming students are encouraged to attend a registration event in June, July, August (virtual), or September that will allow them to get their class schedule, meet with their Student Success Coordinator, attend events that educate them about campus resources, and connect with fellow students. Once the term has started students receive information via email or through Navigate to ensure they are aware of any relevant requirements or policies.

Southern Oregon University orients students and provides information about requirements related to their programs of study through Admissions, the Registrar's Office, Student Success Coordinators, and faculty advisors. The Office of Student Activities and the Student Union survey students about their satisfaction with and perceptions of the usefulness of orientation events. Students must meet with an SSC or faculty advisor to register for classes each term. This can help ensure that students are on the right track for their academic program.  The registrar's office sends out the Required annual information disclosure for SOU students each term. This includes information about academic programs and university policies among other things.  The registrar's office also sends out via email any changes to programs or deadlines.

The registrar's office emails students about graduation deadlines, and the Student Services Enrollment web page provides information about registration dates and information, degrees and graduation, and other information such as courses and schedules.

Student Success Coordinators and faculty advisors play a critical role in providing information about degree and graduation requirements, and students are also able to view their academic progress in DegreeWorks and the Navigate app.

The Admissions Office provides information about transferring into Southern Oregon University.

Students intending to transfer from SOU to another institution can work with Raider Student Services, which will assist with ordering transcripts. Students wanting help finding a new major or other school can work with their Student Success Coordinator or faculty advisor, or with Career Connections.

**1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).**

SOU's Institutional Research Office establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success through its website and through participation in shared governance, committees, and information to the President and Board of Trustees. The most comprehensive sets of indicators are published in each year's Common Data Set through IPEDS, Fact Books, and Enrollment Data. IR produces weekly reports that include elements of student success indicators and data disaggregated by categories used to monitor trends, including underrepresented minorities, Pell Grant recipients, Veterans, and Rural High School Graduates.

SOU participates in the National Survey of Student Engagement, which allows comparison to peer groups and allows customization of peer groups depending on the question. In all categories, SOU student responses are similar to peers. Even when differences are statistically significant, effect sizes are very small.

SOU uses disaggregated data to investigate specific topics related to student achievement, such as pathways for Native American students and Pacific Islanders. The use of disaggregated data to track student achievement and design interventions to close achievement gaps is still rare, but the

use of data in decision-making is embedded in the work of various groups across campus. For example, the Strategic Enrollment Management Group uses data to answer broad strategic enrollment growth questions from a variety of perspectives.

At the program level, student support services programs track student data and outcomes and compare the performance of their student population with the general student population, and use the data to improve student services and impact student achievement.

**1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.**

At the institutional level, graduation and student achievement data reported to the National Center for Educational Statistics are available through a link on the Institutional Research website.

Disaggregated indicators of student achievement are published on Southern Oregon University's Institutional Research website, and a search of the Southern Oregon University website for "retention rate" or "graduate rate" leads to the search result "Consumer Information" with links to SOU Fact Books produced by Institutional Research.

Through its reporting to IPEDS, the Integrated Postsecondary Education Data System of the National Center for Education Statistics, disaggregated indicators of student achievement are widely available to the public.

As will be discussed in response to Standard 1.D.4, the use of disaggregated data occurs at the program and institutional levels.

**1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.**

The Office of Institutional Research collects and analyzes indicators of student achievement using data from a number of legacy systems that are being replaced by the university's adoption of Workday enterprise management system. The university's adoption of Workday will maintain data integrity and empower users to find and use data themselves by providing cleaner data, more ready for use and public presentation. IR's role is to be a translator of data into usable information. The adoption of Workday is an indication of SOU's commitment to data-driven, strategic decision-making.

As discussed in response to Standard 1.D.3, the Office of Institutional Research collects, analyzes, and provides disaggregated indicators of student achievement for use in decision-making at all levels. In addition, support programs collect data related to their specific

populations and compare that data to the general student population. For example, the Disability Resource program tracks retention, graduation, and DFWI rates for students with disabilities and compares them to rates for admitted undergraduate non-disabled students at SOU. Its most recent finding was that students with disabilities were retained at a 78.93% rate this academic year, compared to admitted UG students at 77.64% for a 1.29% difference between these two populations, which is positively significant for students with disabilities.

At the institutional level, the Strategic Enrollment Management Council's subcommittee on Student Success and Retention uses disaggregated data to set and track targets for improvement. Fiscal and staffing challenges during and since the pandemic have been barriers to continuity and communication, but even in that challenging environment, the work of the Enrollment Council indicates the university's commitment to using data for the improvement of student achievement and institutional effectiveness.

## Conclusion

During this accreditation cycle, Southern Oregon University has strengthened its existing assessment and continuous improvement practices, implementing recommendations based on the previous cycle. Continuous improvement processes were disrupted first by pandemic lockdowns, the shift to online operations, and the impact of local wildfires, which caused great hardship for many in the university community and harmed the tourism-dependent local economy. Enrollment and financial challenges that are affecting all of higher education have further impacted SOU.

Given the disruption caused by the pandemic during the period from 2020 to 2022, university operations were concentrated on the core functions of providing effective instruction and student services and complying with federal and state regulations. Despite these challenges, we made some great strides across campus. We implemented a number of new degrees, including the Gender, Sexuality, and Women's Studies major and the Digital Cinema major. We also developed the Institute for Applied Sustainability, a mix of academic programming, conferences, and infrastructure. In addition, we set an ambitious goal to be the first campus to reduce our greenhouse gas emissions to net zero by 2040. Lastly, we are excited to launch a newly designed General Education model in the Fall of 2023. This new model features six critical skill areas; purposeful learning, community expression, creativity and innovation, inquiry and analysis, numerical literacy, and equity, diversity, and inclusion. This new model also significantly reduces the general education footprint for students affording greater flexibility. In the past year, the President's leadership of SOU's realignment effort has marked a transition from reacting to crisis to proactively creating a promising future.

The efforts undertaken during and since the pandemic, lead to the next steps in continuous improvement. These include evaluation of the current realignment and of new programs that result from SOU Forward, assessment of the new General Education model, and increasingly strategic use of data to improve student achievement.

As discussed in response to Standard 1.B.4, President Rick Bailey has outlined five questions to be asked in considering any new program:
1. What resources will this new proposal require?
2. What are the anticipated fiscal or performance benefits from this initiative?
3. What is the time horizon for these expected benefits?
4. What metrics and measurements will be used to monitor progress?
5. What actions will be taken if the expected milestones are not achieved?

One of SOU's priorities for the next accreditation cycle will be to integrate these newly developed questions with existing evaluation criteria and processes. Another will be to strengthen systems that facilitate cross-functional communication and access to data, to improve processes and outcomes. The 2023-2024 academic year will feature significant changes including the launch of the redesigned GE program, a significant reorganization of Academic and Student Affairs, cabinet-level personnel changes, the transition from Banner to Workday, and importantly living into the SOU forward plan outlined above. SOU faces the challenge of maintaining current operations, and with the implementation of Workday and a new version of our assessment tracking system, Improve, we have the opportunity to organize information and processes to address communication and workload issues.

Southern Oregon University's community of faculty, staff, students, and leadership share a commitment to the mission, and the overarching work of the next cycle will be to fulfill our mission using the guiding principles and strategies outlined in SOU Forward.

# Addendum A - Response to PRFR Findings

As noted in our Policies, Regulations, and Financial Review Report (PRFR) feedback report, we provided an overview of our policies including language from the SOU Board of Trustees bylaws and our internal language on policies. Furthermore, in response to the PRFR feedback report and with the appointment of a new general counsel and executive assistant for that office, we have initiated a wholesale review of our policies, procedures, and forms. While that is still a work in progress, we have made strides, including the development of definitions and clarification for policies and procedures. The Board of Trustees maintains a "policy on policies" document that provides guidance for individual programs and their development of departmental policies and procedures. We have revised our system for storing, reviewing, and editing policies. Importantly, in January of 2023, we advised all responsible officers to review all of their policies and identify any policies that needed urgent attention. Any policies identified as such were reviewed at the February 2023 meeting. Furthermore, we also revised our policy tracking document and advised members of the policy committee on revisions to our review priority process. Under the revised review priority process, established policies coded as priority level one will be reviewed and/or revised within 12 months; those coded as a two will be reviewed within 24 months and those deemed priority level three will be reviewed within the next 36 months. A priority level four designation means that the policy has been reviewed by the responsible officer and no changes are needed. Regardless of the policy's priority level, all of our policies are being transitioned to our new policy template.

The following is an account of the Standards noted by NWCCU as needing improvement, and the actions taken by SOU in response.

**2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.**

We sought clarification from NWCCU staff and were advised to consider expanding our definition beyond faculty and publicizing our commitment to academic freedom more broadly. In response, we have begun to examine both the places where we reference academic freedom as well as our definitions and our statements of commitment to academic freedom. In the Fall of 2023, we will discuss with governance bodies at SOU the consideration of a broader definition of academic freedom that would more clearly expand the rights and responsibilities of academic freedom to all SOU community members. The university's policies guide the response when a matter is brought to the attention of administrators, and the culture of the university reflects and is in turn influenced by formal policy.

**Standard 2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all**

**knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.**

The feedback provided by NWCCU indicated that "SOU provided documentation demonstrating policies and expectations of behavior that include support for independent thought and expression but current policies need to be available on the website." As part of our review and redesign of our policies, processes, template, and website, we are hopeful that we've adequately addressed the concern about publishing our policy. As mentioned above, in the Fall of 2023 we will discuss with governance bodies at SOU the consideration of a broader definition of academic freedom that would more clearly expand the rights and responsibilities of academic freedom to all SOU community members to broaden a culture of academic freedom.

**Standard 2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.**

Feedback from NWCCU concerned the accessibility of our grievance policies. As part of our comprehensive redesign of our policies and procedures, we will make sure all of the relevant policies are current and posted to either our policies website or to our HR section on policies.

**Standard 2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.**

As noted in the addendum of our PRFR report from October 2022, the Consensual Relationships and Conflict of Interest Policy was revised in November 2022. Additionally, we are seeking ways to increase the visibility and accessibility of our existing conflict of interest policies. Our Human Resources office is working on a revision of the policies and forms section of their website. This will allow us to better cross-reference those policies elsewhere.

**Standard 2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.**

We have reviewed the policies listed in our PRFR report. All of these policies are included in our comprehensive review, transferred to our new policies forms, and links to these policies have been double-checked for accuracy.

**Standard 2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and**

**consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.**

We have initiated a review of our policies and procedures governing evaluations. Notably, in the Spring and Summer of 2023, the Provost convened a committee that looked closely at chairperson workload and duties. One of the recommendations of that committee was to examine the requirements for evaluations for new faculty, adjunct faculty, and post-tenure faculty. Additionally, all procedures related to evaluation have been reviewed and updated as part of our comprehensive review or our policies process review.

**Standard 2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.**

We are in the process of evaluating our advising structure and procedures. We currently utilize a decentralized model of advising, the function of which is discussed in response to Standard 1.D.1. We have six Student Success Coordinators (SSCs) embedded across our five academic divisions. These SSCs provide comprehensive advising to students in those academic divisions including direction about General Education requirements and discipline-specific advising. Importantly, these SSCs function in support of faculty advisors who meet with a dedicated roster of students a minimum of once per year. There are other student support personnel who perform advising duties as well, but those are typically individuals who are charged with general support of specific university populations e.g. TRIO, Veterans Affairs.

We are in the process of assessing and evaluating our current advising structure through our Student Support assessment process, which involves the Director of University Assessment and Dean of Students working with the Support Programs Assessment Review Committee.

With regard to professional development, the SSCs seek out and attend various trainings throughout the academic year. In addition, they meet weekly and will often discuss topics or engage in professional development activities related to advising. For faculty and other staff that perform advising duties, the SSCs are often the main point of contact for the development of training materials and offering sessions to faculty. For example, we recently adopted the Navigate application and SSCs developed many of the support materials and provided training sessions for individual faculty.

# Addendum B - Response to Special Request on Distance Education

*Institutions authorized to offer Distance Education must include an addendum to their EIE Self-Evaluation Report. In this addendum, institutions should address and provide evidence of the following:*

- *Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.*
- *Policies and procedures that make it clear student privacy is protected.*
- *Notifications to students at the time of registration of any additional charges associated with verification procedures.*
- *Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.*

*Institutions also need to address the following, which can either be done as part of the addendum or in relevant Standard One elements identified below:*

- *The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).*
- *Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).*

We addressed the first three bullet points above in our PRFR report. We've included that response here and added information to address bullet points 4-6.

*Response from the Southern Oregon University PRFR*

**2.G.7 The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

SOU verifies student identity through the use of assigned login credentials via the inside SOU portal. This portal is our single sign-on point of access for all of the infrastructure provided to students. This includes access to Moodle, our Learning Management System, and a host of course-related materials. In addition, we utilize Okta for our two-step multi-factor authentication

that requires students to confirm their identity through a second secure device like a mobile device or a token.

SOU employs account security measures, and students consent to the [Computing Resources Acceptable Use Policy](). In addition, all students are made aware of the [academic standards policy]() that expressly prohibits taking an examination for another student or arranging to have someone else take an examination for you.

Response to bullet points 4-6:

**Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.**

As part of the grading process, instructors are required to track student attendance progress throughout the academic term, which involves monitoring of regular and substantive interactions and participation in each course.

**The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).**

All of our existing distance ed programs either have an in-person correlate or evolved from a traditional in-person degree program. As such, those programs went through our traditional curriculum review process described above. Additionally, programs are periodically reviewed through the Academic Program Review process and through the annual assessment cycle. All three of these processes have a mission and strategic plan alignment at the core.

**Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).**

All [distance education programs]() and individual courses are reviewed initially by the university curriculum committee regardless of their modality. Subsequently, courses are reviewed by program faculty and those programs undergo assessment by program faculty and are reviewed by the University Assessment Committee.

# Fall 2023 Enrollment Update and Incoming Class

# Enrollment Update

SOU Board of Trustees

October 19th & 20th, 2023

Zac Olson, Executive Director of Admissions & Recruitment

Dr. Matt Stillman, AVP for Enrollment Mgmt. & University Registrar

# Fall 2023 New Student Funnel, Start of Term

**Funnel Report: New Applicant Headcount by Student Type**
**Fall 2022 Week Ending 9/18/22 vs. Fall 2023 Week Ending 9/24/23**
**Start of Term**

## Applications

| Student Type | Fall 2022 | Fall 2023 | Change | % Change |
|---|---|---|---|---|
| Freshmen - Resident | 1,118 | 1,150 | 32 | 2.9% |
| Freshmen - Nonresident | 970 | 1,139 | 169 | 17.4% |
| Transfer - Resident | 286 | 340 | 54 | 18.9% |
| Transfer - Nonresident | 218 | 266 | 48 | 22.0% |
| Postbacs/Grads | 337 | 347 | 10 | 3.0% |
| **Total Apps** | **2,929** | **3,242** | **313** | **10.7%** |

## Admits

| Student Type | Fall 2022 | Fall 2023 | Change | % Change |
|---|---|---|---|---|
| Freshmen - Resident | 1,034 | 1,058 | 24 | 2.3% |
| Freshmen - Nonresident | 884 | 1,040 | 156 | 17.6% |
| Transfer - Resident | 268 | 291 | 23 | 8.6% |
| Transfer - Nonresident | 180 | 217 | 37 | 20.6% |
| Postbacs/Grads | 231 | 216 | -15 | -6.5% |
| **Total** | **2,597** | **2,822** | **225** | **8.7%** |

## Confirmed

| Student Type | Fall 2022 | Fall 2023 | Change | % Change |
|---|---|---|---|---|
| Freshmen - Resident | 463 | 518 | 55 | 11.9% |
| Freshmen - Nonresident | 311 | 407 | 96 | 30.9% |
| Transfer - Resident | 232 | 249 | 17 | 7.3% |
| Transfer - Nonresident | 131 | 165 | 34 | 26.0% |
| Postbacs/Grads | 231 | 216 | -15 | -6.5% |
| **Total** | **1,368** | **1,555** | **187** | **13.7%** |

## Enrolled

| Student Type | Fall 2022 | Fall 2023 | Change | % Change |
|---|---|---|---|---|
| Freshmen - Resident | 338 | 386 | 48 | 14.2% |
| Freshmen - Nonresident | 208 | 259 | 51 | 24.5% |
| Transfer - Resident | 181 | 194 | 13 | 7.2% |
| Transfer - Nonresident | 102 | 116 | 14 | 13.7% |
| Postbacs/Grads | 141 | 132 | -9 | -6.4% |
| **Total** | **970** | **1,087** | **117** | **12.1%** |



Fall 2022 Total Apps

Applications 2,929

Admits 2,597

Confirmed 1,368

Fall 2023 Total Apps

Applications 3,242

Admits 2,822
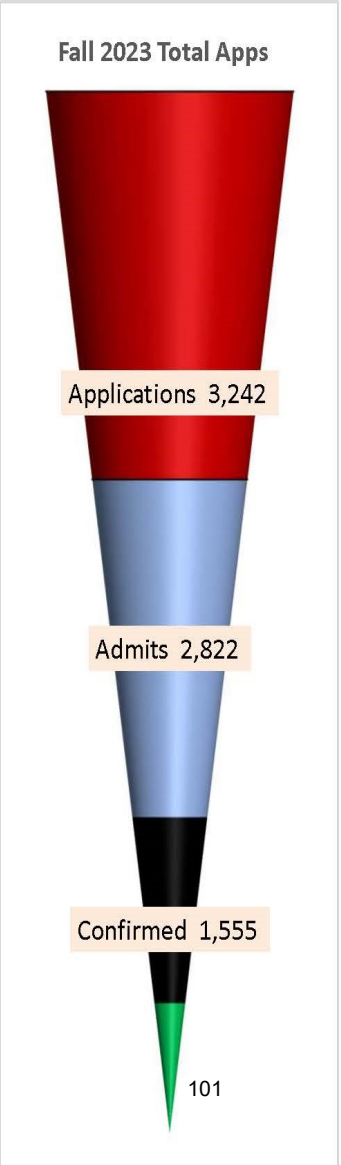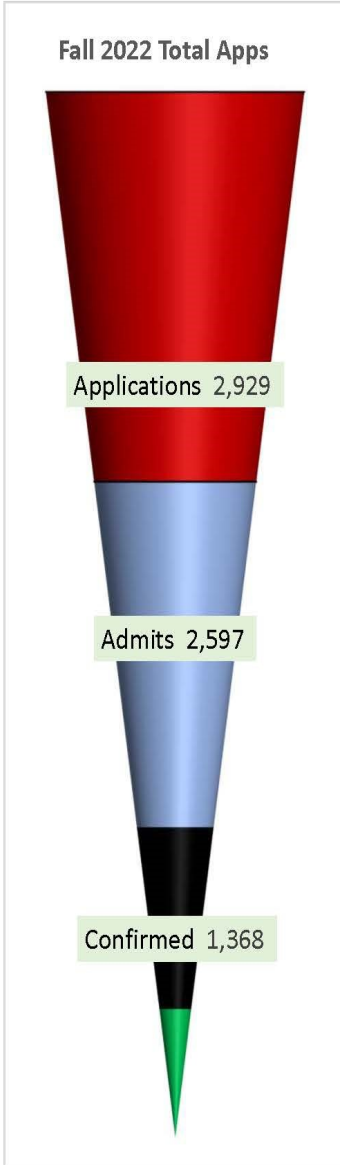
Confirmed 1,555

## HS Data Share

|  | Fall 2023 | Fall 2024 | Fall 2025 | Fall 2026 |
|---|---|---|---|---|
| Prospect | 1810 | 1894 | 2097 | 1641 |
| Inquiry | 863 | 640 | 446 | 237 |
| Applicant | 237 | 13 | 0 | 0 |
| Admit | 222 | 3 | 0 | 0 |
| Confirmed | 123 | 0 | 0 | 0 |
| Enrolled | 96 | 0 | 0 | 0 |

## RNL Demand Builder

|  | Fall 2022 | Fall 2023 | Fall 2024 | Fall 2025 |
|---|---|---|---|---|
| Prospect | 43322 | 80261 | 63902 | 12418 |
| Inquiry | 1462 | 3521 | 1327 | 493 |
| Applicant | 329 | 537 | 29 | 0 |
| Admit | 303 | 511 | 9 | 0 |
| Confirmed | 101 | 202 | 1 | 0 |
| Enrolled | 80 | 160 | 0 | 0 |

# Top Transfer Schools Fall 2023

1. Rogue Community College
2. Klamath Community College
3. College of the Siskiyous
4. Shasta College
5. Lane Community College
6. Southwestern Community College
7. Portland Community College
8. College of the Redwoods
9. Umpqua Community College
10. Oregon State University

2023 Enrolled Students Source Codes
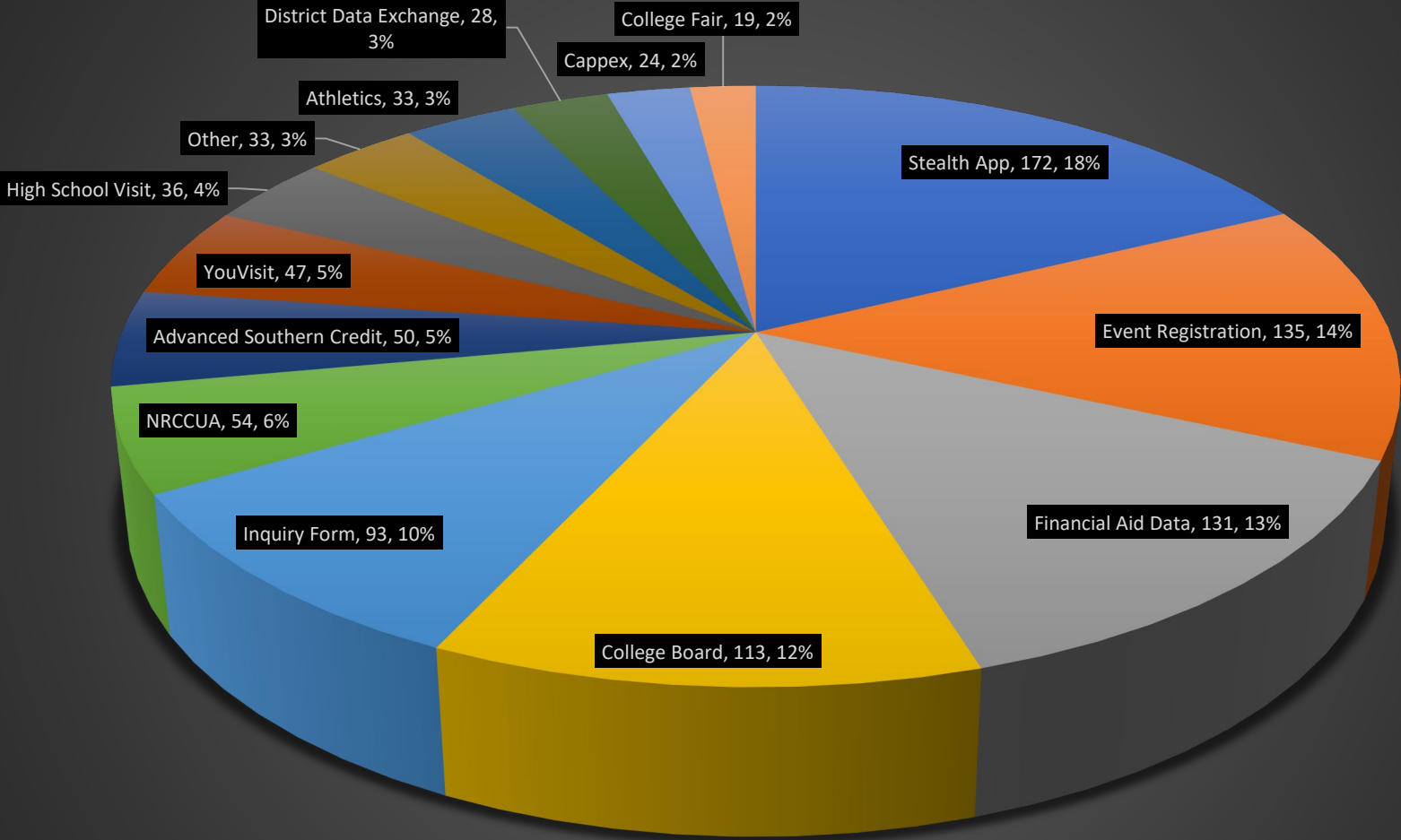
# Fall 2023 Enrollment, End of 3rd Week of Term

**Student Headcounts**
**Fall 2022 Week Ending 10/9/22 vs. Fall 2023 Week Ending 10/15/23**
**3 Weeks After the Start of Term**

| | Fall 2022 | Fall 2023 | Change | % Change | Fall 2022 End of Term | Change | % Change |
|---|---|---|---|---|---|---|---|
| New Freshmen | 557 | 641 | 84 | 15.1% | 557 | 84 | 15.1% |
| New Transfers | 283 | 313 | 30 | 10.6% | 283 | 30 | 10.6% |
| New PostBacs/Graduates | 153 | 144 | -9 | -5.9% | 153 | -9 | -5.9% |
| Subtotal - New Students | 993 | 1,098 | 105 | 10.6% | 993 | 105 | 10.6% |
| Continuing Undergraduate Students | 1,825 | 1,747 | -78 | -4.3% | 1,826 | -79 | -4.3% |
| Continuing Graduate Students | 281 | 290 | 9 | 3.2% | 282 | 8 | 2.8% |
| Returning Undergraduate Students | 167 | 143 | -24 | -14.4% | 169 | -26 | -15.4% |
| Returning Graduate Students | 110 | 86 | -24 | -21.8% | 111 | -25 | -22.5% |
| Non-Admitted Students | 659 | 1,044 | 385 | 58.4% | 1,805 | -761 | -42.2% |
| **Grand Total - Headcount** | **4,035** | **4,408** | **373** | **9.2%** | **5,186** | **-778** | **-15.0%** |
| **Grand Total - FTE** | **2,955** | **3,006** | **51** | **1.7%** | **3,261** | **-255** | **-7.8%** |
| Resident | 2,815 | 3,213 | 398 | 14.1% | 3,849 | -636 | -16.5% |
| Non-resident | 1,220 | 1,195 | -25 | -2.0% | 1,337 | -142 | -10.6% |
| International | 57 | 54 | -3 | -5.3% | 59 | -5 | -8.5% |
| American Indian/Alaskan Native | 50 | 59 | 9 | 18.0% | 60 | -1 | -1.7% |
| Asian | 92 | 89 | -3 | -3.3% | 127 | -38 | -29.9% |
| Black/African American | 85 | 66 | -19 | -22.4% | 93 | -27 | -29.0% |
| Hispanic/Latino | 476 | 475 | -1 | -0.2% | 675 | -200 | -29.6% |
| Pacific Islander | 38 | 47 | 9 | 23.7% | 38 | 9 | 23.7% |
| North African, Middle eastern, Other | 38 | 33 | -5 | -13.2% | 38 | -5 | -13.2% |
| Two or More Races | 316 | 346 | 30 | 9.5% | 396 | -50 | -12.6% |
| Subtotal - Students of Color | 1,095 | 1,115 | 20 | 1.8% | 1,427 | -312 | -21.9% |
| White | 2,113 | 2,091 | -22 | -1.0% | 2,809 | -718 | -25.6% |
| Unknown | 770 | 1,148 | 378 | 49.1% | 891 | 257 | 28.8% |
| Alaska | 37 | 32 | -5 | -13.5% | 38 | -6 | -15.8% |
| California | 734 | 686 | -48 | -6.5% | 847 | -161 | -19.0% |
| Hawaii | 38 | 41 | 3 | 7.9% | 38 | 3 | 7.9% |
| Idaho | 35 | 28 | -7 | -20.0% | 35 | -7 | -20.0% |
| Washington | 123 | 137 | 14 | 11.4% | 124 | 105 13 | 10.5% |
| All Other States | 233 | 227 | -6 | -2.6% | 239 | -12 | -5.0% |

# Student Success & Retention

**First-Year Fulltime Freshman Cohort Retention Rate:**
Fall 22 : Fall 23 = 66.3% (370/558)
Fall 21 : Fall 22 = 65.6% (334/509)
IPEDS comparison is roughly 72% for public 4-year institutions

**Overall Undergraduate Retention Rate:**
Fall 22 : Fall 23 = 78.0% (2144/2747)
Fall 21 : Fall 22 = 76.2% (2291/3006)

**First-Year Fulltime Freshman Cohort 6-Year Graduation Rate:**
Fall 14 : Spring 20 = 45.6% (279/612)
Fall 15 : Spring 21 = 41.0% (317/774)
Fall 16 : Spring 22 = 46.5% (303/652)
Fall 17 : Spring 23 = 44.2% (319/721)

# Fall 23 Enrollment Projection

**Total Headcount:**

Fall 23 = 5286

Fall 22 = 5186

Raw change = +100

% change = +2%

**Total FTE:**

Fall 23 = 3286

Fall 22 = 3261

Raw change = +25

% change = +1%

**Summary:**

- New students increase offsets continuing/returning students
- Growth in OLLI & ASC
- OLLI & ASC carrying loads = more headcount growth than FTE growth
- These projections are intentionally very conservative

# Degree Completions, End of September

**Degree Completions by Discipline Level Categories**
**Academic Year 2021-22 vs. Academic Year 2022-23**
**Applications and Awards - as of the end of September**

| | Degree Applications | | | | Degree Awards | | | |
|---|---|---|---|---|---|---|---|---|
| | 2021-22 | 2022-23 | Change | % Change | 2021-22 | 2022-23 | Change | % Change |
| **Bachelor Degrees** | 715 | 687 | -28 | -3.9% | 696 | 624 | -72 | -10.3% |
| Resident: Entered as a First Year † | 191 | 207 | 16 | 8.4% | 185 | 186 | 1 | 0.5% |
| Discipline Level 1 | 60 | 50 | -10 | -16.7% | 57 | 42 | -15 | -26.3% |
| Discipline Level 2 | 98 | 102 | 4 | 4.1% | 96 | 92 | -4 | -4.2% |
| Discipline Level 3 | 33 | 55 | 22 | 66.7% | 32 | 52 | 20 | 62.5% |
| Resident: Entered as a Transfer † | 265 | 205 | -60 | -22.6% | 260 | 192 | -68 | -26.2% |
| Discipline Level 1 | 67 | 63 | -4 | -6.0% | 66 | 57 | -9 | -13.6% |
| Discipline Level 2 | 165 | 110 | -55 | -33.3% | 161 | 103 | -58 | -36.0% |
| Discipline Level 3 | 33 | 32 | -1 | -3.0% | 33 | 32 | -1 | -3.0% |
| Non-Resident (no state funding) | 259 | 275 | 16 | 6.2% | 251 | 246 | -5 | -2.0% |
| **Master Degrees** | 273 | 244 | -29 | -10.6% | 258 | 194 | -64 | -24.8% |
| Resident † | 170 | 164 | -6 | -3.5% | 159 | 125 | -34 | -21.4% |
| Discipline Level 1 | 3 | - | -3 | -100.0% | 3 | - | -3 | -100.0% |
| Discipline Level 2 | 146 | 144 | -2 | -1.4% | 136 | 105 | -31 | -22.8% |
| Discipline Level 3 | 21 | 20 | -1 | -4.8% | 20 | 20 | 0 | 0.0% |
| Non-Resident (no state funding) | 103 | 80 | -23 | -22.3% | 99 | 69 | -30 | -30.3% |
| **Graduate Certificates/Licensures** | 126 | 106 | -20 | -15.9% | 124 | 100 | -24 | -19.4% |
| Resident † | 96 | 73 | -23 | -24.0% | 94 | 70 | -24 | -25.5% |
| Discipline Level 1 | 2 | 6 | 4 | 200.0% | 2 | 6 | 4 | 200.0% |
| Discipline Level 2 | 91 | 58 | -33 | -36.3% | 90 | 55 | -35 | -38.9% |
| Discipline Level 3 | 3 | 9 | 6 | 200.0% | 2 | 9 | 7 | 350.0% |
| Non-Resident (no state funding) | 30 | 33 | 3 | 10.0% | 30 | 30 | 0 | 0.0% |
| Totals | 1,114 | 1,037 | -77 | -6.9% | 1,078 | 918 | -160 | -14.8% |

† Discipline levels define how many points get assigned within the funding model.

# Strategic Enrollment Management Plan

# Strategic Enrollment Management FORWARD

## Introduction

Strategic Enrollment Management (SEM) at Southern Oregon University is a shared governance, institutional approach to managing and growing student enrollments to achieve the vision and mission established for the university. Co-chaired by the Provost and Vice President for Academic Affairs and the Vice President of Enrollment Management and Student Affairs, SOU established the Enrollment Council in 2019 to provide oversight, accountability, and a framework for enrollment related strategies to be debated and implemented. The Enrollment Council considers enrollment related strategies in the following four areas:

- Recruitment and Marketing
- Student Success and Retention
- Financial Aid and Pricing
- Academic Program Planning

*Figure 1: SEM Organizational Structure*
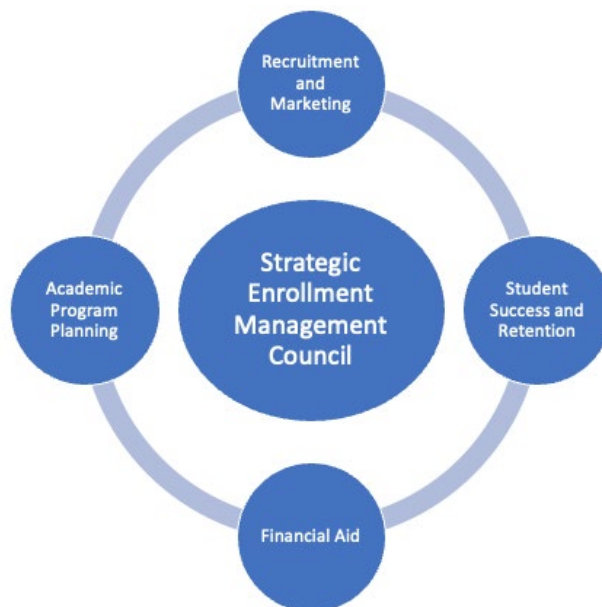


SOU is entering a new phase of service to our region and our students. Recent challenges have included devastating wildfires, a global pandemic, structural deficit, and reductions in state-provided operational support. However, challenges present as opportunities and with bold leadership and institution wide commitment to our mission, SOU can evolve into a stronger institution.

The purpose of Enrollment Management Forward is to memorialize recent changes and successes to enrollment strategies, highlight ongoing enrollment strategies, and present a process by which the institution can continue to engage in the next stage of its enrollment maturity - strategic enrollment planning through the Enrollment Council. With improvements to infrastructure and a renewed commitment to an institution wide enrollment discussion, SOU is poised to build upon the recent enrollment stability and build toward long-term enrollment growth.

**Strategic Enrollment Council**
The Enrollment Council is an appointed body by the President to engage in and make recommendations to Cabinet regarding enrollment areas of focus and strategies to improve access, retention, and graduation from SOU. Specifically, the charge of the Enrollment Council is to:
- Establish comprehensive goals for the number and types of students needed to achieve the desired future of SOU;
- Improve students' academic success by improving access, transition, persistence, and graduation rates;
- Enhancing institutional success by enabling more effective enrollment and financial planning;
- Creating a data-rich environment to inform decisions and evaluate strategies;
- Strengthening communications with internal and external stakeholders;
- Increasing collaboration among departments across campus to support enrollment goals.

Chaired by the Executive Vice President and Provost, the SEM Council meets quarterly to review and make recommendations for the annual focus areas. Enrollment metrics are established by the Board and are tracked by Institutional Research here.

*Figure 2. The SEM Process Framework*

# SEM Process Framework

**Process steps**

- Align institutional strategic plan with broad enrollment targets and desired mix of students
- Data and information gathering and assessment: Internal culture/ environment, student enrollment behaviors and scan of external environment
- Use data and information results to establish focused goals each for recruitment, retention, service, etc., and enrollment projection models
- Approve strategic goals and enrollment projection models
- Develop action steps, accountability, and metrics
- Implement action steps
- Monitor progress, Report results to campus and executive leadership

Additional requests, clarifying questions

Changes to goals

New or revised goals

Mid-course adjustments

**Performed by**

- Executive leadership, SEM Steering Committee
- Smaller group of staff and faculty adept at economics and data use
- Goals recommended by SEM Recruitment and Retention Councils; models developed by Data Team
- Executive leadership, SEM Steering Committee
- SEM councils and sub-committees
- Appropriate staff and faculty departments
- SEM Steering Committee, Chief Enrollment Officer

AACRAO CONSULTING
Providing Best Practice Solutions

SEM Planning Model    5

## Recent Improvements to Enrollment at SOU

Over the past three years, SOU has made significant improvements to infrastructure and strategies related to enrollment. The following table summarizes some of the major changes.

*Table 1: Recent Improvements*

| Strategy | Short Description |
|---|---|
| New CRM | A Constituent Relationship Management system is the database and communication system through which SOU and Admissions recruits prospective students. Target X provides a comprehensive prospective student database and communication platform. |
| Demand Builder | Managed service through Ruffalo Noel Levitz that increases prospective student communications and strategies that grows the prospective pool from 30,000 prospects annually to approximately 100,000 per admission cycle. |
| AI Chatbot (RockyBot) | Allows for 24/7 communication via text with prospective students. |
| Search Engine | Established partnership with BrightEdge to automate search engine |

| | |
|---|---|
| Optimization | optimization for SOU web pages |
| Territory Management | Admission recruiters are assigned territories and annual recruitment goals |
| Financial Aid Leveraging | Econometric model and service through Ruffalo Noel Levitz that customizes the institutional financial aid awards to prospective students. Right sizes merit and need based institutional aid funded through tuition remissions/waivers. |
| Navigate | Coordinated system software through EAB enhancing the student experience, persistence, and retention. Through advising, predictive analytics, academic progression modules, Navigate is a student facing app providing systematic interactions helping students move through degree completion. |
| K-12 data share agreements | K-12 Student and family contact information provided at no cost to SOU. Enables SOU to communicate with a wider audience of prospective students about the benefits of attending SOU. Reduces dependency on purchasing names from College Board, ACT, and other sources and provides for recruitment of all high school students and families. |
| Community College Transfer Agreements | Creates a dual admission/dual enrollment partnership with regional community colleges streamlining the transfer and reverse transfer experience for students. |
| Prospective Student Parent Portal | Software through Demand Builder partnership with RNL that provides a platform and portal to communicate with parents steps students should take through the admission and onboarding of new first year students |
| Prospective Student Communication Audit and Architecture | Audit and review of messaging content and timing to upgrade our communications to best practice with prospective students. Prioritized messaging to include academic excellence, affordability, and co-curricular fit and opportunity. |
| RCC/SOU Transfer Council | Formalized the management and attention to the transfer experience of students at RCC to SOU. Meets bimonthly to discuss the academic and student experience aspects of transfer |
| Faculty Ambassador Program | Formalizes three levels of engagement that faculty can engage with admissions in recruiting and marketing their discipline to prospective students |
| MySSP | New partnership with vendor to provide 24/7 access for students to receive mental health service and support |
| Withdrawal Survey | Prior to a student withdrawing from SOU, intervenes with a mandatory survey where students identify issues that interfere with their continued registration. Provides for accurate diagnosing of retention obstacles and |

| | timely support of students. |
|---|---|
| OLLI/Staff Audit and SSCM | Includes OLLI and staff audit of coursework into eligible funding through the SSCM |
| CIP coding for SSCM Inclusion | Review and update of CIP coding for courses to receive maximum funding from the SSCM. |
| Critical Skills Certificate | Upon completion of the general education requirements at SOU, provides for a Certificate rewarding students for gen ed completion. Improves retention by celebrating and credentialing an academic milestone comparable to an associate of general studies from a community college. |
| New Student Orientation Online Option | Provides new student orientation information and programming for students who are not able to attend regular orientation programming in person. Previously, students who weren't able to attend in person events matriculated without an orientation experience. |
| Affinity Groups | For ethnic identity groups (American Samoan, Asian/PI, Black/African American, Hispanic/Latino Latina, Native American) developed affinity groups consisting of faculty and staff that support student persistence relative to the needs of the respective ethnic identities. |
| New Sports | Developed a return on investment analysis tool that provided information and analysis on the cost to provide a sport and the return of revenue by bringing in new students specific for the sport (e.g., golf, beach volleyball, etc.) |
| Financial Aid Wellness Checks | Financial aid department staff present in the student union in high peak times providing financial aid wellness checks |
| Strong Start | Utilized additional funds through the legislature to growth the capacity of the SOU Bridge Program |
| American Samoa Pipeline (Island Raiders) | With the partnership of the American Samoa Department of Education, the Island Raiders program provides a pathway to SOU enrollment and degree attainment. |
| Micro Credentials | Developed academic credentials for current students as they progress in their major degree as well as non-degree seekers |
| Kings Education | Partner with Kings Education and the University of Oregon to recruit international students |
| Established Dean of Students Office | Created the Dean's office to better advertise and promote student success resources and supports. |
| Created Social Justice and | Establish structure for intersectional student activities and programming |

| Equity Center | promoting social justice and equity |
|---|---|
| Created Multicultural Commons | Built a distinct space in the Stephenson Union for students with multicultural backgrounds to be together and support each other. |
| Connect Oregon | |
| Rebuild Career Services | |
| Leadership Series | |
| | |

**2022-23 Enrollment Council Annual Focus Areas**

Each year, the subcommittees of the Enrollment Council present areas of focus to improve and impact their respective area of enrollment. These focus areas are considered by the Enrollment Council and presented as an informational item to the Board of Trustees Committee on Academic and Student Affairs.

Recruitment and Marketing

Chaired by Nicolle Aleman and Zac Olson

- Adult learning - micro credentials, Market stackable credentials
- Demand builder - market expansion for prospective students
- Expand Raider Transfer Program
- Brand identity development
- Parent Communication (Parent Portal)
- Pre-College Programs matriculation rate improvements
- New Sports

Fall 2023 New Student Recruitment Goals for Fall 2023 (for a more detailed review of fall 2023 goals, please see the weekly funnel report provided by AVP and University Registrar)

*Chart 1. New Freshman Enrollment Goals*

| | **Fall 2022 Final** | **Fall 2023 Goal** | **Student Headcount** | **Percentage Change** |
|---|---|---|---|---|
| **Applications** | 2,099 | 2,217 | 118 | 5.6% |
| **Admits** | 1,929 | 2,037 | 108 | 5.60% |
| **Confirmed** | 785 | 829 | 44 | 5.61% |
| **Enrolled** | 571 | 604 | 33 | 5.78% |

*Chart 2. New Transfer Student Enrollment Goals*

|  | **Fall 2022 Final** | **Fall 2023 Goal** | **Student Headcount** | **Percentage Change** |
|---|---|---|---|---|
| **Applications** | 503 | 531 | 28 | 5.57% |
| **Admits** | 447 | 472 | 25 | 5.99% |
| **Confirmed** | 365 | 385 | 20 | 5.48% |
| **Enrolled** | 293 | 309 | 16 | 5.46% |

Student Success and Retention

Chaired by Dr. Stillman and Dr. Vath

1. Equity Achievement Gaps (Ongoing) (Insert Data on retention by group and graduation by group)
   - KPI Dashboard for Enrollment
   - Navigate Predictive Analytics
   - Affinity Groups (Launched Winter 2022)
2. Identify Best Practices for Retention & Compare to SOU Practices
   - Committee has compiled a list and set to meet to review in Early April 2023
3. Continue to review Withdrawal Survey data for trends (Ethnicity, Gender, Residency, First-Gen, Pell Eligible, Major, Early vs. Late)
   - 2021-2022 data has been analyzed and presented to Board of Trustees, Shared with University Housing, EMSA Team, and sub-committee
   - Students top reason for leaving SOU is related to mental health
4. Compare students who withdraw with those that do not return
5. Develop and present Student Success Strategy recommendations to Enrollment Council at end of Spring term.
6. Inventory all of our current student support systems and identify redundancies and possibility for consolidation (Summer 2023)

*Chart 3. First Time, Full Time Retention*

|  | **Fall 2021 - Fall 2022** | **Fall 2022 - Fall 2023 Goal** |
|---|---|---|
| **Retention Rate (first-time, full-time)** | 65.6% | 67.0% |

*Chart 4. All Undergraduate Fall to Fall Persistence*

|  | **Fall 2021 - Fall 2022** | **Fall 2022 - Fall 2023 Goal** |
|---|---|---|
| **Undergraduate Persistence Rate (all undergraduate)** | 76.1% | 78.0% |

Financial Aid

Chaired by Kristen Gast and Josh Lovern

- Diversity Scholarship (incorporate into RNL leveraging)
- FA leveraging monitoring and improvements
- Remissions monitoring
- Budgeting for College/ Wellness checks
- COA survey
- FAFSA Simplification initiatives
- FA policy review ( as needed)

Academic Program Planning

Chaired by Dan DeNeui

- Familiarize with LightCast labor market and program opportunity data
- Update Market Analysis in new program proposals
- Dual enrollment with RCC in low filled, transferable courses

**Near Term Strategies and Areas for Development**

| Strategy | Short Description |
|---|---|
| New KPI Dashboard | Institutional Research is working on a new executive dashboard for enrollment displaying the KPI's established by the Board of Trustees. |
| College App/LightCast/Hanover Digital Platform | Partnership with a company providing labor market demand and program opportunity data. |
| Alumni Ambassadors | Building on the success of the faculty ambassadors program, train alumni to share their success stories with prospective students. |
| Financial Literacy | Explore new opportunities to enhance the financial literacy of prospective and current students. |
| New TRIO Grants | Apply for upcoming GEAR UP and Upward Bound federal TRIO grant |

| (Upward Bound/GEAR UP) | programs |
|---|---|
| Transferology | Explore the possibilities of transfer students receiving a full transcript review of articulation and transfer credit evaluation. |
| Guided Pathways, major maps | With community college partners, SOU prescribes courses of study for each baccalaureate program with first two years of student at the community college enabling transfer students to enter SOU major ready. |
| Hispanic Serving Institution | Develop the framework and pathway for SOU to achieve Emerging then full Hispanic Serving Institution designation. |
| Affinity Groups | Evaluate effectiveness of affinity and expand or modify as needed. As each affinity group finishes forming and norming, expansion of student support strategies specific to each group will occur. |
| Remissions Policy | Develop institutional policy for budgeted and automatic remissions awarding |
| Academic Advising Program Review | Embark on a full program review for academic advising to determine if the current model needs to be adjusted. |
| Community Audits | For low enrolled classes, offer available seats to community members as an audit option. |
| Transfer rights for all regionally accredited community colleges | Provide full junior status and waive lower division general electives for all transfer students (including WUE and out of state) who transfer with a transferable associate's degree. |
| Minors to Certifications | Convert appropriate minor academic programs to a certificate |
| Diversity Scholarship | Complete review of and develop expanded diversity scholarship program for new and continuing students. |
| Career Connections | Review consultant proposals for strengthening SOU's ability to provide career services to students |
| Stop Out Re-enrollment | Consider partnership with ReUP, pay for performance company that recruits back students who have stopped out from SOU. No current strategy is employed for stop out recruitment. |

Diversity specific section
We see these working in these ways…

Strategic Enrollment Strategy Planning: How a Strategy Becomes a Strategy

- Projects for Completion
    - Long Term Goals (in development by Enrollment Council)
        - Examples:
            - Total headcount by
            - Graduation rate to X by
            - 
- Process outline for Strategic Enrollment Planning
    - Membership:
        - Include shared governance
        - CED rep
        - Invitation
    - Process
        - Data gathering for analysis
            - SWOTs for 4 pillars
        - Strategy ideation with enrollment ROI
        - Strategy selection
        - Implement and monitor

# Fiscal Year 2024 Revenue Forecast

# Revenue Forecast

## FALL SCH PROJECTIONS AY17 - AY27

Legend: Actual SCH · Forecast(FALL SCH) · Lower CI Limit (FALL SCH) · Upper CI Limit (FALL SCH) · 2 per. Mov. Avg. (Actual SCH) · Linear (Actual SCH)

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Actual SCH | 64,680 | 62,094 | 59,279 | 51,456 | 48,683 | 47,785 | | | | | |
| Forecast(FALL SCH) | | | | | | 47,785 | 46,654 | 45,527 | 44,401 | 41,514 | 42,148 |
| Lower CI Limit (FALL SCH) | | | | | | 47,785 | 40,878 | 38,788 | 36,817 | 33,168 | 33,103 |
| Upper CI Limit (FALL SCH) | | | | | | 47,785 | 52,430 | 52,267 | 51,985 | 49,859 | 51,193 |

ACADEMIC YEAR START

FALL SCH (y-axis: 0 to 80,000)

## Student Credit Hours (SCH) PROJECTIONS

- Machine Learning Algorithm (Predictive Analytics) Modeling
  - Goal is to exceed the forecast line (blue line w/square)

- SCH on pro forma *currently* achieving higher than prediction at **47,499** SCH for Fall 2023!

# Revenue Forecast

UPDATE ON STATE FUNDING

- HECC 'True-up' coming later in Fall term
    - Plan for worst (loose funding)
    - Hope for best (beat expectations)
    - Model dependent on SCH performance at other OPUs.

- $1,000,000 TRU + PSU Special Allocation
    - HECC portion already received
    - PSU invoice sent; expecting check soon
    - Still waiting on final rules for 'allowable expenses'
    - Holding conservative on 2nd year biennium funding ($0)

- OCOP Collaboration

- Revenues for Non-E&G Fund Types
    - Requires new reports to be developed
    - Will tie development time to Workday implementation
    - More to come once we are operational in Workday

# E&G Revenues

| REVENUES | 2021-23 Biennium | | 2023-25 Biennium | | |
|---|---|---|---|---|---|
| | 2022-23 FY23 Budget (000's) | 2022-23 Actual (000's) | 2023-24 FY24 Budget (000's) | 2023-24 Est FY24 (000's) | 2024-25 FORECAST (000's) |
| **Total State Funding (SSCM,ETSF,SELP,BenNav)** | 26,860 | 27,001 | 28,157 | 28,157 | 29,286 |
| Tuition | 34,611 | 33,178 | 34,711 | 35,527 | 37,217 |
| Fees | 4,015 | 4,254 | 4,157 | 3,824 | 4,615 |
| Raider Aid (remissions) | (3,476) | (4,002) | (4,055) | (4,099) | (4,348) |
| *Oth tuition & fee adjustments* | | | 200 | (400) | |
| **Tuition, net of Raider Aid** | 35,149 | 33,430 | 35,013 | 34,852 | 37,484 |
| *Non-Recurring 1-Time Revenue* | | | 1,000 | 1,000 | 0 |
| Misc. Other Revenue | 2,964 | 3,933 | 3,675 | 3,571 | 3,850 |
| **TOTAL REVENUES** | **64,974** | **64,364** | **67,846** | **67,580** | **70,620** |

## REVENUE PROJECTIONS & OBSERVATIONS

- Tuition showing slight growth from budget
  - Principally related to Undergraduate Non-Resident SCH & ASC estimates
  - "Cautiously Optimistic" – watching data as we cross the 'drop/add' threshold
- Fees slightly lower
  - Watching online delivery fee more closely as more students shift back to face-2-face with projections looking closer to pre-pandemic levels.
- Remissions largely on target
  - $200k planned reduction to remissions via lotto later in the Academic Year
- Misc. Revenues to date and forecasting as planned
- Non-recurring 1-time Revenues have 'hit the books'; awaiting instructions from HECC

# Budget Update

**SO | Southern OREGON UNIVERSITY**

**As of Sept 30, 2023**
**Fiscal Year Ending June 30, 2024**

| (in thousands except enrollment) | Year-to-Date | | | Budget | |
|---|---|---|---|---|---|
| | Prior YTD Actual | Current YTD Actual | % Change compared to last year | FY2024 Initial Budget | |
| **Education & General** | | | | | |
| State General Fund | $ 9,683 | $ 10,797 | 12% | $ 29,157 | |
| Tuition & Resource Fees, net of Remissions | 12,706 | 12,897 | 2% | 35,013 | |
| Other | 705 | 706 | 0% | 3,675 | |
| **Total Revenues** | $ 23,093 | $ 24,401 | | $ 67,846 | |
| Personnel Services | $ 9,244 | $ 9,638 | 4% | $ 54,272 | |
| Supplies & Services & Capital Outlay | 3,560 | 4,137 | 16% | 13,660 | |
| **Total Expenditures** | $ 12,804 | $ 13,775 | 8% | $ 67,933 | |
| **Net from Operations** | $ 10,289 | $ 10,626 | 3% | $ (87) | |
| Net Transfers In (Out) | 2,727 | (746) | | 57 | |
| Change in Fund Balance | $ 13,016 | $ 9,880 | -24% | $ (30) | |
| Beginning Fund Balance | 7,113 | 5,916 | -17% | 5,916 | |
| Ending Fund Balance | $ 20,129 | $ 15,796 | -22% | $ 5,886 | |
| Ending FB as a % Operating Revenues | 87.2% | 64.7% | | 8.7% | |
| | | | | | |
| **All Auxiliaries (Including North Campus Village)** | | | | | |
| Enrollment Fees | $ 1,935 | $ 2,051 | 6% | $ 5,195 | |
| Sales & Services | 3,499 | 3,903 | 12% | 11,502 | |
| Other | 1,597 | 1,760 | 10% | 4,280 | |
| **Total Revenues** | $ 7,031 | $ 7,714 | 10% | $ 20,977 | |
| Personnel Services | $ 1,685 | $ 1,592 | -5% | $ 8,036 | |
| Supplies & Services & Capital Outlay | 2,367 | (4,149) | -275% | 13,863 | |
| **Total Expenditures** | $ 4,052 | $ (2,556) | | $ 21,899 | |
| **Net from Operations** | $ 2,979 | $ 10,271 | | $ (922) | |
| Net Transfers In (Out) | (2,844) | 533 | | (925) | |
| Change in Unrestricted Net Assets | $ (340) | $ 9,821 | | $ (1,847) | |
| Beginning Fund Balance Available for Operations | 6,877 | 3,728 | | 3,728 | |
| Ending Fund Balance Available for Operations | $ 6,537 | $ 13,550 | | $ 1,882 | |
| Ending FB as a % Operating Revenues | 93.0% | 175.6% | | 9.0% | |

# Periodic Management Report

| (in thousands except enrollment) | Year-to-Date | | | Budget | |
|---|---|---|---|---|---|
| | **Prior YTD** **Actual** | **Current YTD** **Actual** | **% Change compared to last year** | **FY2024 Initial Budget** | |
| **Designated Operations** | | | | | |
| Enrollment Fees | $ 482 | $ 439 | -9% | $ 1,159 | |
| Sales & Services | 1,241 | 843 | -32% | 2,787 | |
| Other | 54 | 27 | -50% | 536 | |
| **Total Revenues** | $ 1,777 | $ 1,310 | -26% | $ 4,482 | |
| Personnel Services | $ 552 | $ 701 | 27% | $ 2,986 | |
| Supplies & Services & Capital Outlay | 707 | 557 | -21% | 1,977 | |
| **Total Expenditures** | $ 1,259 | $ 1,259 | 0% | $ 4,963 | |
| **Net from Operations** | $ 518 | $ 51 | | $ (481) | |
| Net Transfers In (Out) | 117 | 104 | | 435 | |
| Change in Unrestricted Net Assets | $ 584 | $ 106 | | $ (46) | |
| Beginning Fund Balance Available for Operations | 367 | 1,021 | | 1,021 | |
| Ending Fund Balance Available for Operations | $ 952 | $ 1,127 | | $ 975 | |
| Ending FB as a % Operating Revenues | 53.6% | 86.0% | | 21.8% | |
| | | | | | |
| **All Service Centers** | | | | | |
| Enrollment Fees | $ - | $ - | | $ - | |
| Sales & Services | 20 | 10 | -48% | 96 | |
| Other | 241 | 211 | -12% | 1,269 | |
| **Total Revenues** | $ 260 | $ 222 | | $ 1,365 | |
| Personnel Services | $ 183 | $ 193 | 6% | $ 816 | |
| Supplies & Services & Capital Outlay | 71 | 80 | 13% | 445 | |
| **Total Expenditures** | $ 254 | $ 274 | | $ 1,261 | |
| **Net from Operations** | $ 7 | $ (52) | | $ 104 | |
| Net Transfers In (Out) | 0 | 0 | | 0 | |
| Change in Unrestricted Net Assets | $ 7 | $ (52) | | $ 104 | |
| **Beginning Fund Balance Available for Operations** | 302 | 335 | | 335 | |
| **Ending Fund Balance Available for Operations** | $ 309 | $ 282 | | $ 439 | |
| **Ending FB as a % Operating Revenues** | 118.7% | 127.5% | | 32.2% | |

# E&G Labor

| Personnel Services | 2021-23 Biennium | | 2023-25 Biennium | | |
|---|---|---|---|---|---|
| | 2022-23 FY23 Budget (000's) | 2022-23 Actual (000's) | 2023-24 FY24 Budget (000's) | 2023-24 Est FY24 (000's) | 2024-25 FORECAST (000's) |
| Faculty | (15,971) | (14,626) | (14,539) | (14,549) | (14,048) |
| Unclassified Staff | (10,532) | (10,229) | (10,174) | (9,958) | (9,895) |
| Classified Staff | (7,450) | (6,845) | (7,335) | (7,605) | (7,024) |
| Students, GA's, etc | (1,586) | (1,365) | (1,787) | (1,485) | (1,654) |
| **Salaries Sub-total** | (35,539) | (33,065) | (33,835) | (33,596) | (32,621) |
| PERS & ORP (Retirement Pgms) | (8,524) | (7,890) | (8,323) | (8,043) | (8,446) |
| PEBB (Healthcare) | (8,473) | (7,894) | (8,651) | (8,425) | (9,084) |
| Other (FICA, SAIF, OPL, etc.) | (3,500) | (2,683) | (3,423) | (3,012) | (3,300) |
| **OPE Sub-total** | (20,497) | (18,467) | (20,397) | (19,480) | (20,829) |
| *Vacancy Adj.* | | | 250 | | |
| *Other Adj. to Labor* | | | (260) | | |
| **Net Personnel Services** | (56,036) | (51,532) | (54,241) | (53,076) | (53,451) |

## LABOR PROJECTIONS & OBSERVATIONS

- Faculty, Unclassified, Classified – all largely tracking
  - Some unanticipated savings still to be realized in Unclassified Staff
  - Classified projection incorporates potential CBA impacts
- Student projection showing labor savings if current hiring remains flat
  - With more students on campus, this may change later in the Academic Year
- OPE Estimates showing significant savings
  - Additional retirements, separations happening since July revision are having outsized impacts for full Fiscal Year; warrants careful monitoring

# Supplies & Services

| | 2021-23 Biennium | | 2023-25 Biennium | | |
|---|---|---|---|---|---|
| | 2022-23 FY23 Budget (000's) | 2022-23 Actual (000's) | 2023-24 FY24 Budget (000's) | 2023-24 Est FY24 (000's) | 2024-25 FORECAST (000's) |
| **Supplies & Services (S&S)** | | | | | |
| S&S Expenses | (13,835) | (12,609) | (12,292) | (12,922) | (12,568) |
| AP Program Share (AP) | | (1,104) | (1,128) | (1,180) | (1,115) |
| Capital Expenses (CapEx) | (263) | (99) | (240) | (240) | (246) |
| **Total S&S, CapEx, AP** | (14,098) | (13,812) | (13,660) | (14,343) | (13,929) |

## SUPPLIES & SERVICES (S&S) PROJECTIONS & OBSERVATIONS

- S&S Full fiscal year projections are currently *exceeding* budget
  - Careful monitoring of key expense areas for rest of the term
  - Some external forces will likely impact later projections
    - Inflationary pressures still high, but coming down in some areas
    - Service contracts continue to exceed expectations
    - Winter utility usage variability (El Niño year)
- **NEW for FY24:** S&S 'Trip-wires' to be enacted to halt spending if thresholds exceed targeted limits per expense categories
  - Developing in consultation with Controller, VPs, President
- AP Program SCH estimates showing growth; revenue share increases
- Capital Expenses may not be realized for FY24 at the level originally budgeted

# Transfers

| | 2021-23 Biennium | | 2023-25 Biennium | | |
|---|---|---|---|---|---|
| | 2022-23 FY23 Budget (000's) | 2022-23 Actual (000's) | 2023-24 FY24 Budget (000's) | 2023-24 Est FY24 (000's) | 2024-25 FORECAST (000's) |
| Budgeted Transfers (In & Out) | (3,210) | (3,304) | (2,822) | (2,822) | (2,781) |
| Transfers Net (excluding relief funds) | (3,120) | (3,304) | (2,822) | (2,822) | |
| Federal Relief Funds Transferred to E&G | 3,312 | 3,312 | 2,879 | 2,879 | |
| Transfers Net (In & Out of E&G) | 192 | 8 | 57 | 57 | (2,781) |

## TRANSFERS PROJECTIONS & OBSERVATIONS

- Final year of Federal HEERF support as offset of expenses
  - Extra monitoring of regular operations post-HEERF for all transfers out of E&G
  - Detailed examination of transfers to commence during Workday transition
    - Some updates expected later in the Fiscal Year, particularly in Auxiliaries

# E&G Fund Balance

| FUND BALANCE | 2021-23 Biennium | | 2023-25 Biennium | | |
|---|---|---|---|---|---|
| | 2022-23<br>FY23 Budget<br>(000's) | 2022-23<br>Actual<br>(000's) | 2023-24<br>FY24 Budget<br>(000's) | 2023-24<br>Est FY24<br>(000's) | 2024-25<br>FORECAST<br>(000's) |
| Change in Fund Balance | (1,303) | (973) | 1 | 218 | 460 |
| Beginning Fund Balance | 6,501 | 6,886 | 5,883 | 5,913 | 6,131 |
| Ending Fund Balance | 5,198 | 5,913 | 5,884 | 6,131 | 6,591 |
| **% Operating Revenues** | **8.00%** | **9.19%** | **8.67%** | **9.07%** | **9.33%** |
| **Days of Operations** | 29.63 | 31.44 | 30.37 | 31.86 | 34.29 |
| **Months of Operations** | 0.99 | 1.05 | 1.01 | 1.06 | 1.14 |

## FUND BALANCE PROJECTIONS & OBSERVATIONS

- Current projections show growth of fund balance
    - Largely driven by tuition revenue growth and TRU + PSU Special Allocation
    - If S&S expenses grow too fast, positive direction will reverse by late spring

- Fund Balance retained in FY23 would only meet One (1) month of expenses.
    - Projections for FY24 Ending Fund Balance show the same
    - Projections for future years show small gains

***Growth and retention of the Fund Balance is critical to institutional sustainability.***

# E&G Pro Forma Projections to FY2027

**Education and General** (in thousands of dollars)

| | 2021-23 Biennium | | 2023-25 Biennium | | | 2025-27 Biennium | |
|---|---|---|---|---|---|---|---|
| | 2022-23 FY23 Budget (000's) | 2022-23 Actual (000's) | 2023-24 FY24 Budget (000's) | 2023-24 Est FY24 (000's) | 2024-25 FORECAST (000's) | 2025-26 FORECAST (000's) | 2026-27 FORECAST (000's) |
| **REVENUES** | | | | | | | |
| Total State Funding (SSCM,ETSF,SELP,BenNav) | 26,860 | 27,001 | 28,157 | 28,157 | 29,286 | 30,493 | 31,717 |
| Tuition | 34,611 | 33,178 | 34,711 | 35,527 | 37,217 | 38,523 | 39,943 |
| Fees | 4,015 | 4,254 | 4,157 | 3,824 | 4,615 | 4,695 | 4,911 |
| Raider Aid (remissions) | (3,476) | (4,002) | (4,055) | (4,099) | (4,348) | (4,500) | (4,666) |
| *Oth tuition & fee adjustments* | | | 200 | (400) | | | |
| **Tuition, net of Raider Aid** | 35,149 | 33,430 | 35,013 | 34,852 | 37,484 | 38,718 | 40,187 |
| *Non-Recurring 1-Time Revenue* | | | 1,000 | 1,000 | 0 | | |
| Misc. Other Revenue | 2,964 | 3,933 | 3,675 | 3,571 | 3,850 | 3,985 | 4,132 |
| **TOTAL REVENUES** | 64,974 | 64,364 | 67,846 | 67,580 | 70,620 | 73,196 | 76,037 |
| **EXPENSES & TRANSFERS** | | | | | | | |
| Personnel Services | | | | | | | |
| Faculty | (15,971) | (14,626) | (14,539) | (14,549) | (14,048) | (14,334) | (14,757) |
| Unclassified Staff | (10,532) | (10,229) | (10,174) | (9,958) | (9,895) | (9,861) | (10,084) |
| Classified Staff | (7,450) | (6,845) | (7,335) | (7,605) | (7,024) | (7,198) | (7,409) |
| Students, GA's, etc | (1,586) | (1,365) | (1,787) | (1,485) | (1,654) | (1,638) | (1,705) |
| **Salaries Sub-total** | (35,539) | (33,065) | (33,835) | (33,596) | (32,621) | (33,031) | (33,955) |
| PERS & ORP (Retirement Pgms) | (8,524) | (7,890) | (8,323) | (8,043) | (8,446) | (8,552) | (8,791) |
| PEBB (Healthcare) | (8,473) | (7,894) | (8,651) | (8,425) | (9,084) | (9,538) | (10,015) |
| Other (FICA, SAIF, OPL, etc.) | (3,500) | (2,683) | (3,423) | (3,012) | (3,300) | (3,341) | (3,435) |
| **OPE Sub-total** | (20,497) | (18,467) | (20,397) | (19,480) | (20,829) | (21,431) | (22,241) |
| *Vacancy Adj.* | | | 250 | | | | |
| *Other Adj. to Labor* | | | (260) | | | | |
| **Net Personnel Services** | (56,036) | (51,532) | (54,241) | (53,076) | (53,451) | (54,462) | (56,196) |
| Supplies & Services (S&S) | | | | | | | |
| S&S Expenses | (13,835) | (12,609) | (12,292) | (12,922) | (12,568) | (12,851) | (13,140) |
| AP Program Share (AP) | | (1,104) | (1,128) | (1,180) | (1,115) | (1,093) | (1,091) |
| Capital Expenses (CapEx) | (263) | (99) | (240) | (240) | (246) | (251) | (257) |
| **Total S&S, CapEx, AP** | (14,098) | (13,812) | (13,660) | (14,343) | (13,929) | (14,196) | (14,489) |
| 1x Cost Reductions, Savings, Outside Support | 3,664 | | | | As Modeled | As Modeled | As Modeled |
| *Personnel and S&S before Transfers* | (66,469) | (65,345) | (67,901) | (67,419) | (67,380) | (68,658) | (69,934) |
| *Net from Operations Before Transfers* | (1,496) | (981) | (56) | 161 | 3,241 | 4,538 | 6,102 |
| Budgeted Transfers (In & Out) | (3,210) | (3,304) | (2,822) | (2,822) | (2,781) | (2,816) | (2,906) |
| **Transfers Net (excluding relief funds)** | (3,120) | (3,304) | (2,822) | (2,822) | | | |
| **Federal Relief Funds Transferred to E&G** | 3,312 | 3,312 | 2,879 | 2,879 | | | |
| **Transfers Net (In & Out of E&G)** | 192 | 8 | 57 | 57 | (2,781) | (2,816) | (2,906) |
| **TOTAL EXPENSES & TRANSFERS** | (66,277) | (65,337) | (67,845) | (67,362) | (70,161) | (71,474) | (72,840) |
| **TOTAL EXPENSES (excluding Federal Relief)** | (69,487) | (68,641) | (70,667) | (70,184) | (70,161) | (71,474) | (72,840) |
| **FUND BALANCE** | | | | | | | |
| Change in Fund Balance | (1,303) | (973) | 1 | 218 | 460 | 1,722 | 3,197 |
| Beginning Fund Balance | 6,501 | 6,886 | 5,883 | 5,913 | 6,131 | 6,591 | 8,313 |
| Ending Fund Balance | 5,198 | 5,913 | 5,884 | 6,131 | 6,591 | 8,313 | 11,510 |
| **% Operating Revenues** | 8.00% | 9.19% | 8.67% | 9.07% | 9.33% | 11.36% | 15.14% |
| Days of Operations | 29.63 | 31.44 | 30.37 | 31.86 | 34.29 | 42.45 | 57.68 |
| Months of Operations | 0.99 | 1.05 | 1.01 | 1.06 | 1.14 | 1.42 | 1.92 |

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# Expenditure Request for Central Hall, Phase 3 (Action)

# Central Hall

# Central Hall

- Site work delayed ~ 60 days due to old fuel oil tank removal over the summer

- All new roof drainage & curtain drain system, along with building waterproofing

- All new utilities entering building

- Interior finishes projected complete December 2023

- Still waiting for HVAC units & main electrical switch gear

- Projected reoccupation of main level June 2024

# Central Hall Phase 3



- Currently designing space in lower level for (3) campus programs
- Funding source to be existing CIR dollars and Central Hall escalation funding from State

Recommendation: Board approve up to $3.5M expenditure for Central Hall Phase 3

# Central Hall Phase II

## State Bonding Request: Finish the project for $6,000,000







Located in the core of campus, **Central Hall** has provided classroom space for nearly every student during their time at the university. Currently the building is closed and cordoned off as SOU seeks funding to finish essential fire-life-safety renovations.

**Central Hall is a primary SOU classroom building located in the center of campus.** It was constructed in 1950 and the last significant renovations were done in 1967. The building does not currently have a fire suppression system or a code compliant fire alarm system.

SOU requested $7 million in Q-bonds in 2016; two years later, $6 million was allocated. Meanwhile, structural and hazardous materials studies showed additional work would be needed. Inflation and cost escalation in the construction industry further widened the funding shortfall. Request for additional funding in the 2023 legislative session was not successful; Central Hall ranked fifth on the HECC list and only the top three projects were funded.

Due to the critical nature of the building, SOU began work with the funds as allocated by the legislature. SOU has worked with the contractor and utilized Capital Improvement & Repair funding intended for other projects across campus to make progress on this work, shrinking the shortfall into the smallest possible footprint in hopes of obtaining state capital investment to finish the work.

**With $6M in funding, SOU will be able to re-open the building.** Essential fire-life-safety issues will be remediated. Once Central is completed we will reduce our deferred backlog by $14 million. No new space will be added to the building.

**FOR MORE INFORMATION, CONTACT:**

Jeanne Stallman, SOU Director of Government Relations  •  541-499-8844  •  stallman@sou.edu

# Public University Fund Exit for SOU Operating Funds (Action)

# Cash and Investment Review
# Operating Assets

| SOU Operating Assets - PUF | FY24 Estimate | FY2023 | FY2022 | FY2021 | FY2020 | FY2019 | 5 YR AVG |
|---|---|---|---|---|---|---|---|
| Average Cash and Investment Balance | $23.6M | $21.5M | $27.3M | $21.5M | $23.7M | $27.3M | $24.2M |

| SOU Cash Flow Forecast | FY24 Estimate | | | | | | |
|---|---|---|---|---|---|---|---|
| Average 30-day Projected Expenditures | $11.7M | | | | | | |
| Average 60-day Projected Expenditures | $22.8M | | | | | | |

| SOU Operating Assets - PUF September 30, 2023 | Book Value | Asset Allocation | Investment Yield |
|---|---|---|---|
| Oregon Short-Term Fund | $ 7,186,823 | 29.6% | 4.8% |
| Core Bond Fund | 17,116,945 | 70.4% | 4.3% |
| Total Cash and Investments | $ 24,303,768 | 100.0% | 4.4% |

# Public University Fund - Agreement

- **60-day Cash Balance Requirement**: If the Participating University's cash and investment balances become less than its projected cash outflows for the immediately following 60-day period as shown in the current Cash Flow Forecast, it triggers a daily cash balance review and notice to Participating University.

- **30-day Cash Balance Requirement**: If the Participating University's cash and investment balances in the PUF become less than its projected cash outflows for the immediately following 30-day period as shown in the current Cash Flow Forecast, all <u>automatic sweeps will cease, and the Designated University will commence to liquidate the Participating Universities cash and investment balances.</u>

# Operating Assets – Investment Options

**Option #1** - Remain invested in the PUF and manage cash flows accordingly

| Pro's | Con's |
|---|---|
| LT benefit from commingling operating assets with OPU's | Misalignment between SOU liquidity needs and PUF asset allocation |
| Efficient administration of cash management program | Requires active monitoring of monthly cash flow due to 30-day cash rule |
| | 30-day liquidity in Core Bond Fund assets and mark to market volatility |

# Operating Assets – Investment Options

**Option #2** - Provide termination notice to PUF Administrator

- Term of Participation – 180 day written notice to Designated University
- Post PUF liquidation – Oregon Short-Term Fund (OSTF)
- Intermediate-Term Investments – Oregon Intermediate Term Pool

| Pro's | Con's |
|---|---|
| Aligns asset allocation with SOU liquidity needs | PUF Liquidation triggers realized loss ~ $300K |
| Investment Earnings > PUF near term (1 year) | Investment Earnings < PUF long term earnings (2+ years) |
| Termination allows coordination versus an immediate liquidation from PUF | |
| Simplifies Workday accounting structure for cash management | |

# Operating Assets – Financial Impact of Potential Cash Management Changes

|  | FY24 Estimate | FY23 |
|---|---|---|
| Gross Investment Earnings (PUF) * | $1,097,400 | $712,000 |
| Gross Investment Earnings (OSTF) * | $1,172,920 | $684,400 |
| OSTF less PUF | **$75,520** | **($27,600)** |
|  |  |  |
| PUF Participation Fees [1] | $17,443 | $20,732 |
| OSTF Fees | $264 | $264 |
| USSE Banking and Investment Support Fees [2],[3] | $9,655 | $8,655 |
|  |  |  |
| Est. net income post cash management changes | $79,881 |  |
| less 180 days PUF fee due to termination | ($8,722) |  |
| Est. net income post cash management changes (Yr 1) | **$71,159** |  |

\* Based upon assumed average FY24 interest rates (OSTF 4.97%, PUF 4.65%)

[1] Includes oversight of cash management, quarterly investment reporting, quarterly earnings distribution, and audit support.
[2] Figure excludes fees for bank reconciliation services.
[3] Anticipate 20% increase for FY25 banking and investment support fees due to change in responsibilities.

# Core Information System Replacement Project Update

Introduction.
CISR update through October 6.
Information may change by the time of the board meetings.



Phase 1: HCM, Finance, Payroll, Project, Procurement

|  | September | October | November | December | January 2024 |
|---|---|---|---|---|---|
| E2E Testing | Complete |  |  |  |  |
| Parallel Payroll 1 |  | Started 10/9 |  |  |  |
| Parallel Payroll 2 |  |  | Starts 10/6 |  |  |
| Deploy |  |  | Soft launch Dec. 13 |  |  |

- The current status of the project is good. The team is keeping pace with the timeline.
- End-to-end testing just wrapped up.
- Parallel payroll testing kicked off on October 9th.
- Deployment activities have just begun.
- First launch using "Gold Tenant" will occur for time entry on December 13th.



Phase 1: End-to-End Testing

95%

(As of October 6th)
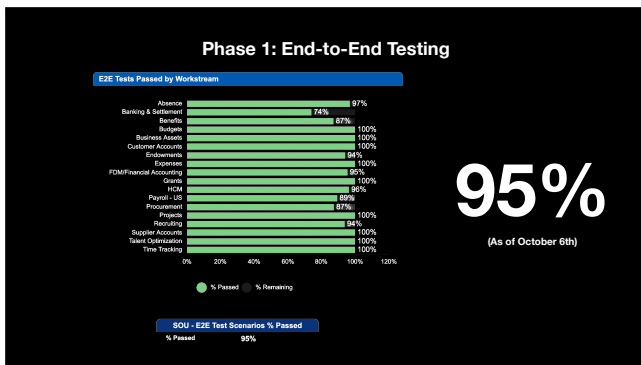
- Since the last update, the team has almost fully completed end-to-end testing.
- They have completed the necessary tests to begin parallel payroll testing.
- Huge effort was given by all team members to meet this challenging goal.

**Phase 1: Parallel Payroll Testing**

**2** Payroll Runs

**97%** Accuracy

- Parallel payroll testing begins on October 9th with Alchemy lead on site with payroll team.
- Two runs will be made— one per month (October and November).
- The goal is to be 97% accurate by the end of the second run.
- Intensity for this testing is extreme.

**Phase 2: Student - Pre-Planning**

**6** Months

**3/24** Kickoff

- Pre-planning for Student has begun.
- Project team membership assignments are being made.
- Critical path resources will be identified ahead of time.
- Backfill considerations will be made.
- Training will be made available early for all team members.

# Amendments to
# Board Governing Documents (Action)

# Enrolled

# Senate Bill 273

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with presession filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education for Senator Michael Dembrow)

CHAPTER ..................................................

AN ACT

Relating to higher education; creating new provisions; amending ORS 352.076; and prescribing an effective date.

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

SECTION 1. ORS 352.076 is amended to read:

352.076. (1) A governing board for a public university must be formed and maintained as provided in this section.

(2)(a) **A governing board shall consist of between 12 and 16 voting members and two nonvoting members.** [*Except as provided in subsection (3) of this section,*] The Governor shall appoint all of the [*11 to 15*] **12 to 16 voting** members of the governing board **and a nonvoting undergraduate student member of the governing board**, subject to confirmation by the Senate in the manner provided in ORS 171.562 and 171.565.

(b)**(A)** The governing board must include [*one person who is a student*] **two persons who are undergraduate students** enrolled at the university. [*The*] **One undergraduate** student shall be a voting member of the board **and one undergraduate student shall be a nonvoting member of the board**.

**(B) The term of office for students appointed under this paragraph shall be staggered, such that, to the degree practicable, a student serves as a nonvoting member of the board during the first year of the student's term of office and as a voting member of the board during the second year of the student's term of office.**

**(C) The undergraduate student members of the governing board shall be nominated through an internal governance process held by the official student government, or similar official student governance structure, with the candidates nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated under this subparagraph.**

**(c)(A) The governing board must include one person who is a graduate student enrolled at the university if:**

**(i) The university has more than 400 graduate students; or**

**(ii) Graduate students comprise more than 15 percent of the total number of students enrolled at the university.**

**(B) The graduate student member of the governing board shall be:**

**(i)** If applicable, nominated through an internal governance process held by the official student government, or similar graduate student governance structure or graduate student union, with the candidate nominated provided to the Governor for consideration; and

**(ii)** A voting member of the board.

**(C)** More than one candidate per member position on the governing board may be nominated under this paragraph.

[*(c)*] **(d)(A)** The governing board must include one person who is a member of the faculty of the university and one person who is a member of the nonfaculty staff of the university. **Each person appointed under this paragraph shall be a voting member of the governing board.** [*For each appointment made under this paragraph, the Governor may appoint the person as either a voting or nonvoting member of the governing board.*]

**(B) The faculty member of the governing board shall be nominated through an internal governance process held by the official faculty senate, or similar official faculty governance structure or faculty union at the university, with the candidate nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated under this subparagraph.**

**(C) The nonfaculty staff member of the governing board shall be nominated through an internal governance process held by the official nonfaculty staff senate, or similar official nonfaculty staff governance structure or nonfaculty staff union at the university, with the candidate nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated under this subparagraph.**

**(3)(a) If the candidates required to be nominated under subsection (2)(b) to (d) of this section are represented by multiple organizations, the organizations shall use best efforts to reach agreement on which candidate or candidates to nominate per member position of the governing board. If the organizations cannot agree on who to nominate for a member position on the governing board, each organization may select one or more candidates to be nominated.**

[*(3)*] **(4)** The president of the university shall be an ex officio nonvoting member of the governing board.

[*(4)(a)*] **(5)(a)** Except as provided in paragraph (b) of this subsection, the term of office for each appointed member of the governing board is four years.

**(b)** The term of office of each student, faculty and nonfaculty staff member of the governing board is two years.

**(c)** A member of the governing board may not be appointed to serve more than two consecutive full terms.

**(d)** The Governor may remove any appointed member of the governing board at any time for cause, after notice and public hearing, but may not remove more than three members within a period of four years, unless it is for corrupt conduct in office.

**(e)** Vacancies shall be filled by appointment by the Governor for the remainder of the unexpired term.

[*(5)*] **(6)(a)** The faculty and nonfaculty staff members of the governing board may not participate in any discussions or action by the board or attend any executive session of the board involving collective bargaining issues that affect faculty or nonfaculty staff at the university.

**(b) The graduate student and undergraduate student members of the governing board may not participate in any discussions or action by the board or attend any executive session of the board involving collective bargaining issues that affect graduate students or undergraduate students at the university.**

[*(6)*] **(7)** The governing board shall select one of its members as chairperson and another as vice chairperson for such terms and with duties and powers as the board considers necessary for the performance of the functions of those offices. The governing board shall adopt bylaws concerning how a quorum is constituted and when a quorum is necessary.

[*(7)*] **(8)** The governing board shall meet at least four times per year, and may meet at the call of the chairperson or a majority of the voting members of the board.

**(9)** This section may not be interpreted to prohibit any person from using a process or method not described in this section to seek nomination from the Governor to a member position on the governing board for which the person is qualified.

SECTION 2. Section 3 of this 2023 Act is added to and made a part of ORS 352.025 to 352.146.

SECTION 3. The governing board of each public university listed in ORS 352.002 shall formally adopt policies that:

**(1)** Provide the opportunity at all regularly scheduled meetings of the governing board for live comments;

**(2)** Allow a representative from official student, faculty and nonfaculty staff governance organizations to provide comments or report to the governing board at regularly scheduled meetings of the governing board;

**(3)** Allow a representative from official campus labor organizations to provide comments or report to the governing board at regularly scheduled meetings of the governing board, if the representative has requested the opportunity to provide comments or report to the board in advance of the meeting;

**(4)** Require the inclusion of at least one faculty member, one nonfaculty staff member and one member of the student body as part of presidential search committees;

**(5)** Ensure that all members of the governing board are provided with institutional electronic mail addresses;

**(6)** Require the public university to clearly and publicly post the electronic mail addresses described in subsection (5) of this section on the website of the public university;

**(7)** Require ongoing reviews of the practices and policies of the public university relating to transparency and access;

**(8)** Require the inclusion and participation of faculty, nonfaculty staff and student representatives when conducting the reviews described in subsection (7) of this section;

**(9)** Require that the governing board, or the designee of the governing board, respond to questions that arise from public comments at meetings of the governing board;

**(10)** Memorialize the process for filling appointments to the governing board;

**(11)** Require that when a vacancy on the governing board is expected:

**(a)** At a public meeting, the governing board will assess the needs of the board and identify the ideal characteristics of any individual chosen to fill the vacancy, including but not limited to preferred skill sets, experience or geographic representation;

**(b)** The governing board will invite members of the public university community to submit recommendations about the ideal characteristics described in paragraph (a) of this subsection to the board; and

**(c)** That when the governing board notifies the Governor that there will be a vacancy on the board, the board also communicates to the Governor the ideal characteristics identified in paragraphs (a) and (b) of this subsection; and

**(12)** Require the governing board to:

**(a)** Regularly conduct a self-evaluation; and

**(b)** At each self-evaluation, provide an opportunity for the university community to provide written input or public testimony evaluating the work of the board.

SECTION 4. **(1)** No later than July 2 of each year, each public university listed in ORS 352.002 shall submit a report in the manner provided by ORS 192.245 to the interim committees of the Legislative Assembly related to higher education, detailing the degree to which the public university has complied with:

**(a)** Drafting the formal policies described in section 3 of this 2023 Act; and

**(b)** Fulfilling the obligations contained in the policies described in section 3 of this 2023 Act.

(2) The report prepared under subsection (1) of this section must include input from representatives of official student, faculty and nonfaculty staff governance organizations.

SECTION 5. Section 4 of this 2023 Act is repealed on January 2, 2026.

SECTION 6. The Higher Education Coordinating Commission shall:

(1) Provide regular opportunities for members of governing boards from all public universities listed in ORS 352.002 to meet and discuss issues related to:

(a) The work of governing boards; and

(b) Higher education throughout Oregon.

(2) Provide opportunities for members of governing boards to meet with commissioners from the commission and members of the boards of education of community college districts.

(3) Provide opportunities for newly appointed members of governing boards to receive training necessary to understand the duties, including fiduciary duties, that members of governing boards have to Oregon.

SECTION 7. This 2023 Act takes effect on the 91st day after the date on which the 2023 regular session of the Eighty-second Legislative Assembly adjourns sine die.

————————————

Passed by Senate April 17, 2023

Repassed by Senate June 15, 2023

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Lori L. Brocker, Secretary of Senate

......................................................................
Rob Wagner, President of Senate

Passed by House May 25, 2023

......................................................................
Dan Rayfield, Speaker of House

Received by Governor:

........................M.,........................................................, 2023

Approved:

........................M.,........................................................, 2023

......................................................................
Tina Kotek, Governor

Filed in Office of Secretary of State:

........................M.,........................................................, 2023

......................................................................
Secretary of State

# BYLAWS
## OF
## SOUTHERN OREGON UNIVERSITY

## ARTICLE I
### Name

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

## ARTICLE II
### Purposes of Organization

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

## ARTICLE III
### Board of Trustees

**1.0 Business and Affairs**. The University shall be governed and the business and affairs of the University shall be managed by the Board of Trustees of Southern Oregon University ("Board"), which may exercise all such powers, rights, duties, and privileges as are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties, and privileges. The Board may delegate and provide for the further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.

**2.0 Membership and Voting.** The membership of the Board is established by Oregon law. The President of the University shall serve as an ex-officio, nonvoting member of the Board. With the exception of the President of the University, the Trustees are appointed by the Governor of the State of Oregon and are subject to confirmation by the Oregon Senate in the manner prescribed by law. All members of the Board of Trustees of Southern Oregon University shall serve terms and have voting privileges in accordance with Oregon Law.

2.1     Pursuant to Oregon Law, the Board shall include ~~one~~ two persons who are undergraduate student~~s~~ enrolled at the University. One undergraduate student shall be a voting member of the Board and one undergraduate student shall be a nonvoting member of the Board. The term of office for undergraduate students shall be two years and be staggered, such that, to the degree practicable, a student serves as a nonvoting member of the board during the first year of the student's term of office and as a voting member of the board during the second year of the student's term of office.   ~~who is a voting member, and one student who is a nonvoting~~

~~member~~

2.2    The Board shall include one person who is a graduate student enrolled at the university if the university has more than 400 graduate students, or if graduate students comprise more than 15 percent of the total number of students enrolled at the university, based upon certified enrollment data of the fall term prior to the nomination. The term of office for the graduate student member is two years and this member shall be a voting member of the board.

2.3    The Board shall include one person who is a member of the faculty, and one person who is a member of the non-faculty staff of the University. The term of office for ~~each student~~, the faculty and non-faculty staff members of the governing board is two years and each shall be a voting member of the board. ~~and t~~

The term for all other Board members appointed by the Governor is four years. A member of the governing board may not be appointed to serve more than two consecutive full terms.

**3.0    Vacancies.** A vacancy on the Board shall exist upon the death, resignation, removal, termination of eligibility, or expiration of the term of any trustee. A trustee may resign at any time by delivering written notice to the Governor, the Chair of the Board, and the President of the University. Resignation shall take effect at the time specified in the letter of resignation or within 30 days of the date of its receipt. When a vacancy exists, the Board Chair, in consultation with the other Trustees, including the President, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy.

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

**5.0    Officers of the Board.**

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

5.2    The Chair and Vice Chair shall hold office for two years, or until a successor shall have been duly elected or until death, resignation, expiration of the

appointment as a Trustee, or removal. The Chair and Vice Chair may be elected to serve up to two consecutive terms. The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University except as authorized by law or the Board. The Board may appoint such other Board Officers with such duties as the Board determines necessary or appropriate.

5.3    The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board. Other officers of the Board, if any, shall be subject to the authority of the Chair and Vice Chair.

5.4    Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual Trustee. Individual Trustees do not speak on behalf of the Board or University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and University, unless otherwise determined by the Board.

5.5    A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote.

**6.0    Compensation; Reimbursement of Expenses.** A Trustee performing their official duties is not acting as an employee of the University and shall not receive a salary for board service. In accordance with University policy and upon approval by first the Board Secretary and then the Vice President of Finance & Administration of the University, a Trustee may be reimbursed for reasonable expenses incurred in connection with the performance of official duties.

**7.0    Faculty and Non-faculty Staff Trustees.** The Faculty Trustee and Non-faculty Staff Trustee are each hereby granted reasonable leave with pay at their regular salaries compensation as employees of the University to attend meetings of the Board and other official Board functions that occur between the hours of 8:00 a.m. and 5:00 p.m., Pacific Time, Monday through Friday. Nothing in this section 7 shall be deemed to alter the compensation of the faculty member or staff member for the performance of their duties as a University employee.

### ARTICLE IV
### Meetings of the Board

**1.0    Public Meetings.** A "Public Meeting" of the Board is the convening of the Board for a purpose for which a quorum is required in order to make a decision or to

deliberate toward a decision on any matter. All Public Meetings of the Board shall be conducted in compliance with Oregon Public Meetings Law. A Public Meeting does not include any statutorily exempted meetings, including on-site inspection of any project or program or the attendance of at any international, national, regional, state, or local association.

**2.0    Quorum of the Board.** Except as otherwise specified herein, a quorum of the Board or a Board Committee is required to conduct Board business. A quorum of the Board or the relevant committee shall be a majority of the member Trustees (including the President) or on the relevant committee at the time of the meeting.

**3.0    Manner of Acting.**

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

3.2    All Trustees present must vote affirmatively or negatively on any matter on which a vote is called by the Chair, except that a Trustee may not vote if the Trustee is disqualified from voting under law, these bylaws, or applicable Board action. Abstentions may be permitted by the Chair.

3.3    The Board may permit any or all Trustees to participate in a meeting by, or conduct the meeting in-person or through use of, any means of electronic communication by which all Trustees participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Trustee shall constitute such Trustee's presence in person at the meeting. Voting by proxy or by absentee ballot is not permitted.

**4.0    Quorum Not Required.** A majority of the voting Trustees present at a meeting that is subject to the quorum requirements of this Article, although less than a quorum, may:

   A. Adjourn the meeting from time to time to a different time or place before the date of the next regular meeting without further notice of any adjournment. At such adjourned and rescheduled meeting at which a quorum is present, any business may be transacted that might have been transacted at the meeting originally held.

   B. Set a time for adjournment.

   C. Call a recess.

   D. Take any measure necessary or appropriate to assemble a quorum.

E. Absent a quorum, the Board may meet for the purposes of gathering information and making public announcements but no formal action may be taken.

**5.0    Waiver of Notice by Trustee.** A Trustee's attendance at or participation in a meeting waives any required notice of the meeting to the Trustee unless the Trustee at the beginning of the meeting or upon immediate arrival objects to the holding of the meeting or the transaction of business at the meeting and does not subsequently vote for or assent to action taken at the meeting. A Trustee may at any time waive any notice required by law, these bylaws, or other Board action, with a writing signed by the Trustee and specifying the meeting for which notice is waived. Any such waiver of notice shall be filed with the minutes of the meeting for which notice is waived.

**6.0    Procedural Rules.** Procedural disputes shall be resolved by traditional procedural rules, as interpreted by the Chair. Any Trustee who disagrees with a procedural decision may introduce a motion to amend or reverse the procedural decision.

### ARTICLE V
### Public Meeting Procedures

**1.0    Regular Meetings.** Regular Public Meetings of the Board shall be held at least four times per calendar year on such dates and at such times as specified by the Chair.

**2.0    Special Meetings.** Special Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board and must be called by the Chair no less than seventy-two (72) hours prior to the meeting.

**3.0    Emergency Meetings.** Emergency Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board in instances of an actual emergency and may be called with less than twenty-four (24) hours' notice. Such notice as is appropriate to the circumstances shall be given for the meeting. Notice and Mminutes of emergency Public Meetings shall describe the emergency justifying the emergency Public Meeting.

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

**5.0    Notice of Meetings.**

5.1    Notice of all regular Public Meetings shall be given in a manner reasonably calculated to give interested persons actual notice of the time and place of the meeting and principal subjects anticipated to be considered at the meeting. Notice of special Public Meetings shall be given to the news media which have requested notice and to the general public at least 24 hours prior to the hour of the meeting. Notice of an emergency Public Meeting shall be such as is appropriate to the circumstance.

5.2    Notice of a regular or special Public Meeting must be given to each Trustee at least 48 hours prior to the hour of the meeting, but longer advance notice as set forth in other Board action is preferable. Notice to each Trustee of an emergency Public Meeting shall be such as is appropriate to the circumstance. Notice of all such meetings may be given to Trustees orally either in person or by telephone or may be delivered in writing, either personally, by mail, by electronic mail, or by facsimile transmission. If provided other than by electronic mail, facsimile machine, or a telephone number on file with the Board Secretary, notice shall be deemed to be given three (3) days after deposit in the United States mail addressed to the Trustee at the Trustee's address on file with the Board Secretary for the purpose of receiving Board correspondence, with postage prepaid. If notice is provided by electronic mail to the Trustee's institutional email address , telephone, or facsimile transmission, notice shall be deemed given immediately if the notice is provided to the Trustee's Southern Oregon University electronic mail address or, as applicable, the Trustee's telephone number or facsimile number on file with the Board Secretary for the purpose of receiving such correspondence. Notice by all other means shall be deemed to be given when received by the Trustee.

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

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**ARTICLE VI**
**Officers of the University**

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**1.0    Officers.** The officers of the University shall be a President, Vice President for Finance & Administration, Provost, General Counsel, Board Secretary, and such other officers as may be deemed necessary by the President to conduct University business. The officers shall have such authority and perform such duties as set forth in the law and these bylaws and as may be prescribed by Board action or by the

President.

**2.0     President.** The Board shall appoint a President. The President of the University is the President of the Faculty. The President is also the executive and governing officer of the University, except as otherwise provided by statute or action of the Board. Subject to the supervision of the Board, the President of the University has authority to direct the affairs of the University. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to affairs of the University. The President shall perform such other duties as assigned by the Board. The President may appoint other officers and employees of the University, who shall have such powers and duties as may be prescribed by the President. The President is authorized to accept legal process on behalf of the University.

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

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

**5.0     General Counsel.**  The President shall appoint a General Counsel. The General Counsel to the University is the chief legal officer of the University and represents and advises the University, including the Board, officers, and employees, in all matters related to the affairs of the University. The General Counsel is authorized to accept legal process on behalf of the University.

**6.0     Board Secretary.** In consultation with the Board Chair and Vice Chair, the President shall appoint the Board Secretary. The Board Secretary shall cause the required notices of meetings of the Board to be sent to each Board member, and the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of meetings. The Board Secretary is

the custodian of and shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements. The Board Secretary is authorized to accept legal process on behalf of the University.

## ARTICLE VII
## Board Committees

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

## ARTICLE VIII
## Conflicts of Interest

**1.0    In General.** Subject to the requirements of law and of this Article VIII, the Board may take any action involving either a potential conflict of interest or an actual conflict of interest as defined by Oregon Law. Prior to taking any action in an official capacity on any matter involving a potential conflict of interest or an actual conflict of interest for a Trustee, the Trustee shall publicly announce the nature of the potential or actual conflict of interest. Any Trustee having an actual conflict of interest in a transaction with the University shall in addition (i) refrain from participating in any discussion or debate on the issue out of which the conflict arises, and (ii) refrain from voting on the issue, unless the Trustee's vote is necessary for Board action on the issue and is otherwise not prohibited by Oregon Law.

**2.0    Labor Negotiations.** The faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the Board or attend any executive session of the Board involving collective bargaining issues that affect faculty or nonfaculty staff at the University.  The graduate student and undergraduate student members of the governing board may not participate in any discussions or action by the board or attend any executive session of the board involving collective bargaining issues that affect graduate students or undergraduate students at the University.

Each such member of the governing board shall be limited from participating in discussions, actions, and executive session pertaining to both faculty and non-faculty staff bargaining issues at the University.

**3.0    Other.** The Board may take such actions pertaining to conflict of interest and ethics as the Board determines to be appropriate.

## ARTICLE IX

**Indemnity**

## 1.0 ~~1.0~~ Indemnification and Defense in General.

1.1     The University shall defend and indemnify any Trustee or Officer ("Party") against any claim, whether groundless or otherwise, arising out of an alleged act or omission occurring in the performance of official duties. The University shall not provide indemnification and defense in case of malfeasance in office, willful or wanton neglect of duty, or criminal conduct. The University may cease to provide indemnification or defense upon a determination by the University, in its sole discretion, that an act or omission may constitute malfeasance in office, willful or wanton neglect of duty, or criminal conduct.

1.2.     The University may choose to defend a Party under a reservation of rights. Any Party to whom the University is providing a defense shall cooperate fully with the University in the defense of such claim. If the University determines, in its sole discretion, that such Party has not so cooperated or has otherwise acted to prejudice the defense of the claim, the University may at any time terminate its defense and indemnity or proceed under a reservation of rights.

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

2.1     Reasonable expenses incurred by a Party in the defense of a civil claim by a governmental entity or a professional licensing authority may be advanced or reimbursed by the University if the University, in its sole discretion, determines that the civil claim arose out of the Party's performance of official duties. Such advancement or reimbursement constitutes part of the Party's official compensation package for purposes pursuant to Oregon Law. The University may decline to reimburse a Party for any expenses incurred prior to the University's written commitment to provide reimbursement.

2.2.     Expenses shall be paid by the University in advance of the final disposition of a civil claim described in this section 2 at the written request of the Party if:

A.     The University determines, in its sole discretion, that the conduct of such Party was in good faith, and the Party reasonably believed that such conduct was in the best interests of, or not opposed to the best interests of the University.

B.     The Party furnishes the University a written undertaking to repay such advance to the extent it is ultimately determined by the University, in its sole discretion, that such Party is not entitled to be

indemnified by the University under this Article or under any other indemnification rights granted to such Party.

C. Such advances shall be made without regard to the person's ability to repay such advances.

**3.0  Legal Representation.** The President or designee shall have the exclusive authority to select counsel and to defend against any claim. The President will consult with the Party regarding any term of a settlement agreement that affects the legal rights of the Party.

**4.0  Definition.** The term "claim" means any threatened, pending, or completed investigation, action, suit, or proceeding brought by a party other than the University.

**5.0  Non-Exclusivity and Continuity of Rights.** This Article: (i) shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, agreement, general or specific action of the University or otherwise, both as to action in the official capacity of the person indemnified and as to action in another capacity while holding office, (ii) shall continue as to a person who has ceased to be a Party, and (iii) shall inure to the benefit of the heirs, executors, and administrators of such person.

**6.0  Amendments.** Any repeal of this Article shall only be prospective and no repeal or modification hereof shall adversely affect the rights under this Article in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any claim or complaint.

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**ARTICLE X**
**Miscellaneous Provisions**

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**1.0  Principal Office.** The principal office of the University is located at the Office of the President, Southern Oregon University, 1250 Siskiyou Boulevard, Ashland, OR 97520.

**2.0  Email Addresses.** Each trustee will be provided with an institutional electronic mail address. Trustee email addresses will be clearly and publicly posted on the University website.

**2~~3~~.0  Fiscal Year.** The fiscal year of the university begins on July 1 of each year and ends on June 30 of the succeeding year.

**3~~4~~.0  Severability.** Any determination that any provision of these bylaws is for

any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws. The headings in these bylaws are provided for convenience and shall not be considered in the interpretation or construction of these bylaws.

**4~~5~~.0   Authority.** Because the Board is the final University authority, these bylaws and Board actions have precedence over other actions of the University and its constituent parts without regard to whether such actions have the force of law. Any such actions shall be consistent with these bylaws.

**5~~6~~.0   Nondiscrimination.**  The University and the Board do not discriminate in educational, employment or other practices against any person on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law.

**6~~7~~.0   Amendment of Bylaws.** These Bylaws may be altered, amended, restated or repealed and new bylaws may be adopted by the Board at any regular or special Public Meeting.

Approved on ~~January~~ October 20, 2023


_____
Sabrina Prud'homme
University Board Secretary




_____
Daniel P. Santos
Chair, Board of Trustees


| Revision | Change | Date |
|---|---|---|
|  | Initial Version | January 30, 2015 |

| | | |
|---|---|---|
| 1 | Membership, Vacancies, Quorum of the Board and Manner of Acting sections made more specific; Quorum Not Required, Emergency Meetings and Place of Meetings sections expanded; fiscal year defined; statement of nondiscrimination added; basic edits and corrections | January 18, 2019 |
| 2 | Duration of officer terms limits, elections when vacancies occur. | April 22, 2022 |
| 3 | Basic edits and corrections | January 20, 2023 |
| 4 | Membership, Labor Negotiations updated; Email Addresses added; Basic edits | October 20, 2023 |

# BYLAWS
## OF
## SOUTHERN OREGON UNIVERSITY

## ARTICLE I
### Name

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

## ARTICLE II
### Purposes of Organization

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

## ARTICLE III
### Board of Trustees

**1.0     Business and Affairs**. The University shall be governed and the business and affairs of the University shall be managed by the Board of Trustees of Southern Oregon University ("Board"), which may exercise all such powers, rights, duties, and privileges as are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties, and privileges. The Board may delegate and provide for the further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.

**2.0     Membership and Voting.** The membership of the Board is established by Oregon law. The President of the University shall serve as an ex-officio, nonvoting member of the Board. With the exception of the President of the University, the Trustees are appointed by the Governor of the State of Oregon and are subject to confirmation by the Oregon Senate in the manner prescribed by law. All members of the Board of Trustees of Southern Oregon University shall serve terms and have voting privileges in accordance with Oregon Law.

2.1     Pursuant to Oregon Law, the Board shall include two persons who are undergraduate students enrolled at the University. One undergraduate student shall be a voting member of the Board and one undergraduate student shall be a nonvoting member of the Board. The term of office for undergraduate students shall be two years and be staggered, such that, to the degree practicable, a student serves as a nonvoting member of the board during the first year of the student's term of office and as a voting member of the board during the second year of the student's term of office.

2.2     The Board shall include one person who is a graduate student enrolled at the university if the university has more than 400 graduate students, or if graduate students comprise more than 15 percent of the total number of students enrolled at the university, based upon certified enrollment data of the fall term prior to the nomination. The term of office for the graduate student member is two years and this member shall be a voting member of the board.

2.3     The Board shall include one person who is a member of the faculty, and one person who is a member of the non-faculty staff of the University. The term of office for , the faculty and non-faculty staff members of the governing board is two years and each shall be a voting member of the board.

The term for all other Board members appointed by the Governor is four years. A member of the governing board may not be appointed to serve more than two consecutive full terms.

**3.0     Vacancies.** A vacancy on the Board shall exist upon the death, resignation, removal, termination of eligibility, or expiration of the term of any trustee. A trustee may resign at any time by delivering written notice to the Governor, the Chair of the Board, and the President of the University. Resignation shall take effect at the time specified in the letter of resignation or within 30 days of the date of its receipt. When a vacancy exists, the Board Chair, in consultation with the other Trustees, including the President, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy.

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

**5.0     Officers of the Board.**

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

5.2     The Chair and Vice Chair shall hold office for two years, or until a successor shall have been duly elected or until death, resignation, expiration of the appointment as a Trustee, or removal. The Chair and Vice Chair may be elected to

serve up to two consecutive terms. The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University except as authorized by law or the Board. The Board may appoint such other Board Officers with such duties as the Board determines necessary or appropriate.

5.3     The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board. Other officers of the Board, if any, shall be subject to the authority of the Chair and Vice Chair.

5.4     Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual Trustee. Individual Trustees do not speak on behalf of the Board or University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and University, unless otherwise determined by the Board.

5.5     A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote.

**6.0     Compensation; Reimbursement of Expenses.** A Trustee performing their official duties is not acting as an employee of the University and shall not receive a salary for board service. In accordance with University policy and upon approval by first the Board Secretary and then the Vice President of Finance & Administration of the University, a Trustee may be reimbursed for reasonable expenses incurred in connection with the performance of official duties.

**7.0     Faculty and Non-faculty Staff Trustees.** The Faculty Trustee and Non-faculty Staff Trustee are each hereby granted reasonable leave with pay at their regular compensation as employees of the University to attend meetings of the Board and other official Board functions that occur between the hours of 8:00 a.m. and 5:00 p.m., Pacific Time, Monday through Friday. Nothing in this section 7 shall be deemed to alter the compensation of the faculty member or staff member for the performance of their duties as a University employee.

### ARTICLE IV
### Meetings of the Board

**1.0     Public Meetings.** A "Public Meeting" of the Board is the convening of the Board for a purpose for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. All Public Meetings of the Board shall

be conducted in compliance with Oregon Public Meetings Law. A Public Meeting does not include any statutorily exempted meetings, including on-site inspection of any project or program or the attendance of  at any international, national, regional, state, or local association.

**2.0     Quorum of the Board.** Except as otherwise specified herein, a quorum of the Board or a Board Committee is required to conduct Board business. A quorum of the Board or the relevant committee shall be a majority of the member Trustees (including the President) or on the relevant committee at the time of the meeting.

**3.0     Manner of Acting.**

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

3.2     All Trustees present must vote affirmatively or negatively on any matter on which a vote is called by the Chair, except that a Trustee may not vote if the Trustee is disqualified from voting under law, these bylaws, or applicable Board action. Abstentions may be permitted by the Chair.

3.3     The Board may permit any or all Trustees to participate in a meeting by, or conduct the meeting in-person or through use of, any means of electronic communication by which all Trustees participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Trustee shall constitute such Trustee's presence in person at the meeting. Voting by proxy or by absentee ballot is not permitted.

**4.0     Quorum Not Required.** A majority of the voting Trustees present at a meeting that is subject to the quorum requirements of this Article, although less than a quorum, may:

A. Adjourn the meeting from time to time to a different time or place before the date of the next regular meeting without further notice of any adjournment. At such adjourned and rescheduled meeting at which a quorum is present, any business may be transacted that might have been transacted at the meeting originally held.

B. Set a time for adjournment.

C. Call a recess.

D. Take any measure necessary or appropriate to assemble a quorum.

E. Absent a quorum, the Board may meet for the purposes of gathering information and making public announcements but no formal action may be taken.

**5.0 Waiver of Notice by Trustee.** A Trustee's attendance at or participation in a meeting waives any required notice of the meeting to the Trustee unless the Trustee at the beginning of the meeting or upon immediate arrival objects to the holding of the meeting or the transaction of business at the meeting and does not subsequently vote for or assent to action taken at the meeting. A Trustee may at any time waive any notice required by law, these bylaws, or other Board action, with a writing signed by the Trustee and specifying the meeting for which notice is waived. Any such waiver of notice shall be filed with the minutes of the meeting for which notice is waived.

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**3.0 Emergency Meetings.** Emergency Public Meetings of the Board may be called at any time by the Chair, President, or a majority of the Board in instances of an actual emergency and may be called with less than twenty-four (24) hours' notice. Such notice as is appropriate to the circumstances shall be given for the meeting. Notice and minutes of emergency Public Meetings shall describe the emergency justifying the emergency Public Meeting.

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

**5.0 Notice of Meetings.**

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5.2     Notice of a regular or special Public Meeting must be given to each Trustee at least 48 hours prior to the hour of the meeting, but longer advance notice as set forth in other Board action is preferable. Notice to each Trustee of an emergency Public Meeting shall be such as is appropriate to the circumstance. Notice of all such meetings may be given to Trustees orally either in person or by telephone or may be delivered in writing, either personally, by mail, by electronic mail, or by facsimile transmission. If provided other than by electronic mail, facsimile machine, or a telephone number on file with the Board Secretary, notice shall be deemed to be given three (3) days after deposit in the United States mail addressed to the Trustee at the Trustee's address on file with the Board Secretary for the purpose of receiving Board correspondence, with postage prepaid. If notice is provided by electronic mail to the Trustee's institutional email address , telephone, or facsimile transmission, notice shall be deemed given immediately if the notice is provided to the Trustee's Southern Oregon University electronic mail address or, as applicable, the Trustee's telephone number or facsimile number on file with the Board Secretary for the purpose of receiving such correspondence. Notice by all other means shall be deemed to be given when received by the Trustee.

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**2.0    President.** The Board shall appoint a President. The President of the University is the President of the Faculty. The President is also the executive and governing officer of the University, except as otherwise provided by statute or action of the Board. Subject to the supervision of the Board, the President of the University has authority to direct the affairs of the University. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to affairs of the University. The President shall perform such other duties as assigned by the Board. The President may appoint other officers and employees of the University, who shall have such powers and duties as may be prescribed by the President. The President is authorized to accept legal process on behalf of the University.

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

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

**5.0    General Counsel.** The President shall appoint a General Counsel. The General Counsel to the University is the chief legal officer of the University and represents and advises the University, including the Board, officers, and employees, in all matters related to the affairs of the University. The General Counsel is authorized to accept legal process on behalf of the University.

**6.0    Board Secretary.** In consultation with the Board Chair and Vice Chair, the President shall appoint the Board Secretary. The Board Secretary shall cause the required notices of meetings of the Board to be sent to each Board member, and the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of meetings. The Board Secretary is the custodian of and shall cause the minutes and any recording or transmission to

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## ARTICLE VIII
## Conflicts of Interest

**1.0     In General.** Subject to the requirements of law and of this Article VIII, the Board may take any action involving either a potential conflict of interest or an actual conflict of interest as defined by Oregon Law. Prior to taking any action in an official capacity on any matter involving a potential conflict of interest or an actual conflict of interest for a Trustee, the Trustee shall publicly announce the nature of the potential or actual conflict of interest. Any Trustee having an actual conflict of interest in a transaction with the University shall in addition (i) refrain from participating in any discussion or debate on the issue out of which the conflict arises, and (ii) refrain from voting on the issue, unless the Trustee's vote is necessary for Board action on the issue and is otherwise not prohibited by Oregon Law.

**2.0     Labor Negotiations.** The faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the Board or attend any executive session of the Board involving collective bargaining issues that affect faculty or nonfaculty staff at the University.  The graduate student and undergraduate student members of the governing board may not participate in any discussions or action by the board or attend any executive session of the board involving collective bargaining issues that affect graduate students or undergraduate students at the University.

**3.0     Other.** The Board may take such actions pertaining to conflict of interest and ethics as the Board determines to be appropriate.

## ARTICLE IX
## Indemnity

**1.0     Indemnification and Defense in General.**

1.1    The University shall defend and indemnify any Trustee or Officer ("Party") against any claim, whether groundless or otherwise, arising out of an alleged act or omission occurring in the performance of official duties. The University shall not provide indemnification and defense in case of malfeasance in office, willful or wanton neglect of duty, or criminal conduct. The University may cease to provide indemnification or defense upon a determination by the University, in its sole discretion, that an act or omission may constitute malfeasance in office, willful or wanton neglect of duty, or criminal conduct.

1.2.    The University may choose to defend a Party under a reservation of rights. Any Party to whom the University is providing a defense shall cooperate fully with the University in the defense of such claim. If the University determines, in its sole discretion, that such Party has not so cooperated or has otherwise acted to prejudice the defense of the claim, the University may at any time terminate its defense and indemnity or proceed under a reservation of rights.

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

2.1    Reasonable expenses incurred by a Party in the defense of a civil claim by a governmental entity or a professional licensing authority may be advanced or reimbursed by the University if the University, in its sole discretion, determines that the civil claim arose out of the Party's performance of official duties. Such advancement or reimbursement constitutes part of the Party's official compensation package for purposes pursuant to Oregon Law. The University may decline to reimburse a Party for any expenses incurred prior to the University's written commitment to provide reimbursement.

2.2.    Expenses shall be paid by the University in advance of the final disposition of a civil claim described in this section 2 at the written request of the Party if:

    A.    The University determines, in its sole discretion, that the conduct of such Party was in good faith, and the Party reasonably believed that such conduct was in the best interests of, or not opposed to the best interests of the University.

    B.    The Party furnishes the University a written undertaking to repay such advance to the extent it is ultimately determined by the University, in its sole discretion, that such Party is not entitled to be indemnified by the University under this Article or under any other indemnification rights granted to such Party.

    C.    Such advances shall be made without regard to the person's ability to repay such advances.

**3.0  Legal Representation.** The President or designee shall have the exclusive authority to select counsel and to defend against any claim. The President will consult with the Party regarding any term of a settlement agreement that affects the legal rights of the Party.

**4.0  Definition.** The term "claim" means any threatened, pending, or completed investigation, action, suit, or proceeding brought by a party other than the University.

**5.0  Non-Exclusivity and Continuity of Rights.** This Article: (i) shall not be deemed exclusive of any other rights to which those indemnified may be entitled under any statute, agreement, general or specific action of the University or otherwise, both as to action in the official capacity of the person indemnified and as to action in another capacity while holding office, (ii) shall continue as to a person who has ceased to be a Party, and (iii) shall inure to the benefit of the heirs, executors, and administrators of such person.

**6.0  Amendments.** Any repeal of this Article shall only be prospective and no repeal or modification hereof shall adversely affect the rights under this Article in effect at the time of the alleged occurrence of any action or omission to act that is the cause of any claim or complaint.


## ARTICLE X
## Miscellaneous Provisions

**1.0  Principal Office.** The principal office of the University is located at the Office of the President, Southern Oregon University, 1250 Siskiyou Boulevard, Ashland, OR 97520.

**2.0  Email Addresses.** Each trustee will be provided with an institutional electronic mail address. Trustee email addresses will be clearly and publicly posted on the University website.

**3.0  Fiscal Year.**  The fiscal year of the university begins on July 1 of each year and ends on June 30 of the succeeding year.

**4.0  Severability.** Any determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws. The headings in these bylaws are provided for convenience and shall not be considered in the interpretation or construction of these bylaws.

**5.0    Authority.** Because the Board is the final University authority, these bylaws and Board actions have precedence over other actions of the University and its constituent parts without regard to whether such actions have the force of law. Any such actions shall be consistent with these bylaws.

**6.0    Nondiscrimination.**  The University and the Board do not discriminate in educational, employment or other practices against any person on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information, or any other basis protected by federal, state or local law.

**7.0    Amendment of Bylaws.** These Bylaws may be altered, amended, restated or repealed and new bylaws may be adopted by the Board at any regular or special Public Meeting.

Approved on October 20, 2023

_____
Sabrina Prud'homme
University Board Secretary

_____
Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
|---|---|---|
|  | Initial Version | January 30, 2015 |

| 1 | Membership, Vacancies, Quorum of the Board and Manner of Acting sections made more specific; Quorum Not Required, Emergency Meetings and Place of Meetings sections expanded; fiscal year defined; statement of nondiscrimination added; basic edits and corrections | January 18, 2019 |
|---|---|---|
| 2 | Duration of officer terms limits, elections when vacancies occur. | April 22, 2022 |
| 3 | Basic edits and corrections | January 20, 2023 |
| 4 | Membership, Labor Negotiations updated; Email Addresses added; Basic edits | October 20, 2023 |

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

## 1.0 Regular Meetings

1.1 <u>Content of the Agenda</u>. Only items approved by the Chair, President or a majority of the Board may be placed on the agenda for a regular meeting.

1.2 <u>Notice to Trustees</u>. Reasonable effort will be made to provide notice of a regular meeting of the Board of Trustees and all available, pertinent materials to each trustee seven calendar days before the meeting. The proposed agenda and all available, pertinent materials for a regular public meeting of the Board should be provided to each trustee by email to the trustee's official Southern Oregon University email address, which may be an email message that contains only a link to the agenda and materials, seven calendar days before any regularly scheduled meeting.

1.3 <u>Notice to Others</u>. Reasonable effort will be made to provide notice of a regular public meeting of the Board of Trustees and all available, pertinent materials to all others six calendar days before the meeting.

1.4 <u>Board Calendar</u>. The Board shall meet at least four times per calendar year. Generally, regular Board meetings will be in ~~October,~~ January, March or April, ~~and~~ June, and October. The Board Secretary will work with the Board to generate a schedule of regular Board meetings ~~for~~ at least one year in advance. The Board Secretary will cause to be posted on the Board's website and delivered to each trustee periodically an updated schedule of the Board's regular meetings.

1.5 <u>Order of Regular Meetings</u>. The following will be the order of business at each regular public meeting of the Board of Trustees:

1. Call to Order/Roll/Declaration of a Quorum/Land Acknowledgment
2. Public Comment
3. Consent Agenda (including approval of minutes)
4. Reports
5. Information, Discussion, and Action Items
6. Adjournment

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

of a quorum of the Board.

## 2.0    Special Meetings and Emergency Meetings

2.1    <u>Definition</u>.  Any meeting that is not a regular meeting of the Board is a special meeting of the Board or, in proper cases, an emergency meeting.

2.2    <u>Content of the Agenda</u>. Only items approved by the Chair or majority of a quorum may be placed on the agenda for a special meeting.

2.3    <u>Notice to Trustees</u>. Reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to each trustee no less than five calendar days before the meeting. The proposed agenda and all available, pertinent materials for a special meeting of the Board should be provided to each trustee by email, which may be an email message that contains only a link to the agenda and materials, five calendar days before any special meeting.

2.4    <u>Notice to Others</u>. Reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials to all others four calendar days before the meeting.

2.5    <u>Meetings</u>. Notwithstanding anything to the contrary in this Board statement, should a special or emergency meeting be set on less than five days' notice, reasonable efforts shall be made to provide appropriate notice and all available, pertinent materials as soon as reasonably practicable.

## 3.0    Role of the Chair

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

## 4.0    Procedure for Appearing Before the Board

4.1    <u>Reports to the Board. At each regularly scheduled meeting of the Board of Trustees, the Board invites representatives official student, faculty, and nonfaculty staff governance organizations to provide reports to the board.  The chairs or presidents of these organizations or their designee are invited to deliver live, verbal reports to the board, or to provide written reports to the board, if desired.</u>

4.2    <s>Importance</s><u>Public Comment. </u><s>.</s> Public comment is an important component of

effective governance. Public comment provides an opportunity for the public to share ideas, information and opinions. The opportunity for live public comments will be provided at each regular meeting of the Board of Trustees. Public comment may not be used as a forum for negotiations or ~~asking questions of individuals or trustees~~engaging in discussion. ~~The opportunity for public comment will be provided at regular meetings of the Board.~~

4.2.1   At each regularly scheduled meeting of the Board of Trustees, the Board invites public comments from representatives of the University's official campus labor organizations.  The president of each organization or their designee is invited to deliver live, verbal comments to the board, or to provide written information to the board, if desired.

4.2.2  Following meetings of the Board in which public comments are provided, the governing board or an appropriate designee will respond to questions that arise from public comments at meetings of the governing board. Respondents may include the Board Secretary, University President, or others as directed by the Board or the President.

4.3~~2~~    ~~Protocol~~Priority. The Chair has the authority to alter this protocol in the interest of time or other considerations. Priority in public comment during regular meetings of the Board will be given first to invited public commenters~~,~~, then to those commenting on topics on the meeting agenda, and thereafter to those who sign up in advance of the meeting in the order in which members of the public signed up to comment.

4.4~~3~~    Sign-Up. An individual who wishes to provide public comment must sign up with the Board Secretary in advance of the meeting, stating his or her name, affiliation with the University or other group, and topic to be discussed. Sign-up may be available on the Board's website, and a sign-up sheet will be available at each meeting. Sign-up via the Board's website or email address, trustees@sou.edu, must be made at least 24 hours in advance of the scheduled start of a meeting.

4.5~~4~~    Duration. Unless otherwise indicated on the agenda or by the Chair, each public comment period will be up to 30 minutes with a limit of three minutes per speaker. The Chair may call individuals out of order of sign-up to ensure that different viewpoints are heard during the public comment period. The Chair may require that a group designate one spokesperson to make comments. Those who sign up and are not called are invited to share their comments via trustees@sou.edu. The public comment period is complete when any public comment has been provided or the public comment period expires, whichever occurs first. If no one has signed up for public comment, the public comment period is complete at the discretion of the Chair of the meeting.

4.65    Written Information. An individual who wants to provide written information to the Board may do so by: (1) sending the material electronically to trustees@sou.edu; (2) delivering the material to the Office of the Board Secretary; or (3) mailing the material to the Office of the Board Secretary. The Chair, President and Board Secretary will determine whether and, if so, when submitted material is appropriate for dissemination to trustees based on the University's bylaws and relevant Board actions. Materials may be subject to disclosure under the Oregon Public Records Law.

**5.0    Role of the Board Secretary**

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

**6.0    Executive Sessions**

6.1    Authorization. Executive sessions are authorized by the Oregon Public Meetings Law. The Chair shall have discretion, consistent with applicable law, to determine whether the Board or a committee should meet in executive session. When the Chair determines that an executive session is appropriate, the Chair will use the following procedure:

A.  The Chair will announce the executive session as required by law and cite the basis for and statute authorizing an executive session for each subject to be discussed;

B.  The Chair or Board Secretary will specify individuals who may remain in the meeting;

C.  The Chair or Board Secretary will instruct news media on each subject that the news media may not disclose;

D.  The Chair or Board Secretary will also notify news media that they are prohibited from making audio or video recordings of the executive session;

E.  The Chair or Board Secretary will notify news media that they are excluded from the executive session for one or more of the reasons set forth in section

6.4 below;

F.  The Chair or Board Secretary will determine whether the executive session is recorded or whether minutes shall be kept. If a recording is made, the Board Secretary shall specify on the recording when the executive session begins and ends; and

G.  At the conclusion of the executive session, the Board Secretary shall notify all other members of the audience that the portion of the meeting open to the public has resumed.

6.2     Notice. Notice of an executive session shall be provided substantially in accordance with notice of a regular, special or emergency meeting, depending on whether the executive session is to take place during a regular, special, or emergency meeting. The Board may hold meetings that consist solely of an executive session. The basis for and statute authorizing the executive session will be included in the notice.

6.3     Inclusion of News Media. Only representatives of the institutional news media are permitted in executive session when not excluded.

6.4     Exclusion of News Media. Representatives of the news media are allowed to attend executive sessions other than those held to conduct deliberations with persons designated by the governing body to carry on labor negotiations; to confer with counsel on current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation; or when material or information that is confidential under federal law or that constitutes a faculty record under Oregon law will be discussed.

## 7.0     Committee Meetings

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

Approved on ~~January~~ October 20, 2023

_____
Sabrina Prud'homme
University Board Secretary

_____
Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
|---|---|---|
| -  | Initial Version | January 30, 2015 |
| 1 | Board Calendar, Order of Regular Meetings, and Special Meetings and Emergency Meetings sections made more specific; basic edits and corrections | January 18, 2019 |
| 2 | Basic edits and corrections | January 20, 2023 |
| 3 | Enhancements to "Procedure for Appearing Before the Board" for reports or public comments; responses to public comments added; and basic edits. | October 20, 2023 |

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## Board of Trustees of Southern Oregon University

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E.  The Chair or Board Secretary will notify news media that they are excluded from the executive session for one or more of the reasons set forth in section 6.4 below;

F.  The Chair or Board Secretary will determine whether the executive session is recorded or whether minutes shall be kept. If a recording is made, the Board Secretary shall specify on the recording when the executive session

begins and ends; and

G. At the conclusion of the executive session, the Board Secretary shall notify all other members of the audience that the portion of the meeting open to the public has resumed.

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**7.0 Committee Meetings**

Committee meetings shall be conducted substantially in accordance with this policy.
Approved on October 20, 2023

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Sabrina Prud'homme
University Board Secretary

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Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
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**Board Statement on Presidential Searches and Appointments**
**Board of Trustees of Southern Oregon University**

**1.0     Preamble**

As set forth in Oregon Law, the Board of Trustees of Southern Oregon University ("Board") shall, in consultation with the Governor or their designee, appoint and employ the President of Southern Oregon University ("University" or "SOU"). In further recognition of this obligation, the Board sets forth below, its policy governing the selection and appointment of a President, as well as the selection of an Acting or Interim President when appropriate.

**2.0     Authority, Guidelines, and Search Committee**

2.1     <u>Selection and Appointment of the President</u>. The Board retains the sole responsibility for the selection and appointment of the President.

2.2     <u>Search Guidelines</u>. When it becomes necessary to hire a President, the Board will initiate a search. The search will be conducted in a manner consistent with guidelines recommended by the Executive, Audit, and Governance Committee and approved by the Board. The search guidelines will be designed to ensure appropriate public notice of the open position and will address considerations of equity, diversity and inclusion.

2.3     <u>Search Committee</u>. A single search committee will be responsible for assisting the Board by identifying, recruiting, and evaluating possible candidates for President. The Board, may authorize the university to contract for the services of a consulting or executive search firm to assist it in recruiting candidates as well as organizing and executing the search process and related services.

　　　　2.3.1   The Board Chair will appoint members of the search committee. The Board Chair will appoint a search committee chair, who will be a current member of the Board of Trustees.

　　　　2.3.2   The Board Chair will appoint at least one member of the student body, faculty, nonfaculty staff, and community to serve on the search committee.

　　　　2.3.3.  The Board Chair will appoint a senior employee of the university to serve as coordinator of the search. The coordinator will serve as a non-voting ex-officio member of the committee.

　　　　2.3.4~~3~~   The Board Chair may, at their discretion, choose to appoint additional employees of the university to support the search committee in an advisory capacity.

2.4     Recommendation.  After reviewing and interviewing candidates, the search committee will recommend finalists for the position of University President to the Executive, Audit, and Governance Committee Executive and Audit Committee. The search committee will prepare a report of the strengths and weaknesses of the finalists, especially in terms of the desired qualifications for the position. The Executive, Audit, and Governance Committee may meet with the search committee to discuss the report. The search committee will not rank the finalists.

2.5      Interviews.  Consistent with the guidelines approved by the Board at Section 2.2 and other considerations, the Executive, Audit, and Governance Committee will interview the finalists in executive session. The Executive, Audit, and Governance Committee, after notification to the search committee, may narrow the field of finalists that will be forwarded to the Board for consideration. Consistent with the guidelines approved by the Board at Section 2.2 and other considerations, the Board will interview the finalist or finalists in executive session.

2.6     Negotiation.  Following the interviews, the Board Chair will negotiate terms and conditions of employment with the Board's first preference for President. If the negotiation is unsuccessful, the Board Chair will seek further advice from members of the Board before negotiating with other finalists.

**3.0     Selection of an Acting President**

3.1     When an incumbent President is temporarily unable to discharge their duties; leaves for a period that, in the judgment of the Board, warrants a temporary replacement; or in any other circumstance determined advisable by the Board, the Board Chair, after consultation with members of the Executive, Audit, and Governance Committee and other constituents as necessary, will recommend a candidate for Acting President.

3.2     The Board Chair will interview the recommended candidate(s) for Acting President. The Executive, Audit, and Governance Committee or the Board, at its discretion, may meet in executive session to discuss the strengths and weaknesses of the recommended candidate.

3.3     At its next meeting, the Board will vote on the Acting President's appointment. The Acting President will serve until the incumbent is able to resume their duties. If the incumbent is unable or unwilling to resume their duties as President, the Acting President will continue to serve in the role. Throughout their term, the Acting President will serve at the pleasure of the Board.

**4.0     Selection of an Interim President ~~as Regular President~~**

4.1     When the position of President becomes vacant or is expected to become vacant prior to the appointment and service of a regular successor, the Board Chair will, after consultation with the Executive, Audit, and Governance Committee; the campus

governance organizations representing students, faculty, and nonfaculty staff; and other constituents as necessary, determine the required skills and desired qualifications of an Interim President and will recommend to the Board a candidate or candidates for Interim President.

4.2     The Board Chair will interview the recommended candidate(s) for Interim President. The Executive, Audit, and Governance Committee or the Board, in its discretion, may meet in executive session to discuss the strengths and weaknesses of the recommended candidate.

4.3     At its next meeting, the Board will vote on the Interim President's appointment. The Interim President will serve until the Board has appointed a regular President or until the Interim President has been relieved of their duties and responsibilities. Throughout their term, the Interim President will serve at the pleasure of the Board.

## 5.0     Selection of an Acting or Interim President as Regular President

54.14     When the Board must decide whether to search for a President or move an Interim or Acting President to regular status, the Executive, Audit, and Governance Committee will conduct a full interview of the Interim or Acting President under consideration for appointment as President and will forward a recommendation to the Board. The Board will interview the candidate for appointment as President in executive session.

5.2     The Board or its trustee designee may consult with campus governance organizations representing students, faculty, and nonfaculty staff, and other University constituents as necessary regarding the candidate(s).

54.35     Following the candidate interview(s), and with the approval and consent of the Board to the hiring of the Acting or Interim President to position of President, the Board Chair will negotiate terms and conditions of employment with the proposed President. If the negotiation is unsuccessful, the Board Chair will seek further advice from members of the Board before opening a search or reopening a searchselection process.

Approved on June October  2016, 2023

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Sabrina Prud'homme
University Board Secretary

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Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
|---|---|---|
| - | Initial Version | April 16, 2021 |
| 1 | Service of Acting President clarified; document formatting and reorganization; and basic edits and corrections. | June 16, 2023 |
| 2 | Search committee composition modified; consultation with campus governance added to Interim or Acting President to regular status. | October 20, 2023 |

**Board Statement on Presidential Searches and Appointments**
**Board of Trustees of Southern Oregon University**

**1.0      Preamble**

As set forth in Oregon Law, the Board of Trustees of Southern Oregon University ("Board") shall, in consultation with the Governor or their designee, appoint and employ the President of Southern Oregon University ("University" or "SOU").  In further recognition of this obligation, the Board sets forth below, its policy governing the selection and appointment of a President, as well as the selection of an Acting or Interim President when appropriate.

**2.0      Authority, Guidelines, and Search Committee**

2.1      Selection and Appointment of the President.  The Board retains the sole responsibility for the selection and appointment of the President.

2.2      Search Guidelines.  When it becomes necessary to hire a President, the Board will initiate a search. The search will be conducted in a manner consistent with guidelines recommended by the Executive, Audit, and Governance Committee and approved by the Board. The search guidelines will be designed to ensure appropriate public notice of the open position and will address considerations of equity, diversity and inclusion.

2.3      Search Committee.  A single search committee will be responsible for assisting the Board by identifying, recruiting, and evaluating possible candidates for President. The Board, may authorize the university to contract for the services of a consulting or executive search firm to assist it in recruiting candidates as well as organizing and executing the search process and related services.

> 2.3.1   The Board Chair will appoint members of the search committee. The Board Chair will appoint a search committee chair, who will be a current member of the Board of Trustees.

> 2.3.2   The Board Chair will appoint at least one member of the student body, faculty, nonfaculty staff, and community to serve on the search committee.

> 2.3.3.  The Board Chair will appoint a senior employee of the university to serve as coordinator of the search. The coordinator will serve as a non-voting ex-officio member of the committee.

> 2.3.4   The Board Chair may, at their discretion, choose to appoint additional employees of the university to support the search committee in an advisory capacity.

2.4    Recommendation.  After reviewing and interviewing candidates, the search committee will recommend finalists for the position of University President to the Executive, Audit, and Governance Committee Executive and Audit Committee. The search committee will prepare a report of the strengths and weaknesses of the finalists, especially in terms of the desired qualifications for the position. The Executive, Audit, and Governance Committee may meet with the search committee to discuss the report. The search committee will not rank the finalists.

2.5     Interviews.  Consistent with the guidelines approved by the Board at Section 2.2 and other considerations, the Executive, Audit, and Governance Committee will interview the finalists in executive session. The Executive, Audit, and Governance Committee, after notification to the search committee, may narrow the field of finalists that will be forwarded to the Board for consideration. Consistent with the guidelines approved by the Board at Section 2.2 and other considerations, the Board will interview the finalist or finalists in executive session.

2.6    Negotiation.  Following the interviews, the Board Chair will negotiate terms and conditions of employment with the Board's first preference for President. If the negotiation is unsuccessful, the Board Chair will seek further advice from members of the Board before negotiating with other finalists.

## 3.0    Selection of an Acting President

3.1    When an incumbent President is temporarily unable to discharge their duties; leaves for a period that, in the judgment of the Board, warrants a temporary replacement; or in any other circumstance determined advisable by the Board, the Board Chair, after consultation with members of the Executive, Audit, and Governance Committee and other constituents as necessary, will recommend a candidate for Acting President.

3.2    The Board Chair will interview the recommended candidate(s) for Acting President. The Executive, Audit, and Governance Committee or the Board, at its discretion, may meet in executive session to discuss the strengths and weaknesses of the recommended candidate.

3.3    At its next meeting, the Board will vote on the Acting President's appointment. The Acting President will serve until the incumbent is able to resume their duties. If the incumbent is unable or unwilling to resume their duties as President, the Acting President will continue to serve in the role. Throughout their term, the Acting President will serve at the pleasure of the Board.

## 4.0    Selection of an Interim President

4.1    When the position of President becomes vacant or is expected to become vacant prior to the appointment and service of a regular successor, the Board Chair will, after consultation with the Executive, Audit, and Governance Committee; the campus

governance organizations representing students, faculty, and nonfaculty staff; and other constituents as necessary, determine the required skills and desired qualifications of an Interim President and will recommend to the Board a candidate or candidates for Interim President.

4.2    The Board Chair will interview the recommended candidate(s) for Interim President. The Executive, Audit, and Governance Committee or the Board, in its discretion, may meet in executive session to discuss the strengths and weaknesses of the recommended candidate.

4.3    At its next meeting, the Board will vote on the Interim President's appointment. The Interim President will serve until the Board has appointed a regular President or until the Interim President has been relieved of their duties and responsibilities. Throughout their term, the Interim President will serve at the pleasure of the Board.

**5.0    Selection of an Acting or Interim President as Regular President**

5.1    When the Board must decide whether to search for a President or move an Interim or Acting President to regular status, the Executive, Audit, and Governance Committee will conduct a full interview of the Interim or Acting President under consideration for appointment as President and will forward a recommendation to the Board. The Board will interview the candidate for appointment as President in executive session.

5.2    The Board or its trustee designee may consult with campus governance organizations representing students, faculty, and nonfaculty staff, and other University constituents as necessary regarding the candidate(s).

5.3    Following the candidate interview(s), and with the approval and consent of the Board to the hiring of the Acting or Interim President to position of President, the Board Chair will negotiate terms and conditions of employment with the proposed President. If the negotiation is unsuccessful, the Board Chair will seek further advice from members of the Board before opening a search or reopening a selection process.

Approved on October  20, 2023


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Sabrina Prud'homme
University Board Secretary

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Daniel P. Santos
Chair, Board of Trustees


| Revision | Change | Date |
|---|---|---|
| - | Initial Version | April 16, 2021 |
| 1 | Service of Acting President clarified; document formatting and reorganization; and basic edits and corrections. | June 16, 2023 |
| 2 | Search committee composition modified; consultation with campus governance added to Interim or Acting President to regular status. | October 20, 2023 |

## Board Statement on Recommending Candidates
## for At-Large Board Positions
## Board of Trustees of Southern Oregon University

### 1.0      Goal

Members of the Board of Trustees of Southern Oregon University are appointed by the Governor of the State of Oregon and confirmed by the Oregon Senate, in compliance with Oregon Law. It is a goal of the Board of Trustees ("Board") to recommend at-large candidates for the Governor's consideration who meet the individual characteristics desired for the Board and who complement the needs of the Board as a whole. The Board fully recognizes that, as executive appointees, Southern Oregon University trustees are appointed only by the Oregon Governor and confirmed only by the Oregon Senate.

### 2.0      Purpose

The purpose of this Board Statement is to guide the Board's efforts in identifying potential candidates to recommend to the Governor for at-large board positions. The positions filled by the following members are not at-large positions on the Board of Trustees: President of the University, two undergraduate students enrolled at the University, a graduate student enrolled at the University, a member of the faculty of the University, and a member of the non-faculty staff of the University. With the exception of the University President, the board will rely on the campus governance bodies that represent the applicable constituent groups to implement a process for ~~recommending~~ nominating candidates for appointment to the Board.

### 3.0.    Other Board Positions

3.1      In accordance with Oregon Law, undergraduate and graduate student members of the Board shall be nominated through an internal governance process held by the official student government, with the candidates nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated.

3.2      In accordance with Oregon Law, the faculty and non-faculty staff members of the Board shall be nominated through an internal governance process held by the official, respective SOU Faculty Senate or SOU Staff Assembly, with the candidate nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated.

3.3      If the faculty and non-faculty staff member candidates required to be nominated are represented by multiple organizations, the organizations shall use their best efforts to reach agreement on which candidate or candidates to nominate

per member position of the governing board. If the organizations cannot agree on who to nominate for a member position on the governing board, each organization may select one or more candidates to be nominated.

## 43.0   Board Composition

43.1.   Board Composition. The Board should be composed of members who have:

A. A commitment to public higher education;

B. A record of public or community service;

C. Knowledge of complex organizations or academic institutions;

D. Demonstrated collaborative, collegial approach to leadership;

E. A willingness and availability for constructive engagement;

F. A commitment to open-minded, non-partisan decision-making;

G. A record of integrity, good judgment, and civic virtue;

H. A commitment to engagement in board responsibilities and interests; and

I.H.

J.I.      A commitment to equity, diversity and inclusion.

43.2   Experience. There should be a variety of perspectives, backgrounds, experience, and skills among the members of the Board. These may include, but are not limited to:

A. Gender, race and ethnicity, age, geographic location of residence, and other expressions of diversity;

B. Unique skills and competencies, including experience that will benefit the Board and the University;

C. Complementary skills and perspectives;

D. A broad range of professional fields (e.g., education, legal, finance, engineering, healthcare, criminal justice, business, etc.);

E. Knowledge of and/or connection to Southern Oregon University (alumni relation, campus service, community relationships, etc.); and

F. Qualifications and characteristics that reflect and support the Governor's goals, priorities, and initiatives.

## 45.0   Process

54.1   Conduct Needs Assessment. When a vacancy on the Board is anticipated or

occurs, the Board Secretary, in conjunction with the President, Board Chair, and/or Vice Chair, will conduct a needs assessment by analyzing the present Board membership against the composition identified in Section 34. Members of the public university community also may submit recommendations about the ideal characteristics of an individual to fill the vacancy on the board. The Board also will conduct periodic self-assessments, which the Board Secretary, President, and Board Chair also may consider in assessing the Board's needs.

At a public meeting, the governing Board will share the results of the needs assessment and identify the ideal characteristics of any individual chosen to fill the vacancy, including but not limited to preferred skill sets, experience, geographic representation, or other characteristics to complement the needs of the Board.

5.2    Communication with Governor. When a vacancy occurs, or as soon as reasonably practicable thereafter, the Board will notify the Governor of the vacancy and communicate the ideal characteristics identified in Section 5.1 of this statement.

5.3 4.2    ———Identify and Vet Potential Candidates. Based on the needs assessment, the President and/or Board Chair, in consultation with the Vice Chair, will identify potential candidates. To assist the President and Board Chair in identifying potential candidates, the Board Secretary will maintain a list of individuals submitted by sources such as trustees, the President, senior administrators, and others. The President and/or Board Chair will vet candidates under priority consideration, or may cause the vetting of those candidates to occur. Vetting may include a discussion with potential candidates about their interest, responsibilities of serving as a trustee, readiness for nomination, ability to serve the university with:

A. Support for the mission and strategic priorities of the university;

B. Commitment of time and talent;

C. Attendance at and participation in board and committee meetings;

D. Ability to maintain a university-wide perspective on issues and  concerns;

E. Promotion of the university mission through advocacy and oversight of policy; and

F. Active involvement in the life of the university.

45.34  Review Results of the Vetting Process. The President will discuss priority candidates with the Board Chair. The Board Chair will consult with members of the Board regarding potential candidates who are willing and able to serve and who satisfy the needs identified in the needs assessment. Candidates will be asked to complete an application process required by the Governor's Office of Executive

Appointments. The Board Secretary may provide technical assistance to applicants. Based on the factors set forth above and the information gathered for the Board Chair, the Board Chair will decide which candidates to recommend on behalf of the Board of Trustees to the Governor for consideration.

Any member of the public who may be interested in serving as a trustee, but who has not come to the attention of the Board through this process, may apply independently. It is understood by the Board that providing recommendations to the Governor's office regarding potential trustees in no way guarantees or implies appointment of any applicant. As executive appointees, Southern Oregon University ~~t~~Trustees are appointed only by the Oregon Governor and confirmed only by the Oregon Senate in the manner prescribed by law.

Approved on ~~April 21~~October 20, 2023

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Sabrina Prud'homme
University Board Secretary

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Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
|---|---|---|
| | Initial Version | June 17, 2016 |
| 1 | Revised to include Vice Chair; Review of results of vetting process revised; basic edits and corrections. | March 22, 2019 |
| 2 | Board composition section updated; application process updated; basic updates, edits and corrections. | April 21, 2023 |
| 3 | Conduct Needs Assessment expanded; Communication with Governor and Other Board Positions added | Oct 20, 2023 |

## Board Statement on Recommending Candidates
## for At-Large Board Positions
## Board of Trustees of Southern Oregon University

**1.0     Goal**

Members of the Board of Trustees of Southern Oregon University are appointed by the Governor of the State of Oregon and confirmed by the Oregon Senate, in compliance with Oregon Law. It is a goal of the Board of Trustees ("Board") to recommend at-large candidates for the Governor's consideration who meet the individual characteristics desired for the Board and who complement the needs of the Board as a whole. The Board fully recognizes that, as executive appointees, Southern Oregon University trustees are appointed only by the Oregon Governor and confirmed only by the Oregon Senate.

**2.0     Purpose**

The purpose of this Board Statement is to guide the Board's efforts in identifying potential candidates to recommend to the Governor for at-large board positions. The positions filled by the following members are not at-large positions on the Board of Trustees: President of the University, two undergraduate students enrolled at the University, a graduate student enrolled at the University, a member of the faculty of the University, and a member of the non-faculty staff of the University. With the exception of the University President, the board will rely on the campus governance bodies that represent the applicable constituent groups to implement a process for nominating candidates for appointment to the Board.

**3.0.    Other Board Positions**

3.1     In accordance with Oregon Law, undergraduate and graduate student members of the Board shall be nominated through an internal governance process held by the official student government, with the candidates nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated.

3.2     In accordance with Oregon Law, the faculty and non-faculty staff members of the Board shall be nominated through an internal governance process held by the official, respective SOU Faculty Senate or SOU Staff Assembly, with the candidate nominated provided to the Governor for consideration. More than one candidate per member position on the governing board may be nominated.

3.3     If the faculty and non-faculty staff member candidates required to be nominated are represented by multiple organizations, the organizations shall use their best efforts to reach agreement on which candidate or candidates to nominate

per member position of the governing board. If the organizations cannot agree on who to nominate for a member position on the governing board, each organization may select one or more candidates to be nominated.

## 4.0 Board Composition

4.1. <u>Board Composition</u>. The Board should be composed of members who have:

    A. A commitment to public higher education;

    B. A record of public or community service;

    C. Knowledge of complex organizations or academic institutions;

    D. Demonstrated collaborative, collegial approach to leadership;

    E. A willingness and availability for constructive engagement;

    F. A commitment to open-minded, non-partisan decision-making;

    G. A record of integrity, good judgment, and civic virtue;

    H. A commitment to engagement in board responsibilities and interests; and

    I. A commitment to equity, diversity and inclusion.

4.2 <u>Experience</u>. There should be a variety of perspectives, backgrounds, experience, and skills among the members of the Board. These may include, but are not limited to:

    A. Gender, race and ethnicity, age, geographic location of residence, and other expressions of diversity;

    B. Unique skills and competencies, including experience that will benefit the Board and the University;

    C. Complementary skills and perspectives;

    D. A broad range of professional fields (e.g., education, legal, finance, engineering, healthcare, criminal justice, business, etc.);

    E. Knowledge of and/or connection to Southern Oregon University (alumni relation, campus service, community relationships, etc.); and

    F. Qualifications and characteristics that reflect and support the Governor's goals, priorities, and initiatives.

## 5.0 Process

5.1 <u>Conduct Needs Assessment</u>. When a vacancy on the Board is anticipated or occurs, the Board Secretary, in conjunction with the President, Board Chair, and/or

Vice Chair, will conduct a needs assessment by analyzing the present Board membership against the composition identified in Section 4. Members of the public university community also may submit recommendations about the ideal characteristics of an individual to fill the vacancy on the board. The Board also will conduct periodic self-assessments, which the Board Secretary, President, and Board Chair also may consider in assessing the Board's needs.

At a public meeting, the governing Board will share the results of the needs assessment and identify the ideal characteristics of any individual chosen to fill the vacancy, including but not limited to preferred skill sets, experience, geographic representation, or other characteristics to complement the needs of the Board.

5.2     Communication with Governor. When a vacancy occurs, or as soon as reasonably practicable thereafter, the Board will notify the Governor of the vacancy and communicate the ideal characteristics identified in Section 5.1 of this statement.

5.3     Identify and Vet Potential Candidates. Based on the needs assessment, the President and/or Board Chair, in consultation with the Vice Chair, will identify potential candidates. To assist the President and Board Chair in identifying potential candidates, the Board Secretary will maintain a list of individuals submitted by sources such as trustees, the President, senior administrators, and others. The President and/or Board Chair will vet candidates under priority consideration, or may cause the vetting of those candidates to occur. Vetting may include a discussion with potential candidates about their interest, responsibilities of serving as a trustee, readiness for nomination, ability to serve the university with:

  A. Support for the mission and strategic priorities of the university;

  B. Commitment of time and talent;

  C. Attendance at and participation in board and committee meetings;

  D. Ability to maintain a university-wide perspective on issues and  concerns;

  E. Promotion of the university mission through advocacy and oversight of policy; and

  F. Active involvement in the life of the university.

5.4     Review Results of the Vetting Process. The President will discuss priority candidates with the Board Chair. The Board Chair will consult with members of the Board regarding potential candidates who are willing and able to serve and who satisfy the needs identified in the needs assessment. Candidates will be asked to complete an application process required by the Governor's Office of Executive Appointments. The Board Secretary may provide technical assistance to applicants. Based on the factors set forth above and the information gathered for the Board

Chair, the Board Chair will decide which candidates to recommend on behalf of the Board of Trustees to the Governor for consideration.

Any member of the public who may be interested in serving as a trustee, but who has not come to the attention of the Board through this process, may apply independently. It is understood by the Board that providing recommendations to the Governor's office regarding potential trustees in no way guarantees or implies appointment of any applicant. As executive appointees, Southern Oregon University Trustees are appointed only by the Oregon Governor and confirmed only by the Oregon Senate in the manner prescribed by law.


Approved on October 20, 2023




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Sabrina Prud'homme
University Board Secretary




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Daniel P. Santos
Chair, Board of Trustees


| Revision | Change | Date |
|---|---|---|
|  | Initial Version | June 17, 2016 |
| 1 | Revised to include Vice Chair; Review of results of vetting process revised; basic edits and corrections. | March 22, 2019 |
| 2 | Board composition section updated; application process updated; basic updates, edits and corrections. | April 21, 2023 |
| 3 | Conduct Needs Assessment expanded; Communication with Governor and Other Board Positions added | Oct 20, 2023 |

**Resolution on the Responsibilities of Individual Trustees**
**Board of Trustees of Southern Oregon University**

Whereas, the Board of Trustees develops and advances the mission and goals of Southern Oregon University;

Whereas, the Board of Trustees ensures that the institution is well managed, endeavors to provide for adequate resources, and endeavors to maintain good relations with all constituencies; and

Whereas, the Board of Trustees provides accountability, fosters transparency, and endeavors to ensure that the University meets its obligations as part of Oregon's education system while preserving the autonomy of the institution.

Now, therefore, each Trustee for themself and for future Trustees pledges to fulfill the duties set forth herein:

**1.    Evaluation.** Each Trustee acknowledges that the Board is responsible for seeing that each Trustee carries out their responsibilities as specified herein, and each Trustee will participate in regular self-evaluations and evaluations of Board performance, which should be conducted in odd-numbered years. At each regular self-evaluation, an opportunity will be provided for the university community to provide written input or public testimony evaluating the work of the board.

**2.    Fiduciary Duties.** Each Trustee acknowledges that they have fiduciary duties to the University and its beneficiaries, including the following.

A.    Duty of Care.  A Trustee must act in good faith, using a degree of diligence, care, and skill that prudent persons would use under similar circumstances and must act in a manner that is reasonably believed to be in the institution's best interests. In discharging their duties, a Trustee is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by or under the direction of: (a) One or more officers of the institution whom the Trustee reasonably believes to be reliable and competent in the matters presented; (b) Legal counsel, public accountants or other persons retained by the institution to speak to matters that the Trustee reasonably believes are within the person's professional or expert competence; (c) A committee of the Board of which the Trustee is not a member, as to matters within its jurisdiction, if the Trustee reasonably believes the committee merits confidence. A Trustee fails to act in good faith if the Trustee has personal knowledge concerning the matter in question that makes reliance unwarranted, even if such reliance would otherwise be permitted by this subsection.

B.  <u>Duty of Loyalty</u>.  A Trustee must act in good faith and in a manner that is reasonably believed to be within the scope of the public purposes of the institution rather than in the Trustee's own interests or the interests of another organization or constituency. A Trustee must be loyal to the institution and not use their position of authority to obtain, whether directly or indirectly, a benefit for themselves or their relatives or family, or for another organization in which the Trustee has an interest. The duty of loyalty considers both financial interests held by a Trustee and positions a Trustee has with other organizations. A Trustee must maintain independence from stakeholders external to the Board in the conduct of oversight and policy responsibilities.

C.  <u>Duty of Obedience</u>.  A Trustee must ensure that the University is operating in furtherance of its stated purposes and is operating in compliance with the law. A Trustee also must ensure effective internal controls. The Board shall periodically re-evaluate its purposes and mission and must be prepared to amend or change them when it is necessary and appropriate to do so.

3.  **Service.** Each Trustee must make service to the University through Board activities a high personal priority; ensure attendance at substantially all meetings for which the Trustee is scheduled, participate constructively and consistently in the work of the Board and its committees; accept and discharge leadership positions and other assignments; work positively on behalf of the University between Board meetings; attend functions and events to which the Trustee is invited; prepare for meetings by reading the agenda and supporting material; keeping informed about the University as well as trends and issues in higher education; participating in rational, informed Board or committee deliberations by considering reliable information, thinking critically, asking good questions and respecting diverse points of view, in order to reach decisions on the merits that are in the best interests of the institution; and use their own judgment in voting versus following the lead of others.

4.  **Respect.** Each Trustee acknowledges that only the Board Chair and the President speak for the University; other Trustees must be careful to identify when they do not speak on behalf of the University; should support the President of the University in word and deed while at the same time exercising critical judgment as an active, discerning, energetic, and probing Trustee; distinguish, in their role as a Trustee, between matters of governance and matters of management; speak candidly but also support actions approved by the Board-even if the Trustee did not vote for them; respect the opinions of others and refrain from public criticism of others or their views; and communicate any significant concern or complaint promptly to the Chair.

Each Trustee must refrain from directing the President and accept that the President reports to the Board as a whole. A Trustee must also refrain from

directing staff, including making requests for information from or directing the activities of staff members. The Board Chair, President, Board Secretary, Internal Auditor, Vice President for Finance and Administration, or General Counsel may provide limited assistance to individual Trustees. Authority to direct and manage the activities of employees is delegated to the President.

**5.** **Personal Behavior.** Each Trustee must avoid conflicts of interest or the appearance thereof, should declare actual and potential conflicts of interest in accordance with Oregon Law and the Board's policies on conflict of interest, and adhere to the highest standards of personal and professional behavior and discretion so as to reflect favorably on the University. A Trustee may not use their position of authority to obtain, whether directly or indirectly, a benefit for themself or for another organization in which the Trustee has an interest; must avoid personal agendas or appearing to be a representative of any internal or external constituency, group, cause, community, or constituent part of the institution; and must refrain from requesting special considerations or favors.

A Trustee who is unable to uphold the Responsibilities of Individual Trustees may be asked to resign their position on the board.

Approved on October 20, 2023

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Sabrina Prud'homme
University Board Secretary

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Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
|---|---|---|
| - | Initial Version | January 30, 2015 |
| 1 | Emphasis added to attendance; clarified directing of the President and staff; basic edits and corrections. | June 21, 2019 |

| 2 | Emphasis added to upholding responsibilities; basic edits and corrections. | June 16, 2023 |
|---|---|---|
| 3 | Frequency and involvement of university community added to Evaluation. | October 20, 2023 |

## Resolution on the Responsibilities of Individual Trustees
## Board of Trustees of Southern Oregon University

Whereas, the Board of Trustees develops and advances the mission and goals of Southern Oregon University;

Whereas, the Board of Trustees ensures that the institution is well managed, endeavors to provide for adequate resources, and endeavors to maintain good relations with all constituencies; and

Whereas, the Board of Trustees provides accountability, fosters transparency, and endeavors to ensure that the University meets its obligations as part of Oregon's education system while preserving the autonomy of the institution.

Now, therefore, each Trustee for themself and for future Trustees pledges to fulfill the duties set forth herein:

**1.** **Evaluation.** Each Trustee acknowledges that the Board is responsible for seeing that each Trustee carries out their responsibilities as specified herein, and each Trustee will participate in regular self-evaluations and evaluations of Board performance, which should be conducted in odd-numbered years. At each regular self-evaluation, an opportunity will be provided for the university community to provide written input or public testimony evaluating the work of the board.

**2.** **Fiduciary Duties.** Each Trustee acknowledges that they have fiduciary duties to the University and its beneficiaries, including the following.

A. <u>Duty of Care</u>. A Trustee must act in good faith, using a degree of diligence, care, and skill that prudent persons would use under similar circumstances and must act in a manner that is reasonably believed to be in the institution's best interests. In discharging their duties, a Trustee is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by or under the direction of: (a) One or more officers of the institution whom the Trustee reasonably believes to be reliable and competent in the matters presented; (b) Legal counsel, public accountants or other persons retained by the institution to speak to matters that the Trustee reasonably believes are within the person's professional or expert competence; (c) A committee of the Board of which the Trustee is not a member, as to matters within its jurisdiction, if the Trustee reasonably believes the committee merits confidence. A Trustee fails to act in good faith if the Trustee has personal knowledge concerning the matter in question that makes reliance unwarranted, even if such reliance would otherwise be permitted by this subsection.

B.    Duty of Loyalty.  A Trustee must act in good faith and in a manner that is reasonably believed to be within the scope of the public purposes of the institution rather than in the Trustee's own interests or the interests of another organization or constituency. A Trustee must be loyal to the institution and not use their position of authority to obtain, whether directly or indirectly, a benefit for themselves or their relatives or family, or for another organization in which the Trustee has an interest. The duty of loyalty considers both financial interests held by a Trustee and positions a Trustee has with other organizations. A Trustee must maintain independence from stakeholders external to the Board in the conduct of oversight and policy responsibilities.

C.    Duty of Obedience.  A Trustee must ensure that the University is operating in furtherance of its stated purposes and is operating in compliance with the law. A Trustee also must ensure effective internal controls. The Board shall periodically re-evaluate its purposes and mission and must be prepared to amend or change them when it is necessary and appropriate to do so.

**3.    Service.** Each Trustee must make service to the University through Board activities a high personal priority; ensure attendance at substantially all meetings for which the Trustee is scheduled, participate constructively and consistently in the work of the Board and its committees; accept and discharge leadership positions and other assignments; work positively on behalf of the University between Board meetings; attend functions and events to which the Trustee is invited; prepare for meetings by reading the agenda and supporting material; keeping informed about the University as well as trends and issues in higher education; participating in rational, informed Board or committee deliberations by considering reliable information, thinking critically, asking good questions and respecting diverse points of view, in order to reach decisions on the merits that are in the best interests of the institution; and use their own judgment in voting versus following the lead of others.

**4.    Respect.** Each Trustee acknowledges that only the Board Chair and the President speak for the University; other Trustees must be careful to identify when they do not speak on behalf of the University; should support the President of the University in word and deed while at the same time exercising critical judgment as an active, discerning, energetic, and probing Trustee; distinguish, in their role as a Trustee, between matters of governance and matters of management; speak candidly but also support actions approved by the Board-even if the Trustee did not vote for them; respect the opinions of others and refrain from public criticism of others or their views; and communicate any significant concern or complaint promptly to the Chair.

Each Trustee must refrain from directing the President and accept that the President reports to the Board as a whole. A Trustee must also refrain from

directing staff, including making requests for information from or directing the activities of staff members. The Board Chair, President, Board Secretary, Internal Auditor, Vice President for Finance and Administration, or General Counsel may provide limited assistance to individual Trustees. Authority to direct and manage the activities of employees is delegated to the President.

**5.** **Personal Behavior.** Each Trustee must avoid conflicts of interest or the appearance thereof, should declare actual and potential conflicts of interest in accordance with Oregon Law and the Board's policies on conflict of interest, and adhere to the highest standards of personal and professional behavior and discretion so as to reflect favorably on the University. A Trustee may not use their position of authority to obtain, whether directly or indirectly, a benefit for themself or for another organization in which the Trustee has an interest; must avoid personal agendas or appearing to be a representative of any internal or external constituency, group, cause, community, or constituent part of the institution; and must refrain from requesting special considerations or favors.

A Trustee who is unable to uphold the Responsibilities of Individual Trustees may be asked to resign their position on the board.

Approved on October 20, 2023

_____
Sabrina Prud'homme
University Board Secretary

_____
Daniel P. Santos
Chair, Board of Trustees

| Revision | Change | Date |
|---|---|---|
| - | Initial Version | January 30, 2015 |
| 1 | Emphasis added to attendance; clarified directing of the President and staff; basic edits and corrections. | June 21, 2019 |

| | | |
|---|---|---|
| 2 | Emphasis added to upholding responsibilities; basic edits and corrections. | June 16, 2023 |
| 3 | Frequency and involvement of university community added to Evaluation. | October 20, 2023 |

**Southern Oregon University**
**Board of Trustees**

**Resolution**
**Report to Legislative Assembly in Compliance with Senate Bill 273 (2023)**

Whereas, Senate Bill 273 (SB 273) pertaining to higher education and creating new provisions for Boards of Trustees and public universities became effective in September of 2023 after being signed in to law by the Oregon Governor, and

Whereas, SB 273 requires the Board of Trustees of Southern Oregon University to submit a report in the manner provided by ORS 192.245 to the interim committees of the Legislative Assembly related to higher education, detailing the degree to which the public university has complied with: (a) Drafting the formal policies described in section 3 of this 2023 Act; and (b) Fulfilling the obligations contained in the policies described in section 3 of this 2023 Act; and

Whereas, the report prepared must include input from representatives of official student, faculty and nonfaculty staff governance organizations; Now therefore,

Be it resolved that this report will be submitted no later than July 2 of each year, as prescribed by Oregon Law; and

Beit further resolved that this 2023 reporting requirement is repealed on January 2, 2026, as prescribed by Oregon Law.

VOTE:

DATE: October 20, 2023

**Southern Oregon University**
**Board of Trustees**

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

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

Whereas, the Oregon Legislative Assembly enrolled Senate Bill 273 (2023) creating new provisions requiring the Board of Trustees to formally adopt policies relating to higher education governing boards;

Whereas, a work group including trustees, the university general counsel, and the university board secretary, reviewed the documents below, gathered information, and provided amendments to the Bylaws of Southern Oregon University; Board Statement on the Conduct of Public Meetings; Board Statement on the Conduct of Public Meetings; Board Statement on Presidential Searches and Appointments; Board Statement on Recommending Candidates for At-Large Board Positions; and a Resolution on the Responsibilities of Individual Trustees; in addition to creating a new Resolution on Resolution on Reporting to the Legislative Assembly in Compliance with Senate Bill 273 (2023);

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

Whereas, the Board of Trustees has performed a thorough review of the proposed amendments;

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


VOTE:

DATE:  October 20, 2023

# Board Equity, Diversity, and Inclusion Work Group Update

# Board of Trustees 2024-2025 Meeting Schedule (Action)

| SOU Board of Trustees 2024-2025 Board and Committee Meeting Schedule | | | | |
|---|---|---|---|---|
| **MEETING** | **Academic and Student Affairs** | **Finance and Administration** | **Executive, Audit, and Governance** | **Board of Trustees** |
| **DAY** | Third Thursdays | Third Thursdays | Third Fridays | Third Fridays |
| **FREQUENCY** | Four Times Per Year (and as needed for curriculum approvals) | Six Times Per Year | Four Times Per Year | Five Times Per Year |
| **TIME** | 12:00-3:30 p.m. | 5:00-7:00 p.m. | 9:30-11:30 a.m. | 12:00-5:00 p.m. |
| | January 18, 2024 | January 18, 2024 | January 19, 2024 | January 19, 2024 |
| | | March 21, 2024 (Budget Focus) | | |
| | April 18, 2024 | April 18, 2024 | April 19, 2024 | April 19, 2024 |
| | | May 16, 2024 (Budget Focus) | | |
| | June 20, 2024* | June 20, 2024* | June 21, 2024* | June 21, 2024* |
| | | | | Retreat September 19, 2024 September 20, 2024 All Day, Time TBD |
| | October 17, 2024 | October 17, 2024 | October 18, 2024 | October 18, 2024 |
| | January 16, 2025 | January 16, 2025 | January 17, 2025 | January 17, 2025 |
| | | March 20, 2025 (Budget Focus) | | |
| | April 17, 2025 | April 17, 2025 | April 18, 2025 | April 18, 2025 |
| | | May 22, 2025 (Budget Focus) | | |
| | June 19, 2025** | June 19, 2025** | June 20, 2025** | June 20, 2025** |
| | | | | Retreat September 18, 2025 September 19, 2025 All Day, Time TBD |
| | October 16, 2025 | October 16, 2025 | October 17, 2025 | October 17, 2025 |

# Future Meetings

# Executive Session Pursuant to ORS 192.660(2)(f) and (i)

# University President's 2023-2024 Goals (Action)

# President's Draft Goals 2023-2024

# Draft Goals 2023-2024

- Student Enrollment, Support and Success
  - ➢ Focus on Strategies to Replicate 2023 First-Year Gains
  - ➢ Student Retention -- Wrap Around Student Services (Social and Emotional Wellness)
- Fiscal Sustainability
  - ➢ Build more Resiliency into Processes
  - ➢ Culture of Accountability
  - ➢ More Transparency and Accessibility to Campus Community
  - ➢ Launch RFP Process for Senior Living Facility and Univ Business District Revenue Diversification Projects
- Equity, Diversity and Inclusion
  - ➢ Craft Optimal Architecture for Future Efforts
  - ➢ Implementation of Strategic Vision
  - ➢ MOU with Tribal Governments

# Draft Goals 2023-2024

- Maintain Momentum for University's Inaugural Comprehensive Campaign
  - ➤ Promote internal culture of philanthropy conversations with campus community
  - ➤ Engage top tier of philanthropic partners, solidifying early campaign lead gifts
  - ➤ Leverage philanthropy to support long-term fiscal sustainability
- University Communications (Internal/External)
  - ➤ Institutionalize Super Cabinet Structure for Diverse and Robust Strategic Decision-Making
  - ➤ Campus Conversations
  - ➤ Expand Communications with Media / Community Leaders
  - ➤ Legislative Advocacy

# Adjournment