



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 12, 2024

TO: Southern Oregon University Board of Trustees
FROM: Sabrina Prud'homme, University Board Secretary
RE: Notice of Regular Meeting of the Board of Trustees

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

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

Action items on the agenda include a consent agenda consisting of past meeting minutes; an expenditure authorization request for a design services contract and the SOU Softball Project; and an honorary degree.

Information and discussion items include updates on the external audit, accreditation, and the Core Information System Replacement Project. There will be a budget update including a revenue update for fiscal year (FY) 2024, a budget forecast and pro forma review, as well as information on the FY 2025 budget committee and process. The board will discuss a government relations update with 2024 legislative session priorities; a report from the board's Equity, Diversity, and Inclusion Work Group including a review of a Board Statement on Social Justice, Anti-Racism, and Non-Discrimination; and the board's officer election process.

The board also will discuss a collective bargaining update in an executive session, pursuant to ORS 192.660 (2)(d).

The meeting will occur as follows:

Friday, January 19, 2024

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/86412400041> at the time of the meeting.

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

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

Public Comment

Members of the public who wish to provide public comments 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
January 19, 2024

Call to Order / Roll / Declaration of a Quorum

SOU Land Acknowledgement



Board of Trustees Meeting

Friday, January 19, 2024
12:00 – 5:00 p.m. (or until business concludes)
Meese Room, Hannon Library, SOU Campus
Zoom: <https://sou.zoom.us/j/86412400041>

AGENDA

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

- | | | | |
|---------|----------|---|--|
| 10 min. | 1 | Call to Order/Roll/Declaration of a Quorum | |
| | 1.1 | Welcome and Opening Remarks | Chair Daniel Santos |
| | 1.2 | SOU Land Acknowledgment | Trustee Brent Barry |
| | 1.3 | Trustee Recognition | Chair Santos |
| | 1.4 | Roll and Declaration of a Quorum | Sabrina Prud'homme, SOU,
Board Secretary |
| | 1.5 | Agenda Review | Chair Santos |
| 20 min. | 2 | Public Comment | |
| | 2.1 | Invited Public Comment: Associated Professors of Southern Oregon University | Emily Reeder, APSOU,
President |
| | 2.2 | Invited Public Comment: SOU Service Employees International Union (Sublocal 84) | Sage TeBeest, SOU, SEIU
President |
| | 2.3 | Other Public Comment | |
| 5 min. | 3 | Consent Agenda | Chair Santos |
| | 3.1 | September 29-30, 2023 Retreat Minutes | |
| | 3.2 | October 20, 2023 Minutes | |
| 15 min. | 4 | Reports | |
| | 4.1 | Committee Reports | Trustee Barry; Trustee Franks;
Chair Santos |
| 5 min. | 4.2 | Associated Students of Southern Oregon University Report | Brayden Clayburn, ASSOU,
President |

Board of Trustees Meeting
Friday, January 19, 2024
12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

5 min.	4.3	SOU Faculty Senate Report	Jackie Apodaca, SOU, Faculty Senate Chair
5 min.	4.4	SOU Staff Assembly Report	Hart Wilson, SOU, Staff Assembly Chair
15 min.	4.5	Equity, Diversity, and Inclusion (EDI) Report	Jonathan Chavez Baez, SOU, Associate 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
25 min.	4.7	President’s Report	President Rick Bailey
10 min.		BREAK	
	5	Action, Information, and Discussion Items	
15 min.	5.1	External Audit Update	Dr. Neil Woolf, SOU, Executive Vice President; Jean Bushong, CliftonLarsonAllen, Principal; Agnes Maina, SOU, Controller
15 min.	5.2	Accreditation Update	Dr. Susan Walsh, SOU, Provost and Vice President for Academic Affairs; Dr. Dan DeNeui, SOU, Associate Provost
10 min.	5.3	Core Information System Replacement Project Update	Tom Battaglia, SOU, Chief Information Officer
20 min.	5.4	Budget Update	President Bailey; Dr. Neil Woolf; Josh Lovern, SOU, Budget Director
		5.4.1 FY 24 Revenue Update	
		5.4.2 Budget Forecast and Review of Pro Forma	

Board of Trustees Meeting
Friday, January 19, 2024
12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

5.4.3 FY 25 Budget Committee and Process

10 min.	5.5	Capital Projects Prioritization (Action)	President Bailey; Dr. Neil Woolf
10 min.	5.6	Expenditure Authorization: Design Services Contract and SOU Softball Project (Action)	Dr. Neil Woolf; Matt Sayre, SOU, Director of Athletics
10 min.	BREAK		
10 min.	5.7	Government Relations Update and 2024 Legislative Session Priorities	Rob Patridge, SOU, General Counsel
5 min.	5.8	2024 Recommendation of SOU Honorary Degree (Action)	President Rick Bailey; Dr. Susan Walsh
15 min.	5.9	Board Equity, Diversity, and Inclusion Work Group Report	Trustee Christina Medina
	5.9.1	Discussion of Board Statement on Social Justice, Anti-Racism, and Non-Discrimination	
5 min.	5.10	SOU Board of Trustees Officer Election Process	Chair Santos
5 min.	5.11	Future Meetings	Chair Santos
20 min.	5.12	Collective Bargaining Update [Executive Session Pursuant to ORS 192.660 (2)(d)]	
	6	Adjournment	Chair Santos

Public Comment

Consent Agenda

Board of Trustees of Southern Oregon University
Board of Trustees Retreat
September 29-30, 2023

Minutes

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

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

Due to the nonlinear nature of retreat conversations, the following provides an overall summary of the board's deliberations during their annual retreat on September 29 & 30, 2023.

Day One:

In small groups the board discussed the role of the trustee, including and especially fiduciary duties, various responsibilities, and appropriate trustee behaviors. The trustees also shared their ideas about the specific contributions or strengths they bring to the board. Trustees considered how well they are performing in these roles, and how they assess their own performance in that role. The board also considered the campus' assessment of how the board is performing, identifying their own perceived strengths and opportunities for improvement, focusing on students, staff, and faculty.

Shifting to culture, trustees discussed their personal family cultures and related those to the unique culture of the SOU board. In small group exercises, the trustees described characteristics of the board. Trustees considered what happens on the board that supports each of them in their roles as trustees; what do SOU needs to change or develop so that each trustee can live more fully into their roles; and, how such changes can strengthen the board's culture.

Day Two:

The board discussed changes to board culture that would increase transparency, accountability, and stakeholder support. Trustees would like to increase opportunities to be with students, faculty, and staff, including learning more about university programs and attending tours of campus spaces. Regarding the board's operations, the

board would like to allow time for more discussion and avoid too much redundancy of committee work.

It was also seen as important to the board to set defined performance targets or metrics the interest of the university's stability. Actions toward this goal would be to simplify and improve the pro forma include annual "refreshers" on the budget as well as the HECC metrics. Having a feedback loop on the progress of SOU Forward also was seen as important, as was receiving progress updates on items the board has approved. The board would like to understanding when and if SOU has funding "safety nets" so the board has a true picture of SOU's financial condition. The board also would like to better understand the implications of financial decisions on academics and the reverse, when these are applicable for discussions and decision-making.

A number of additional actions were discussed; however, some would be fulfilled after the Workday transition or other milestones. These included improved dashboards and visualizations of information that would promote the board's review of budget items that are above or below tolerable thresholds; reflecting new initiatives (i.e., solar) in the budget and pro forma; and including corrective action plans when necessary.

Another action toward the improvement of targets or metrics would be to include more disaggregated data of SOU's populations and related to this, continue to improve the board's considerations of equity, diversity, and inclusion.

The board identified several additional behaviors to continue improving its already-strong culture. The board would like to be more proactive rather than reactive, continue working toward a shared understanding of issues, and be willing to adjust course when necessary. Trustees also want to be able to be more authentic with each other, faculty, staff and students—this captures the idea that trustees are good, fun, interesting people who the campus doesn't know as such, because the board is formal in its meetings. Members of the SOU administration requested that trustees be more candid and direct so that the appropriate leaders can address the board's needs, even if they are unprepared to do so.

**Board of Trustees
Friday, October 20, 2023**

MINUTES

Call to Order/Roll/Declaration of a Quorum

Chair Santos called the meeting to order at 12:05 p.m. He welcomed everyone to the meeting and extended special welcome to new trustee, Jason Mendoza. Chair Santos announced the resignation of Dr. Jon Bullock. He thanked Provost Sue Walsh for her service and congratulated her on her retirement.

Trustee Mendoza read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

Daniel Santos	Present	Shaun Franks	Present
Rick Bailey	Present	Andrew Gay	Present
Brent Barry	Absent	Christina Medina	Present
Jason Mendoza	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

Sara Adams, President of APSOU, spoke specifically regarding the reduction of faculty. She noted the reductions in faculty are creating issues with course offerings to meet student needs, higher-than-normal student to faculty ratios, and faculty burnout. She encouraged optimizing scheduling. Chair Santos noted that public comment is a listening session but the board will certainly take her comments into consideration.

Consent Agenda (Action)

Trustee Shelby moved to approve the consent agenda consisting of minutes from June 16, 2023 and August 28, 2023. Trustee Gay seconded the motion and it passed unanimously.

Reports

Committee Reports

Trustee Thalden provided a summary of the Academic and Student Affairs Committee (ASAC). The committee recognized Dr. Walsh's service and there is a committee reviewing new provost candidates. Inspiring work in Career Connections was discussed, as was the relocation of housing and dining to Student Affairs; implementation of the new general education; and an overview of the good news in fall enrollment data. The committee also discussed the Strategic Enrollment Management Plan.

Trustee Franks shared information from the Finance and Administration Committee, outlining recommendations presented to the full board. A report from Vice President Dr. Neil Woolf covered updates on the Higher Education Coordinating Commission (HECC), an external budget review, and the reestablishment of the University Budget Committee. The committee received revenue and budget updates, some based on trustee feedback from the

retreat. There was an expenditure request for Central Hall and discussions regarding SOU's exit from the public university fund (PUF), which the full board also would discuss.

Chair Santos reported on the activities of the Executive, Audit, and Governance Committee (EAGC). The agenda included a report from SOU's internal auditor, David Terry, covering financial aid compliance, veteran services eligibility, and Workday. The committee also discussed and recommended the board's approval on amendments to several of board's governing documents, which the full board also would discuss. Additionally, the EAGC approved it's 2024-2025 meeting schedule, conducted a performance review of the president in executive session, and recommended the board's approval of his 2023-24 goals.

ASSOU Report

President Brayden Clayburn provided an update on the activities of the Associated Student of Southern Oregon University (ASSOU). The ASSOU confirmed a speaker of the senate, hired administrative directors (with one exception), and senators and associate justices are being recruited. The ASSOU senate meetings occur on Tuesdays, and they recently covered the SOU Student Health and Wellness Center's upcoming changes. President Clayburn outlined the process for filling vacant positions and mentioned plans to recommend students for trustee positions by mid-November. He also discussed ASSOU's new affiliation with the Oregon Student Association (OSA). Trustee Gay praised President Clayburn for an inspirational speech at convocation. Responding to Trustee Santos, President Clayburn clarified that all Oregon universities and community colleges are now affiliated with OSA. He elaborated on the free memberships and discussed different tiers based on institutional size

SOU Faculty Senate Report

Dr. Jackie Apodaca, the new chair of the Faculty Senate, provided an update on Faculty Senate's recent activities. She echoed the comments made by Ms. Adams. Dr. Apodaca announced that the faculty workload workgroup put forth 20 recommendations. These focused on addressing issues related to inadequate staff and faculty. Despite faculty eagerness to serve students, fatigue, and the loss of colleagues, none of the recommendations were intended to detract from teaching, mentorship, or student success. Instead, they targeted systemic issues, redundancies, internal bureaucracy, and the need for adequate staffing. Chair Santos expressed appreciation for the ongoing commitment of faculty members to the success of students, and their active roles in student recruitment.

SOU Staff Assembly Report

Dr. Carrie Vath, staff assembly chair, announced that the new chair-elect is Hart Wilson. She recognized the faculty workload group for graciously meeting with her and Ashley King to discuss staff workload issues. Staff Assembly will continue to focus on the year of gratitude program. She thanked all the staff working on the Workday project.

Equity, Diversity, and Inclusion (EDI) Report

Jonathan Chavez Baez provided a comprehensive update on the EDI office at SOU. Following Toya Cooper's departure, he was appointed as the interim associate vice president for EDI. Patricia Syquia McCarthy's continues on the team at this time. With the help of governing partners, he will provide a recommendation to President Bailey regarding the role of the vice president for EDI at SOU. Operationalizing the EDI vision plan is front and center, along with hiring a Native Nations liaison and a faculty liaison. Mr. Chavez Baez also discussed the

following: a successful Indigenous People's Day event; installation of a new mural and open invitations of the EDI office; and numerous collaborations and events on campus. Chavez Baez discussed several EDI programs, including SOU: The First Year, an EDI policy update, and the Hispanic-Serving Institution (HSI) designation plan. President Bailey highlighted the HSI benefits to students and the institution. Trustee Medina commended the robust presentation, expressing confidence in Mr. Chavez Baez and emphasizing the power of podcasts for healing.

University Advancement Report

Vice President Janet Fratella delivered an overview of the SOU Foundation (SOUF), beginning with a review of its mission and vision. She acknowledged the success of homecoming activities and shared updates on the Raider Network alumni platform, noting a substantial 72 percent increase in members. The media footprint of SOU saw a 49 percent rise in unique mentions, with an estimated value close to \$60 million. In institutional marketing, she highlighted search engine optimization, and strategies such as display ads on the internet, sponsored stories, and billboards in Salem and at the Rogue Valley airport. A graphical representation of external funding from grants was presented. Regarding fundraising, annual giving amounted to \$15.4 million. She also discussed donor giving, fundraising history, endowment value, foundation support to SOU, the cost of raising a dollar, recent gifts, progress in the ongoing campaign phases, and fiscal achievements. She concluded her presentation by emphasizing the significance of leadership giving to SOUF.

President's Report

President Bailey provided an update on his 2022-23 goals, emphasizing progress in various key areas. He highlighted efforts to address EDI issues such as identifying and closing student achievement gaps. Regarding enrollment and student success, he noted an increase in first-year enrollment and commended admissions and the Enrollment Council.

He acknowledged the concerns about workload and morale and emphasized accountability measures for those with budget authority. Strengthening internal and external outreach was discussed, including partnerships with K-12 schools, community colleges, and government entities. He also discussed the progress of the inaugural comprehensive campaign and his participation in fundraising. Collaborations with the City of Ashland and other educational organizations, such as the Oregon Council of Presidents and technical and regional universities (TRUs), were highlighted.

Focusing on fiscal stability, President Bailey discussed ongoing projects, including the solar energy transformation, senior housing, university business district, and the Workday training center. He emphasized the commitment to enhancing revenue diversification through these initiatives and highlighted the future installation of solar panels in parking lots with significant sun exposure.

Action, Information, and Discussion Items

Accreditation Overview and Update

Provost Walsh introduced Associate Provost Dan DeNeui as the accreditation liaison officer. Dr. DeNeui shared that SOU's accrediting body is the Northwest Commission on Colleges and Universities (NWCCU) and their team of six accreditors will arrive Sunday and to begin the accreditation visit. They will meet with constituents across campus including trustees. They will focus on institutional effectiveness at a high-level and how the university works together

as a team, likely in the areas of shared governance, the board's role in academic programs, EDI issues, student success, and financial sustainability. He reminded the board that this will be a seven-year lookback and not to focus too much on the recent realignment. He emphasized that despite challenges SOU has faced such as cost management, COVID, and local fires, SOU continues to serve its students. In response to Trustee Gay's question, Dr. DeNeui said that policies and procedures will be an area of interest. The university's efforts to update the policy form and the policy process will satisfy NWCCU's previous concerns.

Fall 2023 Enrollment Update and Incoming Class

Zac Olson, provided an update on Fall 2023 enrollment at Southern Oregon University (SOU). Mr. Olson expressed appreciation for everyone's role in recruitment as SOU ambassadors. He highlighted a 15.1 percent increase in new freshmen and a 10.6 percent rise in new transfer students, leading to an overall 10.6 percent increase in new students compared to the previous year. The increases were attributed to initiatives, such as collaborations with high schools and Ruffalo Noel Levitz's (RNL) Demand Builder.

Dr. Matt Stillman reiterated the enrollment numbers, emphasizing the increase in new students of 105 for a total of 1,098. He highlighted the intentional conservatism in enrollment projections for Fall 2023, with new student increases offsetting declines in continuing and returning students. He explained that overall headcount growth of 9.2 percent was significantly higher than full-time equivalency due to factors such as the Osher Lifelong Learning Institute (OLLI) and Advanced Southern Credit (ASC) which are counted differently. In response to Trustee Thorndike's request for enrollment information regarding certificates, Dr. Stillman committed to providing that information in the future. Overall, the presenters conveyed a positive trend in SOU's enrollment, particularly in attracting new students.

Strategic Enrollment Management Plan

Drs. Woolf and Walsh discussed SOU's Strategic Enrollment Management Forward plan, as presented in the meeting materials. Dr. Woolf shared the goals of the plan and how each of the four subcommittees makes an annual effort towards the goals. The committees are: recruitment and marketing; student success and retention; financial aid and pricing; and academic program planning. Dr. Woolf referred to the in-depth conversation in the ASAC on the plan and Trustee Thalden commented on the feasibility that SOU can go from 5,200 student to 7,000 students.

Fiscal Year 2024 Revenue Forecast

President Bailey, Dr. Woolf, and Mr. Lovern discussed the 2024 revenue forecast and how enrollment impacts revenue. Mr. Lovern uses an algorithm to predict the student credit hour (SCH) projections, upon which some funding is based. Dr. Woolf noted that state funding would be updated following the fall reconciliation or "true up" of funding from the HECC. President Bailey mentioned the special \$1M special allocation for TRUs and noted the collaboration among the schools and presidents. Responsive to the board's requests at their recent retreat, Dr. Woolf pointed out that new reports are being developed and have already been expanded to show fund types other than Education and General.

Budget Update

President Bailey, Dr. Woolf, Mr. Lovern, and Ms. Maina discussed budget development and accountability progress. They reported on the periodic management report, which is a new addition to the budget monitoring tools. On E&G labor, President Bailey noted that classified

staff labor costs previously were not included in the pro forma, and now an increase has been included for this. However, budgeting remains conservative. Supplies and Services are stable. Ms. Maina added that “trip wires” will be included into the budget to notify or require approval at specific thresholds. These tripwires will not occur with the January iteration of Workday and are probably a year into the future, as managers will be educated on the changes across the university, the training, culture and structure. Regarding transfers, the final year of higher education emergency relief funding is offsetting expenses.

Overall, budget revenues are still greater than costs by \$218K this year and \$460K next year, although, SOU still needs to build its reserves. FY 2026-27 President Bailey recognized the needs for consideration of faculty bargaining; unclassified staff compensation; and not yet banking on revenues from the Cascade project, the University Business District, or solar savings. Responding to Trustee Thorndike, the president said an overview on SOU properties could be provided in a future meeting

Regarding reserves, Trustee Shelby asked if there is certain number of days of operations SOU would like to achieve for reserves. National Association of College and University Business Officers (NACUBO) recommends 40 percent of expenditures but reasonable targets over the next few years can be developed toward that, especially if enrollments gains persist. Trustee Mendoza commended the new reports and contingencies for Banner.

Expenditure Request for Central Hall, Phase 3 (Action)

Dr. Woolf and Mr. Crouch updated the board on the progress of the Central Hall project and emphasized that significant work still needs to be completed. A few years ago, the board approved capital expense dollars, which were received. A second tranche of funding was requested that SOU did not receive from the state. Capital improvements and renewal (CIR) monies are another mechanism to fund the project. The university receives about \$4M per biennium for CIR and is required to spend it on such projects on a defined schedule, so this would be \$3.5M for what SOU is calling phase 3 but the legislature knows it as phase 2. It was noted that the Central Hall project ranked fifth overall but only the top three were funded.

Trustee Gay moved to approve the expenditure request for Central Hall, Phase 3. Trustee Lee seconded the motion and it passed unanimously.

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

Chair Santos summarized that SOU holds operating cash within the PUF, which is designed for longer-term investments. The university desires to exit the PUF and the Finance and Administration Committee reviewed this item and recommends the board to provide a termination notice to the PUF Administrator for managing operating assets. Agnes Maina notes that SOU is not being forced out but intends to exit for higher-interest rates offered by the Oregon Short Term Fund (OSTF). This aligns with SOU's cash management needs and is a strategic choice. There is a one-time cost of \$300K associated with leaving the PUF, involving liquidating positions with a realized loss, but ultimately placing SOU in a net positive position. Trustee Shelby inquired about Workday and testing, seeking information about a safety net. Ms. Maina clarified that every dollar swept into the PUF earns interest, and SOU's bank accounts are configured and tested to ensure smooth transactions. The decision to exit the PUF is not directly tied to the Workday implementation, but it prompted a closer examination.

Trustee Gay moved to provide a termination notice to the PUF Administrator for the management of operating assets. Trustee Clough seconded the motion and it passed unanimously.

Core Information System Replacement Project

Tom Battaglia reported that end-to-end testing has driven up costs of the Workday project, which was expected. The cumulative cost to date is at around \$2M and the budget was projected at \$2.389M before the project extension. Extra modules like financial management of capital projects were not in the original scope. He stated that the project should be completed on time and on budget. In response to Trustee Thorndike's question, Mr. Battaglia stated the biggest surprise was that folks doing the heavy lifting have not crucified him. They have positive attitudes and are still showing up.

Amendments to Board Governing Documents (Action)

Trustee Lee indicated that the governing documents have been amended to comply with SB 273 and were vetted through the policy work group: 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). She said the group was pleased that many provisions are already in place or in practice and just needed to be memorialized. The work group used the direct language of SB 273 and made edits for clarity. The EAGC reviewed them and recommends the board's approval.

Trustee Gay moved to approve the resolution [Amendments to Governing Documents of the Board of Trustees of Southern Oregon University]. Trustee Franks seconded the motion and it passed unanimously.

Board Equity, Diversity and Inclusion Work Group Update

The EDI Workgroup Chair, Trustee Medina, discussed the latest update from the group. She stated that the workgroup welcomed Jonathon Chavez Baez as a new member and finds his enthusiasm rejuvenating. The board was asked to read *Biased*, and was hoping to host the author as a campus speaker; this or a similar opportunity are still being considered. She said the workgroup is continuing work on expanding the Black Lives Matter statement and is excited to share an iteration once its ready at end of the year. By better integrating EDI efforts within the board, it makes the board more exemplary. Chair Santos added that the board issued the statement on Juneteenth of 2020 since that time, a wide-range of other issues and social justice matters are in play so they are looking to expand to be even more inclusive.

Board of Trustees 2024-2024 Meeting Schedule (Action)

Chair Santos reviewed the proposed schedule included in the meeting materials. Trustees did not recommend any changes. Trustee Gay moved to approve the 2024-2025 meeting schedule as presented. Trustee Shelby seconded the motion and it passed unanimously.

Future Meetings

Chair Santos said the next meeting of the board is January 19, 2024 at noon. If trustees have agenda items for a future meeting, he asked them to send them to the board secretary.

President's 2023 Evaluation Process [Executive Session Pursuant to ORS 192.660(2)(f) and (i)]
Chair Santos said the committee would go into executive session to review the president's evaluation. For the record, he said that, pursuant to ORS 192.660(2)(f) and (i), the committee would enter into executive session to review and evaluate the employment-related performance of the chief executive officer, who does not request an open hearing, and to consider information or records that are exempt by law from public inspection. Pursuant to ORS 192.660(6), no final action would be taken or final decision made in the executive session. In addition to board members, the board secretary was permitted to remain in the room. In concluding the executive session, Chair Santos returned the meeting to open session.

University President's 2023- 24 Goals (Action)

President Bailey explained his goals, as presented in the meeting materials. He outlined key areas of focus and strategic goals. He acknowledged that the strategic revenue plan would not fully materialize before 2026-27, so there is continuity in goals from the previous year.

Goal #1 in the area of student enrollment, support and success includes a focus on replicating gains in first-time students and improving retention.

Goal #2 in the area of fiscal sustainability, President Bailey highlighted efforts to foster a culture of accountability, enhance transparency, and increase accessibility within the campus community. He provided a brief update on revenue diversification projects, including the initiation of Request for Proposal (RFP) processes for senior living and university district projects.

Goal #3 addresses EDI goals and President Bailey emphasized the importance of implementing the EDI strategic vision. He mentioned a memorandum of understanding (MOU) with tribal governments and outlined growing the "Hispanic" population to 25 percent from the current 13.9.

Goal #5 is to maintain momentum for SOU's inaugural comprehensive campaign to raise \$100M within eight years. Already, \$28.9 million has been raised. President Bailey plans to sustain momentum by promoting a culture of philanthropy internally and engaging top-tier philanthropic partners to secure early campaign lead gifts. This strategy aims to bend the cost curve and also supports long-term fiscal sustainability.

Goal #6 is in the area of university communications, both internal and external. President Bailey highlighted the success of the Super Cabinet structure in facilitating diverse and robust strategic decision-making. He plans to continue campus conversations, expand communications with community leaders and the media, and leverage legislative advocacy at the federal and local levels.

Overall, he said the outlined goals and strategies underscore a comprehensive approach to fostering growth, inclusivity, and financial stability at SOU. Trustee Gay moved to approve the University President's 2023-2024 goals. Trustee Thalden seconded the motion and it passed unanimously.

Adjournment

Chair Santos adjourned the meeting at 4:48 p.m.

Committee Reports

Associated Students of Southern Oregon University Report

SOU Faculty Senate Report

SOU Staff Assembly Report

Equity, Diversity, and Inclusion Report



EDI Update

- Fall 2023
- New EDI Staff
 - Native Nations Liaison
 - Faculty Liaison
- EDI Vision Plan
- EDI Goals



Fall 2023

- MOSAIC
- CED
 - Retreat
- EDI Operationalizing Plan
- New Staff



Welcome to EDI

- Native Nations Liaison
Kenwani Kravitz
- Faculty Liaison
Amanda Casto

THE VISION

See Yourself Here

At a time when state legislatures in several of our nation's states prohibit the study, shutter the university and college campus offices that perform the labor, and/or radically modify the nature of the roles of their leaders, the Office for Equity, Diversity, and Inclusion takes this opportunity to reaffirm Southern Oregon University's commitment to creating a diverse, equitable and inclusive community where all learners flourish. We believe our mission demands it; we believe a quality education cannot exist in its absence.

This Strategic Vision provides our long-term aspirations for the future and the potential impact we know the realization of those aspirations can have on our campus, our community, our region, and our nation. It outlines the work planned in accordance with Strategic Direction IV and its accompanying goals as detailed in the SOU Plan. It also tells the story of who we seek to become in the performance of that work—a community of learners who know they belong, who are confident that they can persist, and who see themselves thrive.

See yourself here—your whole self. You'll see and hear this invitation in the Office for Equity Diversity and Inclusion when you visit to see the art student mural on our walls. It's echoed in the online and in-person educational and community programming we offer, and it's meaningfully considered in our recommendation on policy, procedural, and practice changes that reflect our intentions for equity in experiences and outcomes for all who join this community. "See Yourself," calls for more than mere presence but advocates for the integration of those we seek to serve with our programming. It requires more than a seat at the planning table but also a hand in its design. We seek to embed this inclusive practice across all operations—by survey, invitation to committee membership, and/or opportunities to make recommendations and provide feedback—nothing about us without us, all of us.¹ We seek relationships, not merely the fulfillment of goals—relationships between and among members of the community and between the members of the community and the university.

Belong. Persist. Thrive.

From the moment of contemplating an academic program when scrolling through the SOU website, to considering a faculty vacancy in the Chronicle of Higher Ed, or imagining the office environment as a member of a staff or administrative team, whoever the viewer observing the university's commitment to a just, equitable, and inclusive learning community in all of these settings and others, we say, "Welcome, see yourself here. You bring us closer to being our best." Our commitment is to live out that aspiration.

¹ Originally associated with the disability rights movement in both Eastern Europe and South Africa, the phrase, "nothing about us without us," is now associated with a range of marginalized groups in advocating for their inclusion in decision making that affects them. Charlton, James I. "Nothing About Us Without Us." *Nothing About Us Without Us: Disability Oppression and Empowerment*, 1st ed., University of California Press, 1998, pp. 3–18. JSTOR, <http://www.jstor.org/stable/10.1525/j.ctt1pnqn9.6>. Accessed 16 Aug. 2023.

THE NATURE OF THE OPPORTUNITY

The Rationale(s) for Diversity & Inclusion

Diversification's benefits offer more than the good of visible, demographic differences in a single environment. Culturally diverse campuses can serve to signal an institution's values and its comfort level with demographic differences in high volumes. Much virtual ink is spilled and hand-wringing engaged in over the issue of how much of this diversity is enough and what kind of diversity "counts." In answer to the question, decades of research and practice in Diversity and Inclusion highlight the pursuit of a securing "critical mass" of minorities in organizations where they are historically underrepresented. However, the presence of a significant number of minoritized individuals, on its own, indicates neither the presence of inclusion nor equity. On its own, a numerically "critical mass" does not drive the cultural change organizations seek. The benefits of diversification are beyond the numbers.

The US Supreme Court discussed the concept of "critical mass" at length in the predecessor decision to its most recent ruling on the consideration of race in university and college admissions. Quoting the respondent Michigan Law School's brief submitted in answer to the challenge of its then, race-conscious admission program, the Court defined critical mass as "meaningful representation," "integration" of historically minoritized populations at all levels, to the end of them feeling neither "isolated [n]or like spokespersons for their race."² While the decision then involved race, the Court took some time to analogize other populations to which the concept could apply. Indeed, gender and sexual minorities, the neurodiverse and those with disabilities, and low-income can and do face similar marginalization when they do not represent a significant proportion of a community.

Serving these diverse populations well requires more than their presence on our campuses. With their presence comes diversity of knowledge, of ways of acquiring knowledge (intellectually and experientially), and of transmitting the same. These associated benefits do not inure to an organization by osmosis. We must invite that knowledge to come to bear on the services we provide, to change the shape of decision-making about that service and the decisions themselves, and by doing so, attract greater and broader diversity at all organizational levels.³ This approach is not dismissive of a community's value-signaling that comes with the presence, recognition, and celebration of diversity and difference. It calls us to a higher duty of assuring meaningful representation and participation in the full range of the benefits of what it means to be a member of an organizational community.

Access

In *Advancing Diversity and Inclusion in Higher Education*, the US Department of Education's report (the "Report") discusses the well-known first steps to accessing higher education-- applications, enrollment, and admission.⁴ Whether housed in a four or two-year program, these steps are universal; however, they are not readily available in the same way to all students and

² *Grutter v. Bollinger*, 539 U.S. 306 (2003)

³ "Identifying and Retaining Talent" *Diversity's Promise for Higher Education*, 2nd Edition Smith, Daryl G, PhD, Chapter 5. John Hopkins University Press 2015.

⁴ *Advancing Diversity and Inclusion in Higher Education*, Key Data Highlights Focusing on Race, Ethnicity and Promising Practices, p. 19. Office of Planning, Evaluation and Policy Development. Office of the Undersecretary. US Department of Higher Education. November 2016

families who seek them. The Report and a large share of similar research on educational attainment, focus on Black Indigenous People of Color (BIPOC) and low-income students. With the history of the examination access and success of other marginalized and/or minoritized populations having a more recent history, the body of research continues to grow and inform practitioners and academics. Notwithstanding the differences in volume of work, what we frequently find in these studies is an intersection of experiences across the identities that challenges our beliefs that there are distinct, singular categorical boundaries around them. Rather, an examination of the experience of one population provides more clarity about the systemic gaps and the range of corrective, student and family centered experiences that could come to bear in ameliorating their adverse consequences for all.

Race & Ethnicity

In a study on persistence of Black, Latino, and White students conducted by the Center for American Progress, using Integrated Postsecondary Education Data Statistics (IPDES) for the years 2013-2015, researchers found that if enrolled Black and Latino students had received degrees at the same rate as their enrolled white peers, the number of US bachelor's degrees would have increased by over 40% among them, and yielded to the United States one million more bachelor degree holding graduates.⁵

A review of enrollment data from the National Center for Education Statistics for 2010 to 2020 demonstrates an annual increase in overall student diversity enrollment, notably among students in BIPOC populations, an increase observed since 1976.⁶ However, the years of the pandemic saw a decrease in overall undergraduate enrollment. In fact, by 2021, undergraduate enrollment was fifteen percent lower than it was in 2010.⁷ The statistics further show disproportionate enrollment declines among male Black and Latino students, among students with disabilities, and among students who function as caregivers⁸. Similarly, students in the transgender and queer communities reported experiencing increased instances of discrimination and harassment and decrease in access during the pandemic years.

Both before and after the height of COVID-19, Black, Latino, Native, and Pacific Islander enrollment and degree attainment have lagged behind White and Asian American academic success as characterized by these achievements. However, even historically well-represented populations saw a decline.⁹ These students enroll in four-year programs at lower rates; enroll less frequently in public institutions, and more often take on greater student loan debt, leave

⁵ The Neglected College Race Gap: Racial Disparities Among College Completers. Libassi, CJ Center for American Progress. (May 23, 2018).

⁶Total fall enrollment in degree-granting postsecondary institutions, by level and control of institution and race/ethnicity or nonresident status of student: Selected years, 1976 through 2021, Table 306.20. Digest of Education Statistics. National Center for Education Statistics.

https://nces.ed.gov/programs/digest/d22/tables/dt22_306.20.asp?current=yes (July 26, 2023)

⁷ Undergraduate Enrollment National Center for Education Statistics Last Updated: May 2023

[https://nces.ed.gov/programs/coe/indicator/cha/undergrad-enrollment#:~:text=Overall%2C%20undergraduate%20enrollment%20was%2015,students\)%20between%202021%20and%202031](https://nces.ed.gov/programs/coe/indicator/cha/undergrad-enrollment#:~:text=Overall%2C%20undergraduate%20enrollment%20was%2015,students)%20between%202021%20and%202031) (July 30, 2023)

⁸ US Dept. Report Impact of COVID-19 on American students

⁹ Among all student demographics attending a 4-year public institution, white men experienced the sharpest decline in enrollment, falling nearly 20%. "Men are falling behind in higher ed and the trend may not be letting up." University Business. May 2023.

educational programming with larger debts, and/or with greater monthly payments upon graduation.¹⁰

Even while four-year programs have experienced an increase in the enrollment of racially and ethnically underrepresented students and an increase in the rates at which persistence overall throughout the past few decades, a 2022 McKinsey and Company report shows that nearly a quarter of the same institutions studied fail to have success across both metrics, and some of them even experience backward trends.¹¹ With the recent Supreme Court Ruling on the use of race conscious decisions in Affirmative Action, many public and more selective, private four-year institutions of higher education (IHEs) are working to develop different, race-neutral and less pointed ways to increase racial and ethnic diversity among their student bodies.

First-Generation

First-generation students still represent about a third of the total number of bachelor's degree seeking students. Not unlike other historically underrepresented student populations, these "first in the family" students frequently face barriers in access to and success within post-secondary educational programming, including:

- Poor quality secondary education leading to lack of academic preparedness for post-secondary curriculum;
- Low-socioeconomic status leading to financial barriers to programming;
- Lack of exposure to and familiarity with systems and requirements resulting in missed opportunities for advancing in their academic careers and/or securing financial resources to support the same; and
- Lack of institutional resourcing, capacity, and/or commitment contributing to low levels of student academic and social integration.¹²

While the gap in their enrollment has decreased over the last decades, the barriers above strongly suggest that for them that their mere presence at higher rates does not increase their persistence toward degree attainment.

Genders and Sexualities, Neurodiversity, Disabilities

With a shorter history of examination in the research than the historically underrepresented student enrollment in the discussion so far, we have less data on the impact of gender and sexuality on access and degree attainment for degree seeking students. However, using health data, we can identify some connections between the experiences of sexually minoritized students at the secondary level and rate of access and persistence at the post-secondary level. Further, data collected by the National Center for Education Statistics provides some information about the experience of these students once enrolled and the ways in which their minoritized status impacts the likelihood of their persistence.

Campuses with policies, programs and practices that are inclusive of transgender and queer students experience greater mental health outcomes for all students. Conversely, studies also

¹⁰ "Student Loan Debt by Race" Hanson, Melanie. EducationData.org, <https://educationdata.org/student-loan-debt-by-race> (May 17 2023)

¹¹ Racial and Ethnic Equity in US Higher Education. McKinsey and Company (July 2022).

¹² Stats In Brief. First Generation Students: College Access, Persistence and Post-Bachelor's Outcomes. National Center for Education Statistics February 2018 NCES 218-421 US Department of Education (2018)

show where policies and programming are more restrictive or exclusive of all genders and sexualities, the mental health outcomes are less positive and the sense of belonging and welcome decreases for all students.¹³

Similarly, we see greater access for all learners when we adapt the lessons and environments to the learner rather than when we assume a singular style of learning and being to which all must adapt. Work in this field, with its origins in modifying structures in public accommodations to attend to the amelioration of physical barriers, has led to increased access in the physical world. As our world has grown to include more virtual contexts, advancements in adapting the administration of education to the virtual classroom and pedagogical approaches to the same has served to benefit a broader range of learners.

RECRUITING & RETAINING A DIVERSE LEARNING COMMUNITIES

Faculty

Higher education is distinctive in that it is among the few industries that creates its own workforce¹⁴. While there is less research attention given to the rate at which administrative and staff positions are populated with institutional alumni, anecdotal evidence at least echoes this common occurrence in higher education. As it relates to faculty, the studies are mostly focused on the level of productivity demonstrated among faculty hired by the institutions from which they graduated.¹⁵ Those findings are mixed, with some showing greater productivity, less productive, or no significant impact on productivity at all.

Examined less is so-called “academic in-breeding’s” impact on the extent to which higher education writ large and at the institutional level is able to make significant strides in expanding the diversity and inclusivity of its environment. In other words, if the rates at which underrepresented populations enroll in higher education programs overall stagnates or increases only slowly, the rates at which these populations will occupy faculty and staff positions in these same institutions will do the same. Consequently, the strong likelihood of the rates at which we develop a more sophisticated understanding of and capacity to ensure environments that are inclusive and equitable for these populations will do the same, i.e., we find what we are looking for, we get what we produce and reproduce.

This expanded and forward-looking assessment of faculty diversification and making more equitable and inclusive campuses considers this reality. In that context, the meaning of “access” must expand and examine the broken and leaky pipeline at both institutional and the academy levels; and it must consider the role the former can meaningfully play in impacting change for the latter.

¹³ Inclusive Practices Help all Students Thrive. Adolescent and School Health Center for Disease Control. <https://www.cdc.gov/healthyyouth/safe-supportive-environments/LGBTQ-policies-practices.htm> (July 2023).

¹⁴ Diversity’s Promise for Higher Education: Making it work, 2nd Edition, Smith, Daryl G. PhD John Hopkins Press (2015).

¹⁵ Hou, N. (2022). Academic Inbreeding Revisited: A Unified Index and a Quantitative Study of Academic Outputs. *Innovation and Education*, 4(1), 1-11. <https://doi.org/https://doi.org/10.55396/ined.22.0004>

The Education Trust conducted a study of faculty diversity at 543 public four-year institutions of higher education (IHE). The study of Black and Latino faculty at the institutions measures the extent to which the race and ethnicity of an institution's faculty mirrors the student body, assesses how diverse the faculty ranks are across several hiring metrics, and examines faculty diversification over time.¹⁶ For each metric, each IHE received a score of 0-100 with 0 being the worst and 100 the best, and then received a grade of A to F based on those scores. Though among the top five scores of Oregon universities examined, Southern Oregon University received an "F" in the study with an average score of 37.8. It is worth noting that a number of similarly situated institutions share in this challenge. The metric is not intended to identify the schools that are outliers in what is an otherwise "non-problem" for most others. Rather, it underscores the historical, prevalent nature of the challenge; and therefore suggests that something in addition to an increase in the numbers of "diverse" hires must be part of our pursuit to diversify our academic staffing on our individual campuses and in higher education writ large; and we must reevaluate the analysis of the problem itself and the conclusions we've drawn as a result.

Location and steep competition for historically underrepresented candidates holding PhDs/terminal degrees that result in bidding wars (Supply and Demand): these are among the commonly cited rationales offered in response to a lack of diversity at universities and colleges across the nation. These barriers to "moving the needle" in increasing faculty diversity are also perceived as largely, if not entirely, outside of institutional control.

Location.

Location is a common response in conversations about the challenges universities face in their efforts to diversify the faculty (as well as student, staff and administrators). To summarize the argument in our context: Due to its location, Southern Oregon University operates at a disadvantage. The fraught history of the state and region, its current racial climate and demographics, and specifically, Ashland's distance from a more diverse, major metropolitan area present a constellation of features that make the university a less attractive option than others for historically underrepresented faculty.

Supply and Demand.

Dr. Daryl G. Smith best characterizes the supply and demand theory offered to explain the lack of academe diversity:

"Within higher education, the stated reason for not diversifying the faculty rests on labor market theories of supply and demand. Citing statistics on the relatively few numbers of persons of color with doctorates in various fields, many assert that there are too few faculty of color available for hire (the supply argument). A corollary of the supply argument is that a bidding war exists that results from the high demand for faculty of color along with the limited supply. In this context, "ordinary" institutions feel they are not comparably rich enough, located well enough, or prestigious enough to attract the few candidates who are in such high demand."¹⁷

¹⁶ "Faculty Diversity and Student Success Go Hand in Hand. So Why are Universities So White?" The Education Trust, December 2022

¹⁷ Smith, Daryl G. The Pipeline for Achieving Faculty Diversity: Debunking the Myths. Association for the Study of Higher Education, Annual Conference Memphis, TN, October 31 - November 3, 1996.

Notwithstanding the frequent use of this well-known argument, “presence of the bidding war paradigm has never been empirically substantiated beyond anecdotal evidence and the obvious movements of well-known scholars.” (Smith) In the instant study conducted by Smith and her colleagues, 296 recipients of the Ford, Mellon, and Spencer Fellowships responded to an invitation sent to 393 aspiring professors holding doctoral degrees. Of the 296 respondents, 26% were African American, 33% were Latino, 4% Asian Pacific Islander, and 3% were Native. Among these historically underrepresented groups, only 11% of them reported being sought out by universities and even fewer among them reported being the subject of bidding wars. Rather, the “difficulties of the job market and the limited number of options is more the pattern than not.”

The reported sentiments about location are not unreasonable ones. Southern Oregon’s history of race-relations is a fraught and contentious one.¹⁸ However, Ashland, while perhaps not as socially progressive as other college towns, is known to be far more progressive than surrounding areas in the Rogue Valley. It is also true that the same features, benefits, and conditions that bring historically well-represented members of the faculty to their campuses are among the features that historically underrepresented faculty consider in choosing a workplace.

In a recent study on the diversification of faculty, researchers posit that institutions overestimate how much impact specific, discrete and time bound hiring efforts can have and underestimate how much time it will take to see significant change. “It’s important to build our understanding on the data and develop realistic, evidence-based plans for change,” said J. Nathan Matias, PhD to Inside Higher Ed.¹⁹ The study also challenges campuses to look beyond the “pipeline-repair model” and toward forging partnership with institutional peers to develop a collective set of expectations and goals for increasing diversity; rather than newsworthy hiring programs. While soliciting fanfare, the researchers imply, such efforts make significant institutional changes in neither appearance nor substance. The strategic vision advocates for meaningful and effective methods of either type.

Whatever diversification method an institution subscribes to, the research is replete with recommendation to attend to the equity implications of established recruitment and hiring policies and practices (e.g., passive vs. active outreach; characteristics of networks and advertising contexts; assessing position requirements and what counts as excellence; assessing perspectives on candidates’ mobility and timeline expectations for how they arrive at academe). In *Diversity’s Promise*, Smith discusses how well we retain faculty as a corollary to the ways in which we recruit. In that regard, attending to institutional climate’s role in how underrepresented faculty experience academe at both the institutional and academe level remains an imperative (e.g., what are underrepresented faculty perceptions, beliefs, experiences on campus and surrounding community; and what are the perceptions and beliefs about underrepresented faculty among well-represented faculty, staff and students and surrounding community).²⁰

¹⁸ The Timeline of Oregon’s Racial and Education History, <https://www.portlandoregon.gov/civic/article/516558> (July 23, 2023).

¹⁹ Faculty Diversification Must Accelerate, Flaherty, Collin. Inside Higher Education December 2, 2022

²⁰ For example, a theme among underrepresented ethnic minoritized and female identifying faculty, which is more pronounced on predominantly white campuses is the degree to which their expertise is challenged by colleagues and students alike. (See “Race Doesn’t Matter But. . .”: The effect of race on professors’ experiences and emotion management in the undergraduate classroom. Harlow, Roxanna *Social Psychology Quarterly* Vol.66 Issue 4 December 2003

Staff & Administration

Lifeblood. Heart. Backbone. The reason students come. The reason students stay. The metaphors and language we use to describe and discuss the role faculty play in college and university programming unmistakably highlights the critical nature of the role-- reasonably so. Without them, we have no academic programming. Conversely, we lack similarly positive words to discuss the critical role staff and administrators play. Consider the metaphors and language we use to describe and discuss these employees: Bloated. Bureaucrat. The obvious disparity lends itself to a conclusion of faculty essentialism and staff and administrator superfluosity; creating and exacerbating a contentious divide, especially in contexts like budgeting and collective bargaining in represented contexts.

Aside from considering our language choices more thoughtfully, we must rightly assess, account for, and meaningfully recognize the vital role staff and administrative employees play in the institution-- in terms of the necessary support they provide in facilitating faculty work, and in terms of their largely, unexamined contribution to the climate we create in the contexts of our aspirations for greater inclusivity. Moreover, a lack of diversity among these employees can serve --fairly or not--as both an internal and external signal about the seriousness with which an institution treats the need for a diverse and inclusive environment. In fact, “[a]n institution’s commitment to diversity might well be understood according to how [underrepresented] staff . . . feel about the institution, the opportunities it offers for professional advancement, and whether staff concerns are considered seriously.”²¹

In the same way we consider and address diversification of faculty, it behooves us to do the same in our consideration of staff and administrator diversity. This vision advocates for similar considerations of the equity implications of established policies, practices, and procedures in recruitment and hiring and in the implications campus and surrounding community climate have for their retention.

Students

Broadening the admissions pipeline by thinking differently about the ways and places in which we recruit are among the first steps to diversifying our student population. Throughout this Strategic Vision we discuss the value of centering the lived experience of the groups we seek to serve/serve better in order to become more effective in helping them gain access, persist, and thrive in and beyond the postsecondary environment.

The university has already entered into data agreements with local school districts. Research suggests that attending to the applicant’s family relationships via push communication (i.e. unsolicited correspondence from university to prospective students) increases the likelihood of future program participation in both pre-enrollment programs and future university enrollment, particularly among historically underrepresented populations. In an Educational Advisory Board (EAB) study of students’ and families’ response to push recruitment communications, the EAB found that African American, Native American, Latinx, and multi-racial identifying respondents

²¹ Diversity’s Promise for Higher Education, Smith, Daryl G. PhD p. 78

replied at higher rates than majority students and those rates drove comparatively higher admit rates.²²

Southern Oregon University enjoys a robust K-12 outreach program. Both Youth Programs and Athletics annually hold camps for students as early as at the sixth-grade level, including identity-centered camps. While we have collected some data on the rate at which these participants go on to complete high school and enroll in post-secondary educational programming, we do not know the rates at which participants choose to apply to and enroll in SOU. Further, our knowledge of the characteristics of our participants beyond their racial and ethnic identity (where relevant to camp participation) is limited by the data we request upon registration. Some active outreach activity to encourage future camp participation occurs in individual programs. However, despite the overlap in the populations they serve, the practice of regularly sharing data in a way that identifies students better data sharing and more consistent communication of programming beyond camp experience stands to increase interest in SOU as an accessible, viable option for continuing education beyond the secondary school experience.

As we attend to recruitment methods designed to grow our student population overall, equal (or arguably greater) must be given to the work of assisting them to persist to degree attainment. The access discussion in this vision provides ample evidence of the barriers to entry, enrollment, and persistence, among a range of demographic lines. We strive to create the best experiences and outcomes for all of them, at every stage, and in all of their interactions with the university. This is a movement from critical mass (mere numbers) to critical engagement (integration). And as is the case for all humans—we feel we belong where we are most engaged. We are most engaged when we experience psychological safety. This vision aims to develop current and new initiatives and systems that will create an environment that is safe enough for all students to exercise bravery in their pursuits—academic, social, and professional.

Alumni & Retirees

Among the obvious effects of a more diverse community of students, staff, and faculty is the potential for a more diverse alumni and retiree community. These populations of educational communities provide some of the most powerful narratives in their stories—both positive and negative. They are forgotten to an institution's peril—by either failing to amplify the value of programming to a broader range of populations; or in signaling to the external world that the absence of diversity among them demonstrates a lack of interest and/or commitment to inclusion. Engaging them in ways that acknowledge and integrate their experiences into the legacy a university is continuously creating is therefore an imperative. Better understanding the alumni and retiree experience across demographics—the career, location, decisions they make post SOU and the role their experience played in those decisions, are the data points that will help us understand the community beyond their experiences here and that can inform our work for future students and employees.

OPERATIONALIZING

Five Year Vision Plan

²² “. . . when it comes to learning about schools they are considering, underserved students and their families are more likely than the general population to find push communications helpful, versus self-serve information sources.” How Recruitment Marketing Helps Underserved Students, EAB, July 22, 2023.

In assessing our advancement of Strategic Direction IV, the Office for EDI administered a campus [climate survey](#) to determine the state of beliefs, perceptions, and experiences of the members of our campus community. As is not uncommon, the disaggregated data demonstrated some level of disparity in the ways in which different groups experience their sense of inclusion on campus as well as in the community, with historically underrepresented groups indicating a lower positive rating along the constructs of campus belonging and welcome. The disparities are reflected in a range of contexts---the classroom, administrative offices, and in some areas within the surrounding community for students; and for faculty and staff, in classroom experience and administrative offices, as well as is in their sense of equity in the administration of benefits and conditions of employment (e.g., compensation, advancement).

While the response rate for students was not as high as desired, it was well within the range of expected and common rates for surveys of this nature. Additionally, the 55% response rate for faculty and staff out-performed expectations.²³ Further data development is required to understand the degree to which perceptions, beliefs, and experiences are a function of conditions rather than gaps in knowledge. Regardless, either adjustments to practice, policy or procedure or filling in gaps of knowledge in communication must occur.

Our campus does a notable number of things well in its efforts to advance Strategic Direction IV and its goals. We have programs that create pathways to teaching careers that are mindful of the diversity of lived experiences that bring professionals to the field. We are one of the most affordable institutions of higher education that actively seeks out students who might not otherwise have access. We acknowledge and integrate the nontraditional ways in which education seekers come to academe and offer a range of credentials to speak to those desires and needs for later career learners, thereby enhancing their opportunities. That itemization is not exhaustive. However, this section of this strategic vision is not for the purpose of highlighting how well we perform; rather, how we can leverage those successes for greater effectiveness in areas where we are not performing as well.

Using an assessment tool developed from our work as participants of the USC Race Equity Institute program for Southern Oregon University leadership, and common methods for assessing inclusion and belonging, we sought to further develop the data. The tool assesses the degree to which our efforts inhibit our advancement toward Strategic Direction IV by asking a series of questions that catalog and identify our assumptions and recommends practices that increase the likelihood of achieving the outcomes we seek.

The Plan

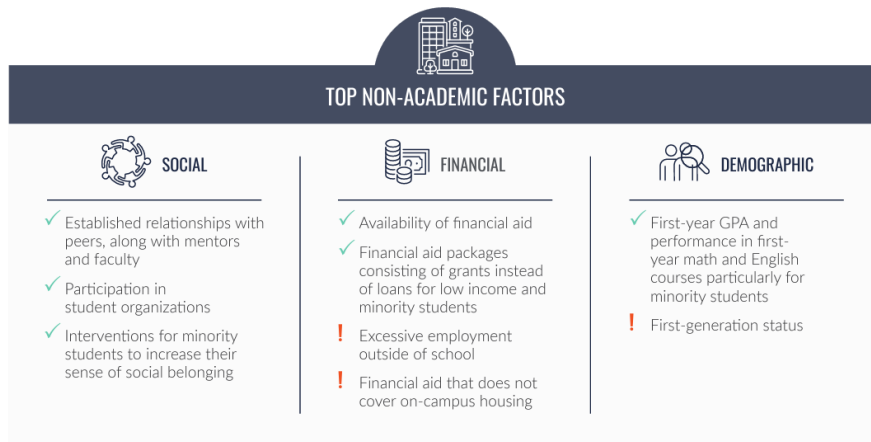
This Strategic plan provides a long-term vision for the future and the potential impact we know the realization of these aspirations can have on our campus, our community, our region, and our nation. It outlines the work planned in accordance with Strategic Direction IV and its accompanying goals as detailed in the SOU Plan. It also tells the story of who we seek to become; a community of learners who know they belong, who are confident that they can persist, and who see themselves flourish.

²³ Readers can find an executive summary of the EDI Campus Climate Survey [here](#).

Areas of Focus

Retention

Students - Support the University's efforts to improve the retention of all students, specifically underserved populations on campus. Create data responsive practices, policies and/or procedures that increase belonging, inclusion, and integration into the community; and coordinate departments with service population overlap to detect service gaps.



Hanover Research

Data Responsive Practices

- Identify barriers in areas prime for improvement:
 - Retention
 - Degree Attainment
 - Engagement
 - Belonging
 - Financial Aid
- Cross-referencing EDI Climate survey results with other campus surveys (e.g., Title IX survey; Withdrawal surveys) to find intersections and commonalities.
- Setting incremental improvement goals from survey to survey
- Measure program effectiveness towards SDIV goals

Faculty & Staff - Explore the challenges and barriers employees face on campus related to job expectations, value, and sense of belonging which impact employment retention on campus. Improve the onboarding process for SOU, development of affinity, network and community building, and continual campus engagement.

Recruitment

Students - Creation of a shared position serving the Offices for Equity, Diversity, & Inclusion, Admissions and Youth Programs. Increasing matriculation of students from Youth Programs

programming; strategic high school recruitment of areas serving underserved populations; Specific attention to Latino/a/x/e serving areas. Specific initiatives focusing on prospective student pipeline.

Faculty & Staff – In collaboration with Human Resources and Division Directors, build a strategic recruitment plan to yield the greatest diversity of applicants; Partner with the Committee for Equity & Diversity to support the outreach and interview process.

Education & Professional Development

Increase knowledge levels and competency and develop a culture of lifelong learning and capacity for communication across differences. Address equity and bias-related grievances, improve experiences across campus and foster ownership of mission among all populations as applied in their working and learning.

Partnership Building

Continue to foster partnership with the Office for Advancement to support, identify, and increase the diversity of the donor base likely to champion future projects. Partner with the Office for Career Connections, Human Resources and the Service Center to identify opportunities for internships, careers, and growing diversity of procurement pipeline.

Lifelong Connections

Develop programming to expand networking possibilities with members from OLLI, and SOU Alumni by identifying shared experiences, career paths and service.

Office Operations

The President, in consultation with Cabinet members, and the Assistant VP will identify a range of options for next steps. The factors the President, the Office for EDI staff, and campus partners will consider in next steps in permanent EDI leadership include personnel capacity in light of prioritized work; SOU Forward (i.e., expected savings vs. actual savings realized), and success of campus efforts under the adjusted, interim operations structure.

The Office for EDI will fill the following positions, which will persist beyond the period of interim operations to permanency:

- Native Nations Liaison (Dual Reporting –Solid line to AVP EDI /Dotted line to President)²⁴
- Faculty Liaison
- Student Employees

In addition to these permanent positions, the Committee for Equity and Diversity (CED), as reconfigured, will continue to support the work of the Office from an elevated level and with greater investment made in its work as resourced by Office for EDI budget allocations.

²⁴ The Native Nations Liaison will have a dotted reporting line to the Office of the President.

Reconfiguring the Committee for Equity & Diversity (CED)

The reconfiguration of CED is currently underway. The committee recently participated in a member retreat to help guide the new vision for the committee. The goal is to have the reconfigured CED in place by February 2024. Additionally, with these new changes, and in close consultation with the President, the AVPEDI will work to revise and publish a new charge for CED. The President will then approve the updated charge and announce finalization of the same to campus.

Strategic Partners

In support of the work of the office for EDI, in addition to EDI professional and student staff, and the CED, the AVPEDI will establish and maintain the following meeting schedule for the purposes of identifying opportunities for more efficient coordination of efforts, seeking input from cabinet colleagues, determining any approvals where necessary, and seeking and providing guidance on related matters. The schedule reflects the regular meeting schedule maintained by the departing Vice President for Equity, Diversity, and Inclusion:

- President
- Cabinet
- Director of Human Resources
- Director of Activities, Belonging, & Engagement



EQUITY, DIVERSITY, & INCLUSION

SOUTHERN OREGON UNIVERSITY

Jonathan Chavez Baez M.A.

Assistant Vice President
for Equity, Diversity, & Inclusion
(Interim)



Operationalizing EDI Vision Plan

Provide a long-term vision for the future and the potential impact we know the realization of these aspirations can have on our campus, our community, our region, and our nation.

Improve and build upon the 5 key focus areas in the next five years. All 5 areas will be developed annually with strategic programming. (ex. HSI Designation Plan, Blueprint 2.0)



Operationalizing EDI Vision Plan

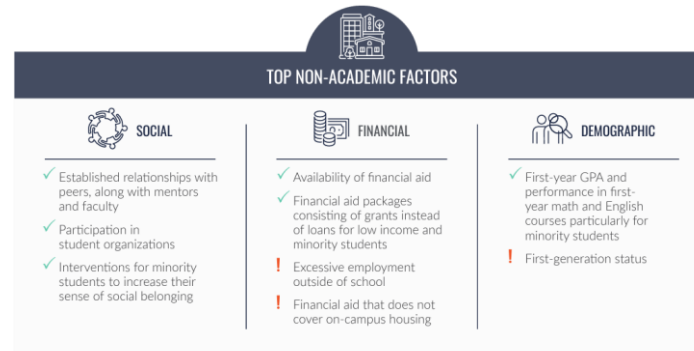
5 Key Areas of Focus

- Retention
- Recruitment
- Education & Professional Development
- Partnership Building
- Lifelong Connections

Operationalizing EDI Vision Plan

5 Key Areas of Focus | Retention (Students)

- Support the University's efforts to improve the retention of all students, specifically underserved populations on campus.
- Create data responsive practices, policies and/or procedures that increase belonging, inclusion, and integration into the community
- Coordinate departments with service population overlap to detect service gaps.





Operationalizing EDI Vision Plan

5 Key Areas of Focus | Retention (Faculty & Staff)

- Explore the challenges and barriers employees face on campus related to job expectations, value, and sense of belonging which impact employment retention on campus.
- Improve the onboarding process for SOU, development of affinity, network and community building, and continual campus engagement.



Operationalizing EDI Vision Plan

5 Key Areas of Focus | Recruitment (Students)

- Creation of a shared position serving the Offices for Equity, Diversity, & Inclusion, Admissions and Youth Programs.
- Increase matriculation of students from Youth Programs programming
- Strategic high school recruitment of areas serving underserved populations
- Specific attention to Latino/a/x/e serving areas. Specific initiatives focusing on prospective student pipeline.



Operationalizing EDI Vision Plan

5 Key Areas of Focus | Recruitment (Faculty & Staff)

- In collaboration with Human Resources and Division Directors, build a strategic recruitment plan to yield the greatest diversity of applicants
- Partner with the Committee for Equity & Diversity to support the outreach and interview process.



Operationalizing EDI Vision Plan

5 Key Areas of Focus | Education & Professional Development

- Increase knowledge levels and competency and develop a culture of lifelong learning and capacity for communication across differences.
- Address equity and bias-related grievances, improve experiences across campus and foster ownership of mission among all populations as applied in their working and learning.



Operationalizing EDI Vision Plan

5 Key Areas of Focus | Partnership Building

- Continue to foster partnership with the Office for Advancement to support, identify, and increase the diversity of the donor base likely to champion future projects.
- Partner with the Office for Career Connections, Human Resources and the Service Center to identify opportunities for internships, careers, and growing diversity of procurement pipeline.



Operationalizing EDI Vision Plan

5 Key Areas of Focus | Lifelong Connections

- Develop programming to expand networking possibilities with members from OLLI, and SOU Alumni by identifying shared experiences, career paths and service.



2024 EDI Goals

- HSI Taskforce & Timeline
- Launch Strategic Programming (Key Focus Areas)
 - Retention
 - Achievement Gap
 - Engagement & Belonging
 - Financial Aid
- CED Reconfiguration
- MOU with Oregon Tribes



Questions?

University Advancement Report

President's Report



CELEBRATING 152 YEARS

**PRESIDENT'S REPORT
TO THE BOARD OF TRUSTEES**

President Rick Bailey

January 2024

SO | Southern OREGON
U | UNIVERSITY

2023-2024 GOALS – PROGRESS UPDATE

Transformation

- **Promote Justice, Equity, Diversity and Inclusion on Campus and Throughout the Region**
 - Native Nations Liaison Search / Achievement Gap Analysis / DEI Structure (Sharing Governance Partners) / Tribal MOU Progress / HSI Goals / Crisis in the Middle East
- **Provide Leadership for Student Enrollment, Support and Success**
 - Enrollment & Retention Goals/ 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

STRATEGIC PLAN TIMELINE



2025-2026 TIMELINE

- Inflection Point – for Everything
- Post Pandemic Picture
- Fiscal Model Stabilization
- Enrollment and Retention Roadmap

EXECUTIVE TEAM UPDATES

EXECUTIVE TEAM UPDATES

- **Provost and VP for Academic and Student Affairs**
- **Vice President for Finance and Administration**
- **Equity Diversity and Inclusion**
- **General Counsel Portfolio**

FISCAL STABILITY AND GROWTH



FOR THE LONG TERM...

- **Cost management** – Workload / Morale / Accountability / Process Improvement
- **Reimagine grants infrastructure** – Hiring Updates!
- **Philanthropy** – Continuing to Shine
- **Revenue diversification** – Updates on Next Slides

REVENUE DIVERSIFICATION IDEAS (IN ORDER OF PROGRESS TO DATE)

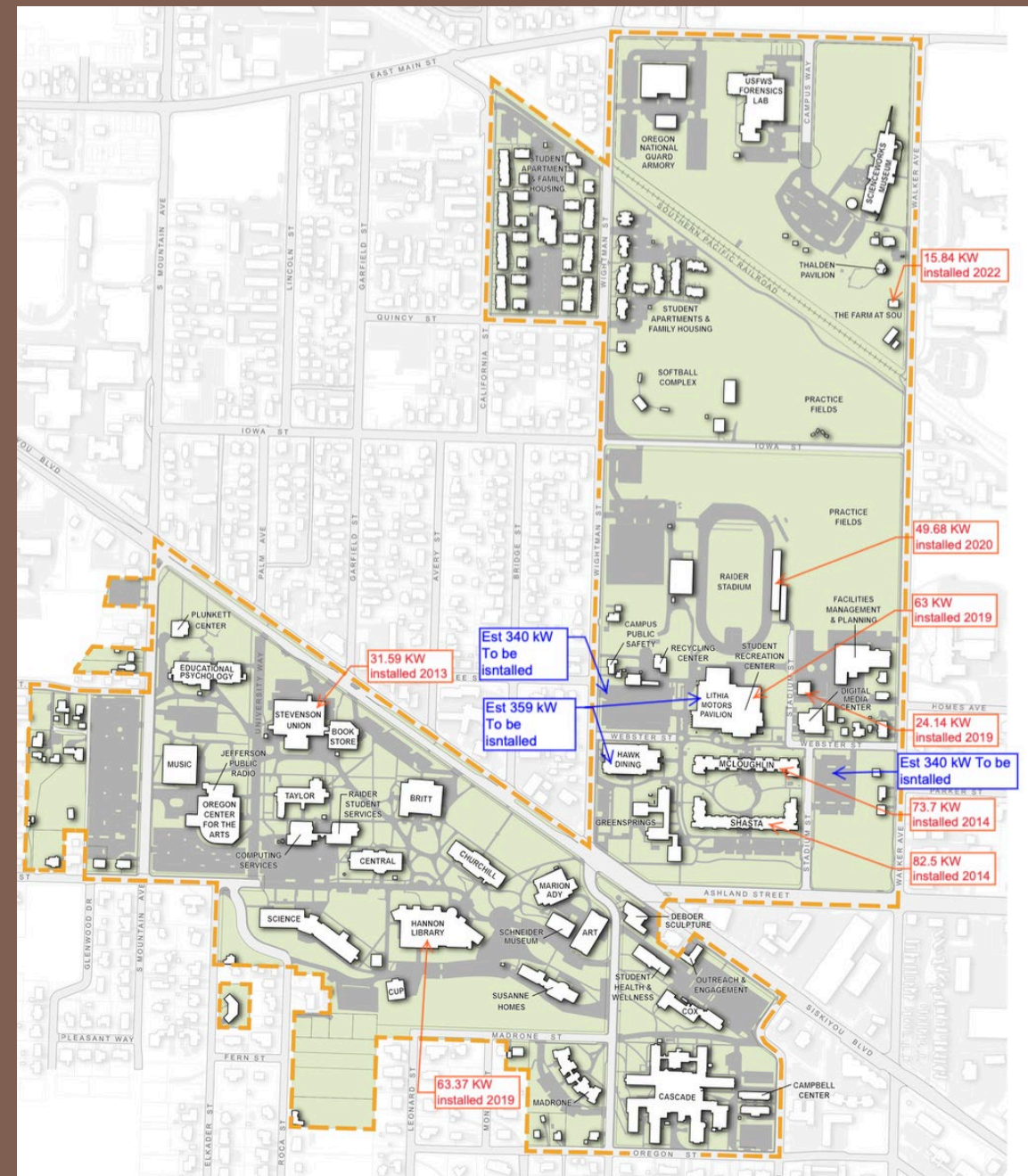
SOLAR ENERGY TRANSFORMATION



GOAL

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

SOLAR ENERGY TRANSFORMATION



CASCADE HOUSING PROJECT

GOAL

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

UNIVERSITY DISTRICT

GOAL

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

ENGAGEMENT

STRATEGIC ENGAGEMENTS SINCE LAST BOARD MEETING (OCT 2023)

- Medford Chamber Forum
- Technical and Regional University Presidents
- State Senator Jeff Golden
- Oregon Council of Presidents
- Ashland City Council / City Manager
- Guanajuato Family Contingent
- Northwest Commission on Colleges and Univs
- Oregon Shakespeare Festival Leadership
- Rogue Community College
- KOBI NBC TV
- Rogue Valley Times
- Higher Education Coordinating Commission
- Oregon State Senate President Rob Wagner
- Oregon Writing Project
- Southern Oregon Historical Society
- Oregon Business Leadership Summit
- Cascade and Frontier Athletic Conference Presidents
- Ashland, Medford, Central Point, Phoenix-Talent School Superintendents
- S.O. Regional Economic Development Inc
- Juntos en Familia
- Innovation Jam 2023
- Osher Lifelong Learning Institute
- Jackson County Commissioners



QUESTIONS AND DIALOGUE

Thank You!

External Audit Update

Accreditation Update

Commendations

- Commendation 1: The peer evaluation team commends the work of the General Education Task Force in the planning and development of the new General Education model, which is innovative, thoughtful, and student-centered.
- Commendation 2: The peer evaluation team commends the university for prioritizing student access and success amidst the pandemic, wildfires, financial constraints, and other challenges.
- Commendation 3: The peer evaluation team commends SOU's faculty and staff for their resiliency and commitment to the institution and its students.
- Commendation 4: The peer evaluation team commends President Bailey for taking bold, transparent action to address financial health and management.

Recommendations (each recommendation must reference one or more standards)

- Recommendation 1: The peer evaluation team recommends that the institution demonstrate a continuous process to assess institutional effectiveness, including student learning, student achievement, and support services by creating an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement. (1.B.1)
- Recommendation 2: The peer evaluation team recommends that the institution set and articulate 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. (1.B.2)
- Recommendation 3: The peer evaluation team recommends that the university benchmark their disaggregated student achievement indicators against student achievement indicators from regional and national peer institutions. (1.D.2)

- Recommendation 4: The peer evaluation team recommends that the university use their benchmarked student achievement indicators to inform the creation of student achievement goals for the institution and to pursue continuous improvement efforts in planning, decision making, 19 and allocation of resources to mitigate perceived gaps in achievement and equity. (1.D.3. and 1.D.4)
- Recommendation 5: The peer evaluation team recommends the university fully demonstrate that the results of its assessment efforts are systematically used to inform academic and learning-support planning practices to continuously improve student learning outcomes and student support services. (1.C.5 & 1.C.7)
- Recommendation 6: The peer evaluation team recommends that the institution publishes in the catalog, or provides in a manner available to students and other stakeholders, expected student learning outcomes. (1.C.3 & 2.G.2)
- Recommendation 7: The peer evaluation team recommends that the institution creates a Regular and Substantive Interaction policy to maintain effective learning environments with appropriate programs and services to support student learning and success. (2.G.1)

Core Information System Replacement Project Update



Introduction. CISR update through January 5, 2024. Information may change by the time of the board meetings.

I do have updated information as of close of business today, so thank you for understanding how dynamic this project is.

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

	September	October	November	December	January 2024
E2E Testing	Complete				
Parallel Payroll 1		Complete			
Parallel Payroll 2			Complete		
Deploy			Soft launch Dec. 18 - Complete		Full Go-Live 01/02/24

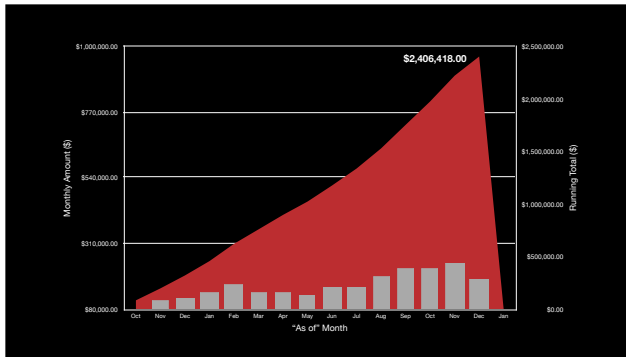
- The current status of the project is good. The team is keeping pace with the timeline.
- We soft-launched time tracking for hourly employees successfully on December 18th.
- We launched the full product to campus on January 2, 2024.
- The team is tired, but they made it!

Phase 1: Parallel Payroll Testing

2 Payroll Runs

99% Accuracy

- Parallel payroll testing began on October 9th with Alchemy lead on site with payroll team.
- Two runs were 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.
- **SOU hit 99% accuracy at the end of the second run of testing!**



You can see that in Aug - Love spending increased. This is due to the intensity of E2E testing. It should relax a bit now, as the Alchemy involvement is lower this month. We've spent \$2,406,418.00. The originally budgeted amount **before the extension** was \$2,489,000.

$$\begin{array}{r}
 \$2,489,000.00 \\
 - \$2,406,418.00 \\
 \hline
 \$82,582.00
 \end{array}$$

$$\frac{\$2,406,418.00}{\$2,489,000.00} = 97\%$$

So....we have just under \$100K left or about 3% of the pre-determined budget remaining. This is even with the extension and the addition of several extra modules. We do have one more invoice to hit, and we will therefore go slightly over; however, this is a result of also adding some extra modules that we chose to add (Workday Projects, Workday Docs) plus the timeline extension.

Phase 2: Student - Pre-Planning

3 Months

3/24 Kickoff

- Pre-planning for Student has begun.
- Project team membership assignments have been made.
- Critical path resources are being identified ahead of time.
- Backfill considerations will be made.
- Training is being made available early for all team members.
- We are doing everything we can to take our lessons learned from the first phase and apply them to the Student phase to alleviate the pressure on our colleagues and to keep the project moving at an appropriate velocity.

Budget Update

Periodic Management Report



As of December 31, 2024
Fiscal Year Ending June 30, 2024

	Year-to-Date		% Change compared to last year	Budget
	Prior YTD Actual	Current YTD Actual		FY2024 Initial Budget
(in thousands except enrollment)				
Education & General				
State General Fund	\$ 16,183	\$ 17,712	9%	\$ 29,157
Tuition & Resource Fees, net of Remissions	23,033	23,424	2%	35,013
Other	1,329	1,651	24%	3,675
Total Revenues	<u>\$ 40,545</u>	<u>\$ 42,787</u>		<u>\$ 67,846</u>
Personnel Services	\$ 23,665	\$ 23,764	0%	\$ 54,272
Supplies & Services & Capital Outlay	6,781	8,483	25%	13,660
Total Expenditures	<u>\$ 30,446</u>	<u>\$ 32,247</u>	6%	<u>\$ 67,933</u>
Net from Operations	<u>\$ 10,099</u>	<u>\$ 10,540</u>	4%	<u>\$ (87)</u>
Net Transfers In (Out)	1,940	(1,533)		57
Change in Fund Balance	\$ 12,039	\$ 9,007	-25%	\$ (30)
Beginning Fund Balance	7,113	5,554	-22%	5,554
Ending Fund Balance	<u>\$ 19,152</u>	<u>\$ 14,561</u>	-24%	<u>\$ 5,524</u>
Ending FB as a % Operating Revenues	47.2%	34.0%		8.1%
All Auxiliaries (Including North Campus Village)				
Enrollment Fees	\$ 3,608	\$ 3,775	5%	\$ 5,195
Sales & Services	7,243	7,259	0%	11,502
Other	2,723	3,258	20%	4,280
Total Revenues	<u>\$ 13,574</u>	<u>\$ 14,292</u>	5%	<u>\$ 20,977</u>
Personnel Services	\$ 3,677	\$ 3,454	-6%	\$ 8,036
Supplies & Services & Capital Outlay	2,983	(698)	-123%	13,863
Total Expenditures	<u>\$ 6,660</u>	<u>\$ 2,756</u>		<u>\$ 21,899</u>
Net from Operations	<u>\$ 6,914</u>	<u>\$ 11,536</u>		<u>\$ (922)</u>
Net Transfers In (Out)	1,125	1,190		(925)
Change in Unrestricted Net Assets	\$ 7,564	\$ 11,725		\$ (1,847)
Beginning Fund Balance Available for Operations	6,877	3,728		3,728
Ending Fund Balance Available for Operations	<u>\$ 14,440</u>	<u>\$ 15,454</u>		<u>\$ 1,882</u>
Ending FB as a % Operating Revenues	106.4%	108.1%		9.0%

Periodic Management Report



	Year-to-Date			Budget
	Prior YTD	Current YTD	% Change compared to last year	FY2024 Initial Budget
(in thousands except enrollment)	Actual	Actual		

Designated Operations

Enrollment Fees	\$ 814	\$ 628	-23%	\$ 1,159
Sales & Services	1,711	1,260	-26%	2,787
Other	98	133	36%	536
Total Revenues	\$ 2,623	\$ 2,021	-23%	\$ 4,482
Personnel Services	\$ 1,213	\$ 1,389	15%	\$ 2,986
Supplies & Services & Capital Outlay	1,034	953	-8%	1,977
Total Expenditures	\$ 2,247	\$ 2,342	4%	\$ 4,963
Net from Operations	\$ 376	\$ (322)		\$ (481)
Net Transfers In (Out)	240	236		435
Change in Unrestricted Net Assets	\$ 566	\$ (129)		\$ (46)
Beginning Fund Balance Available for Operations	367	1,021		1,021
Ending Fund Balance Available for Operations	<u>\$ 933</u>	<u>\$ 892</u>		<u>\$ 975</u>
Ending FB as a % Operating Revenues	35.6%	44.2%		21.8%

All Service Centers

Enrollment Fees	\$ -	\$ -		\$ -
Sales & Services	45	17	-61%	96
Other	458	414	-10%	1,269
Total Revenues	\$ 503	\$ 431		\$ 1,365
Personnel Services	\$ 368	\$ 373	1%	\$ 816
Supplies & Services & Capital Outlay	178	183	2%	445
Total Expenditures	\$ 546	\$ 556		\$ 1,261
Net from Operations	\$ (43)	\$ (125)		\$ 104
Net Transfers In (Out)	0	0		0
Change in Unrestricted Net Assets	\$ (73)	\$ (183)		\$ 104
Beginning Fund Balance Available for Operations	302	335		335
Ending Fund Balance Available for Operations	<u>\$ 229</u>	<u>\$ 152</u>		<u>\$ 439</u>
Ending FB as a % Operating Revenues	45.5%	35.3%		32.2%

Attached are the financial statements showing preliminary 2023/24 results through December 2023. The following analysis provides information on the University E&G operations compared to the same period last year.

Revenues:

Compared to the same period last year, the University concluded September with the following changes in overall revenues.

- State Appropriations revenue increased by \$1.5 million due to one-time Sustainability appropriations received in Q1 and Q2.
- Tuition and fees revenue increased by \$0.5 million compared to the same time period in fiscal year 2023 due to increases in enrollment and tuition. Specifically, increases in Residential undergraduate, WUE and residential graduate differential. This increase is offset by an increase in fee remissions which are at 5% higher than at the same time last year.
- Other student fees and revenue have decreased 391K or 1.7% compared to the same period last year. Primary due to Matriculation fees and online course delivery fee due to a timing difference and revenues that were not deferred to FY24.

Expenses:

|

Compared to the same time period in fiscal year 2023, Education and General expenditures have increased by 6% about \$1.8 million. Specifically:

- Personal Services have increased by \$0.1million. This is mainly due to unclassified salary and wages small increase of 73K. student pay increase 50k or 9%, and offset by classified salaries that had had no significant change from prior fiscal year.
- OPE has increased 178K from prior year same period mainly due to increases in retirement contributions and medical benefit increases.
- Services and Supplies have increased by:
 - Communication expense 17K due to the timing difference for postage payments. Last year they were made in November.
 - Electricity 92K or 27.38%
 - Maintenance and repair 445K or 27% mainly due building repairs and software maintenance contract costs attributed to inflation and contract renewals.
 - Rental and leases 221K or 34% due to software lease costs increases for EAB contract
 - Other Professional services 560K or 146% due to the Academic Partnership timing difference. In FY23 includes only fall, FY24 includes Fall and Summer 2023 classes.
 - Other expenses included loss in investment market value of 680K
 - Insurance and Liability 41K or 14%

AGENDA/Roadmap

- Revenue Forecast
- Discovery Analysis
- Process Improvement & Refinement
- Pro forma review
 - Revenues
 - Labor
 - S&S
 - Transfers
 - Fund Balance

Revenue Forecast

UPDATE ON STATE FUNDING

- TRU + PSU Special Allocation
 - Second Tranche expectations
 - HECC special meeting 1/19/2024
- Benefits Navigator funding & expense removed from E&G
- HECC 'True-up' and SSCM update November 2023
 - FY24 SSCM final resulted in -\$162,733 from July HECC projection
 - FY25 SSCM projection updated per 49/51 rule; reduced by -\$169,375

UPDATE ON E&G PROJECTIONS

- SOU Forward update

Discovery Through Variance Analysis

- Pro forma estimates were not matching the actual revenues as recorded after Fall '23 completion
 - Winter '24 SCH reported by IR on 1/11/24 was lower than projected on the SCH model
- Analysis revealed that OLLI and TRNG rate codes were transmitted as standard UG Res rate (\$215/sch) in the main data set the pro forma uses to create projections
 - We receive \$0 tuition revenue from those students
- FY 24 (current budget year) over-projected revenue by \$847,457
- FY 25 over-projected revenue by \$926,256

UG Res Tuition Impact AY23 - 25

<u>Term Code</u>	<u>Amount</u>	<u>Term Year</u>
202301	\$ (290,035)	Fall 23
202302	\$ (288,737)	Winter 24
202303	\$ (284,693)	Spring 24
202304	\$ (8,992)	Summer 24
FY24:	\$ (872,457)	
202401	\$ (296,862)	Fall 24
202402	\$ (317,980)	Winter 25
202403	\$ (302,107)	Spring 25
202404	\$ (9,306)	Summer 25
FY25:	\$ (926,256)	

Notes:

- Tuition estimate for FY25 assume 4.99% rate increase
- The problem continues to compound into the future...

Refinement Efforts

Efforts Underway:

- Validation of data into budget models
 - “Data Summit”
- Pro forma formulas validated and updated quarterly
- Institutional Budget Committee (IBC) started
- Enhanced Periodic Management Report (PMR)

Forthcoming:

- External review kicked-off Jan. 16th
- Update to enrollment reporting to better distinguish non-admitted student types
 - Example: OLLI & Staff Training
- “Trip-wire” development in process in Workday
- Resilient process improvement with new VPFA

E&G Revenues

	2021-23 Biennium	2023-25 Biennium			2025-27 Biennium	
	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)	27,001	28,157	27,879	29,002	30,158	31,373
Tuition	33,178	34,711	33,554	35,218	36,458	37,987
Fees	4,254	4,157	3,819	4,367	4,444	4,670
Raider Aid (remissions)	(4,002)	(4,055)	(4,333)	(4,114)	(4,259)	(4,438)
<i>Oth tuition & fee adjustments</i>		200	200	200		
Tuition, net of Raider Aid	33,430	35,013	33,239	35,670	36,643	38,219
<i>Growth Opportunities</i>						
<i>Non-Recurring 1-Time Revenue</i>		1,000	1,000	1,000	1,000	
Misc. Other Revenue	3,933	3,675	4,061	3,857	3,993	4,161
TOTAL REVENUES	64,364	67,846	66,180	69,530	71,794	73,753

REVENUE PROJECTIONS & OBSERVATIONS

- Analysis resulted in update to tuition & fee revenue projections
- Remissions: \$200k planned reduction to remissions via lotto forthcoming
 - \$200k continued lotto offset to remissions in FY25
- TRU + PSU
 - 1st tranche realized for FY24
 - 2nd tranche estimates added for FY25 & FY26

E&G Labor

	2021-23 Biennium	2023-25 Biennium			2025-27 Biennium	
	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)
<u>Personnel Services</u>						
Faculty	(14,626)	(14,539)	(14,524)	(14,048)	(14,334)	(14,757)
Unclassified Staff	(10,229)	(10,174)	(10,079)	(9,815)	(9,780)	(10,002)
Classified Staff	(6,845)	(7,335)	(6,989)	(7,024)	(7,198)	(7,409)
Students, GA's, etc	(1,365)	(1,787)	(1,411)	(1,654)	(1,638)	(1,705)
Salaries Sub-total	(33,065)	(33,835)	(33,003)	(32,541)	(32,950)	(33,873)
PERS & ORP (Retirement Pgms)	(7,890)	(8,323)	(7,993)	(8,408)	(8,513)	(8,752)
PEBB (Healthcare)	(7,907)	(8,651)	(8,157)	(8,584)	(9,013)	(9,464)
Other (FICA, SAIF, OPL, etc.)	(2,683)	(3,423)	(3,028)	(3,292)	(3,333)	(3,426)
OPE Sub-total	(18,480)	(20,397)	(19,178)	(20,283)	(20,859)	(21,642)
<i>Vacancy Adj.</i>		250				
<i>Other Adj. to Labor</i>		(260)				
Net Personnel Services	(51,545)	(54,241)	(52,181)	(52,825)	(53,810)	(55,514)

LABOR PROJECTIONS & OBSERVATIONS

- Faculty – tracking as anticipated
- Unclassified COLA planning
- Classified salary projection
 - Still in FY24 budget (blue column, yellow cell) at DAS level
 - FY24 projection (green column) will be updated when settled
- Student labor projection continues to show flat compared to last FY
- OPE Estimates showing significant savings from budget
 - PEBB cost projections for FY25 and onward have been re-baselined

Supplies & Services

	2021-23 Biennium	2023-25 Biennium			2025-27 Biennium	
	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)
S&S Expenses	(12,821)	(12,292)	(12,952)	(12,568)	(12,851)	(13,140)
AP Program Share (AP)	(1,104)	(1,128)	(1,156)	(1,085)	(1,065)	(1,064)
Capital Expenses (CapEx)	(99)	(240)	(143)	(246)	(251)	(257)
<i>Program Investment</i>						
<i>S&S Adjustments</i>						
Total S&S, CapEx, AP	(14,024)	(13,660)	(14,251)	(13,899)	(14,168)	(14,461)
1x Cost Reductions, Savings, Outside Support				As Modeled	As Modeled	As Modeled
Recurring S&S Cuts				0	0	750
<i>Personnel and S&S before Transfers</i>	(65,569)	(67,901)	(66,432)	(66,724)	(67,977)	(69,225)

SUPPLIES & SERVICES (S&S) PROJECTIONS & OBSERVATIONS

- S&S Full fiscal year projections are currently exceeding budget
 - Some unexpected increases include:
 - Title IV & Clery outsourcing
 - Building Repairs
 - Capital Expense projections downgraded slightly

Transfers

	2021-23 Biennium	2023-25 Biennium			2025-27 Biennium	
	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)
Budgeted Transfers (In & Out) <i>Transfers Adjustments</i>	(3,304)	(2,822)	(2,822)	(2,748)	(2,800)	(2,888)
Transfers Net (excluding relief funds)	(3,304)	(2,822)	(2,822)			
Federal Relief Funds Transferred to E&G	3,312	2,879	2,879			
Transfers Net (In & Out of E&G)	8	57	57	(2,748)	(2,800)	(2,888)

TRANSFERS PROJECTIONS & OBSERVATIONS

- No Changes from last update
- Reminder:
 - 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

	2021-23 Biennium	2023-25 Biennium			2025-27 Biennium	
	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)
Change in Fund Balance	(1,197)	1	(195)	57	1,017	1,640
Beginning Fund Balance	6,886	5,883	5,689	5,494	5,551	6,568
Ending Fund Balance	5,689	5,884	5,494	5,551	6,568	8,207
% Operating Revenues	8.84%	8.67%	8.30%	7.98%	9.15%	11.13%
Gross Tuition Contribution Ratio	50.6%	51.2%	50.6%	50.7%	51.5%	52.7%
Net Tuition Dependency Ratio	51.9%	51.6%	50.2%	51.3%	51.0%	51.8%
Days of Operations	30.15	30.37	28.95	29.16	33.87	41.54
Months of Operations	1.00	1.01	0.97	0.97	1.13	1.38

FUND BALANCE PROJECTIONS & OBSERVATIONS

- Current fund balance projection declined from October analysis
- Continued monitoring to achieve $R \geq C$

****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 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)	27,001	28,157	27,879	29,002	30,158	31,373
Tuition	33,178	34,711	33,554	35,218	36,458	37,987
Fees	4,254	4,157	3,819	4,367	4,444	4,670
Raider Aid (reimissions)	(4,002)	(4,055)	(4,333)	(4,114)	(4,259)	(4,438)
<i>Oth tuition & fee adjustments</i>		200	200	200		
Tuition, net of Raider Aid	33,430	35,013	33,239	35,670	36,643	38,219
<i>Growth Opportunities</i>						
<i>Non-Recurring 1-Time Revenue</i>		1,000	1,000	1,000	1,000	
Misc. Other Revenue	3,933	3,675	4,061	3,857	3,993	4,161
TOTAL REVENUES	64,364	67,846	66,180	69,530	71,794	73,753
EXPENSES & TRANSFERS						
<i>Personnel Services</i>						
Faculty	(14,626)	(14,539)	(14,524)	(14,048)	(14,334)	(14,757)
Unclassified Staff	(10,229)	(10,174)	(10,079)	(9,815)	(9,780)	(10,002)
Classified Staff	(6,845)	(7,335)	(6,989)	(7,024)	(7,198)	(7,409)
Students, GA's, etc	(1,365)	(1,787)	(1,411)	(1,654)	(1,638)	(1,705)
Salaries Sub-total	(33,065)	(33,835)	(33,003)	(32,541)	(32,950)	(33,873)
PERS & ORP (Retirement Pgms)	(7,890)	(8,323)	(7,993)	(8,408)	(8,513)	(8,752)
PEBB (Healthcare)	(7,907)	(8,651)	(8,157)	(8,584)	(9,013)	(9,464)
Other (FICA, SAIF, OPL, etc.)	(2,683)	(3,423)	(3,028)	(3,292)	(3,333)	(3,426)
OPE Sub-total	(18,480)	(20,397)	(19,178)	(20,283)	(20,859)	(21,642)
<i>Vacancy Adj.</i>		250				
<i>Other Adj. to Labor</i>		(260)				
Net Personnel Services	(51,545)	(54,241)	(52,181)	(52,825)	(53,810)	(55,514)
<i>Supplies & Services (S&S)</i>						
S&S Expenses	(12,821)	(12,292)	(12,952)	(12,568)	(12,851)	(13,140)
AP Program Share (AP)	(1,104)	(1,128)	(1,156)	(1,085)	(1,065)	(1,064)
Capital Expenses (CapEx)	(99)	(240)	(143)	(246)	(251)	(257)
<i>Program Investment</i>						
<i>S&S Adjustments</i>						
Total S&S, CapEx, AP	(14,024)	(13,660)	(14,251)	(13,899)	(14,168)	(14,461)
1x Cost Reductions, Savings, Outside Support				As Modeled	As Modeled	As Modeled
Recurring S&S Cuts				0	0	750
<i>Personnel and S&S before Transfers</i>	(65,569)	(67,901)	(66,432)	(66,724)	(67,977)	(69,225)
Net from Operations Before Transfers	(1,205)	(56)	(252)	2,806	3,817	4,528
Budgeted Transfers (In & Out)	(3,304)	(2,822)	(2,822)	(2,748)	(2,800)	(2,888)
<i>Transfers Adjustments</i>						
Transfers Net (excluding relief funds)	(3,304)	(2,822)	(2,822)			
Federal Relief Funds Transferred to E&G	3,312	2,879	2,879			
Transfers Net (In & Out of E&G)	8	57	57	(2,748)	(2,800)	(2,888)
TOTAL EXPENSES & TRANSFERS	(65,561)	(67,845)	(66,375)	(69,472)	(70,777)	(72,114)
TOTAL EXPENSES (excluding Federal Relief)	(68,865)	(70,667)	(69,197)			
FUND BALANCE						
Change in Fund Balance	(1,197)	1	(195)	57	1,017	1,640
Beginning Fund Balance	6,886	5,883	5,689	5,494	5,551	6,568
Ending Fund Balance	5,689	5,884	5,494	5,551	6,568	8,207
% Operating Revenues	8.84%	8.67%	8.30%	7.98%	9.15%	11.13%
Gross Tuition Contribution Ratio	50.6%	51.2%	50.6%	50.7%	51.5%	52.7%
Net Tuition Dependency Ratio	51.9%	51.6%	50.2%	51.3%	51.0%	92.8%
Days of Operations	30.15	30.37	28.95	29.16	33.87	41.54
Months of Operations	1.00	1.01	0.97	0.97	1.13	1.38

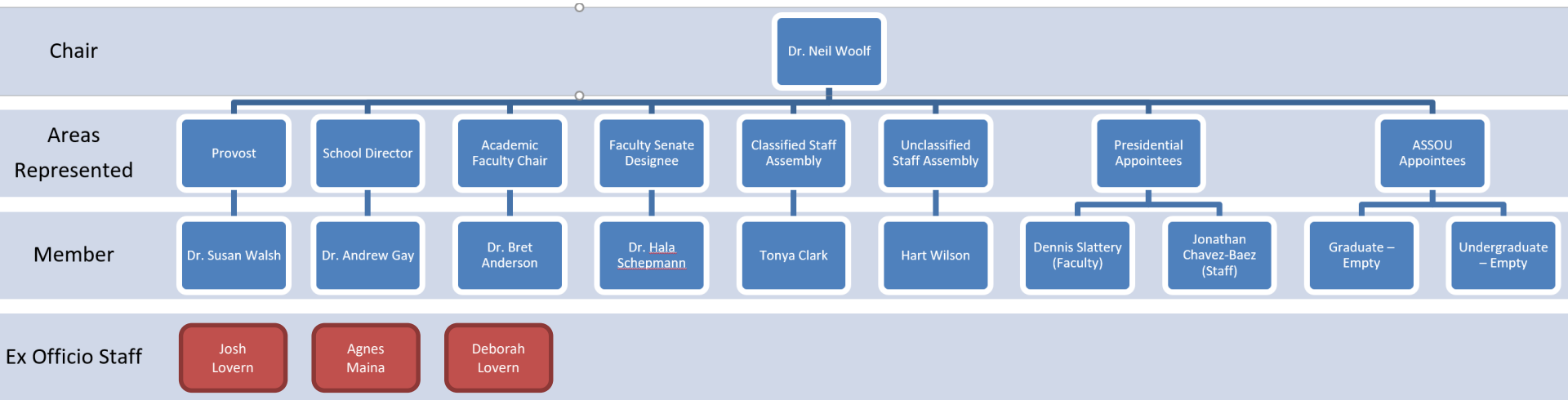


FY 25 Budget Committee and Process

Institutional Budget Committee: President's Charge

- Review and advise the president on the creation of an annual budget in a multi-year planning context
- Maintain a highly transparent, informative and participatory budgeting process
- Integrate campus strategic planning with the budgeting process
- Analyze the budget context (e.g., state funding, environmental factors, etc.) and its impact on the institution

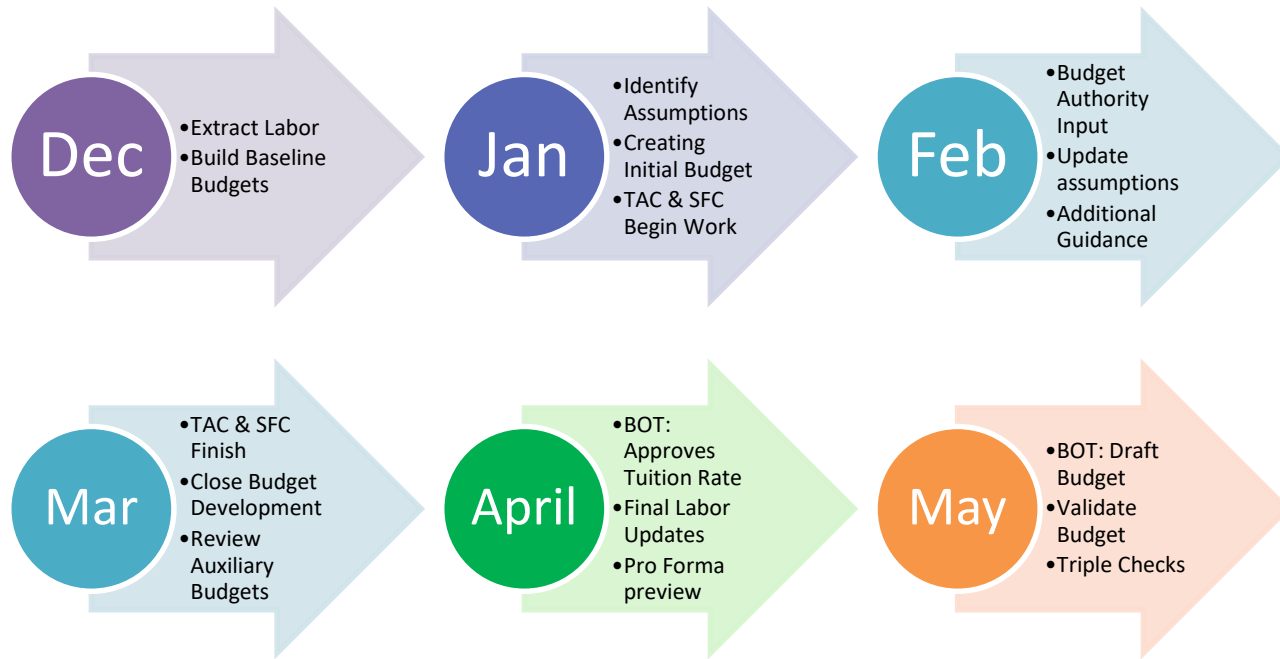
Committee Membership



Committee Update

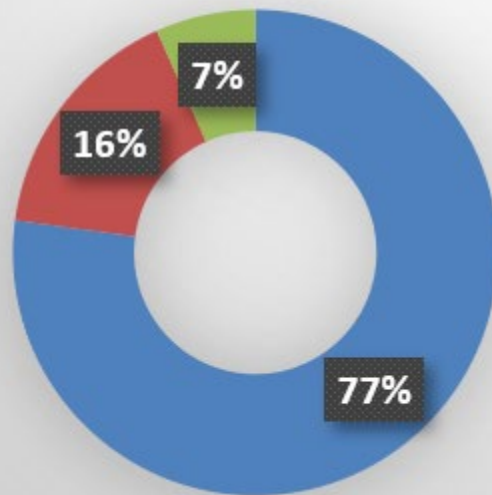
- Immediate training will include:
 - Revenues:
 - Student Success & Completion Model (SSCM)
 - Tuition setting process, SCH modeling
 - Other revenues
 - Expenses:
 - Labor projections
 - Other Personnel Expenses (OPE)
 - S&S
 - Transfer Expenses
 - E&G Support
 - Planning assumptions

Budget Development Schedule



Board-Adopted Budgets

Relative %'s of FY 2024 Board Adopted Budgets



■ E&G - \$67,844,298

■ Auxiliaries - \$14,256,140

■ Des-Ops & Svc Ctrs - \$5,857,608

Capital Projects Prioritization (Action)

2025-2027 Capital Prioritization

- SOU's prioritization of capital projects is unchanged
- 2025-2027 project request due April 2024
- SOU intends to resubmit Creative Industries for funding
- Project's estimated budget is unchanged from previous submission \$43M.

2025-2027 Capital Prioritization

(these will look familiar!)

Priority	Project	Estimated Cost	Funding	Remarks
1	Creative Industries Center and Digital Media Conversion	\$43M (Contains healthy escalation contingency)	\$41M XI-Q \$2M SOU matching funds	OCA and DMC synergy... Great recruiting! DMC=> wrestling (corrects Title IX)
2	Central Hall Phase 4 (Top Level)	\$6M	Short Session?	SOU has committed CIR \$ to Phase 3
3	Stevenson Union Mechanical Repairs	\$12M	\$6M XI-G \$6M XI-F	HVAC at end of useful life
4	Affordable Housing (Greensprings)	\$25M	\$25M XI-F or P3	P3 opportunity (admin, lodging, conference programs)
5	Business Sustainability Center at The Farm (old farm house)	\$2.5M	\$2.4M XI-Q \$.1M Gifts	BCE, STEM & Sustainability programs

Expenditure Authorization: Design Services Contract and SOU Softball Project (Action)



IOWA ST.

PRESS BOX

ACCESS GATE

BLEACHERS

BLEACHERS

ENTRY

RESTROOMS / STORAGE

STADIUM PLAZA

HOME DUGOUT / TRAINING

VISITORS DUGOUT

CONCESSION / TICKETS

BULLPEN #1

BULLPEN #3

BULLPEN #2

FAMILY VIEWING AREA

NEW TURF FIELD



SCOREBOARD

BATTING CAGES / DRIVING RANGE

AUXILIARY STAFF PARKING







SOU Softball Complex

- Project cost
 - \$305,000 in design services
 - \$2.5-\$3.7 Million
- Funding source
 - Fundraised
 - Currently \$1 Million pledged
- Timeline
 - Architect (KSW) selected Dec. 20
 - Architectural schematic design plans expected by February 28
 - Begin Land use application Feb. 1
 - RFP issue for construction manager general contractor (CMGC), by Feb 15
 - CMGC onboard March 1
 - Phasing begins June 1 – Completed project by February 2025

**Southern Oregon University
Board of Trustees**

RESOLUTION

**Expenditure Authorization for Design Services Contract and Conditional
Approval of SOU Softball Complex**

Whereas, the Athletics programs at Southern Oregon University (SOU) are deemed be advantageous to the academic environment, cultural and physical development of the students, and the recruitment and retention of students at SOU;

Whereas, the university's Athletics program seeks to provide facilities and resources for its student-athletes and coaches to achieve success;

Whereas, the university seeks to create a new Softball Complex facility for the primary use of the University's softball and sports teams, the capital project for which will be supported by private philanthropy with no material impact on the University's operating or capital projects budgets;

Whereas, following a competitive request for proposals process, the university wishes to award a contract for the exploratory design services for a proposed SOU Softball Complex valued at \$305,000;

Whereas, following the university's policies and procedures, the university seeks approval to complete the SOU Softball Complex capital project at an estimated cost of \$2,400,000 to \$3,700,000;

Whereas, the Board of Trustees of Southern Oregon University retains sole authority for the approval of a capital project budget that is anticipated to exceed \$500,000 when restricted bond funds, restricted public grant funds, or restricted gift funds have not been secured for the entire cost of the project;

Whereas, the Board retains sole authority for gifts to the University that create obligations on the part of the University for which there is no established funding source and for gifts with a value exceeding \$1,000,000 which involve the construction of facilities not previously approved; and

Whereas, the Finance and Administration Committee has referred this matter to the Board of Trustees recommending approval; Now, therefore, the Board of Trustees of Southern Oregon University approves the following:

1. Resolved, the Board of Trustees authorizes the expenditure for a design services contract for the proposed SOU Softball Complex in the amount of \$305, 000. The source of funds for this contract shall be philanthropic gift funds, which have been secured;
2. Resolved, the Board of Trustees provides a conditional approval to complete this capital project with a budget not to exceed \$3,700,000, provided the following conditions are met:
 - A. The design services contract is fulfilled and an estimate of the full cost requirements for all project expenses is received; and
 - B. The university receives a signed commitment of philanthropic donor funding, or transfer of funds from the SOU Foundation meeting the cost requirement and with no material impact on the University's operating or capital projects budgets.

Be it further resolved, that this conditional approval does not include the naming of any outdoor building or spaces. The board retains sole authority for the approval of the naming of university buildings or outdoor areas in recognition of individuals or organizations and for the naming of a university building or outdoor spaces required by any gift to the university.

Government Relations Update and Legislative Session Priorities

2024 Recommendation of SOU Honorary Degree (Action)

Board Statement on Honorary Degrees Board of Trustees of Southern Oregon University

1.0. Purpose

Upon approval by the Board of Trustees (“Board”), Southern Oregon University (“University”) may award honorary degrees, which shall be honorary doctorates under the following criteria. The Board shall have the exclusive authority to approve honorary degree recipients. The purpose of this statement is to establish the criteria and process by which the University reviews and awards honorary degrees.

2.0 Honorary Degrees

2.1. Doctor of Humane Letters. An Honorary Doctor of Humane Letters degree may be awarded at the University’s commencement ceremony and shall be reserved for individuals of the most distinctive caliber. This honorary degree shall be awarded on rare occasions to individuals whose exceptional contributions are unsurpassed or seldom matched in quality. This honorary degree shall be awarded to individuals and should be limited to one such degree in a single academic year.

3.0 Eligibility and Criteria

Candidates for honorary degrees are selected based on their integrity, distinguished achievements, and outstanding contributions in their lifetime to the University, community, state, world, and/or society. This will include exceptional service of lasting distinction that is so noteworthy, because of longevity and significance to those served, that it has seldom been matched by others.

An honorary degree cannot be awarded to an active employee of the University, nor to a person holding an elected or appointed office of a state, federal, or municipal government. Persons in these categories are eligible for nomination and award at least three years after retirement or resignation from their positions at the University or in government.

3.1 The awarding of an honorary degree is recognition of a person whose life and achievements serve as examples of the University’s aspirations for its students.

3.2 An honorary degree may be offered to a person who has contributed significantly to the cultural, scientific, social and/or economic development of the state, nation, or world. The contribution should be sustained over a period of years and should be lasting in nature. One must be able to document the lasting impact of the contributions. Merely holding an executive position, public office, or

professorship for many years is not sufficient. The creativity of the individual and the extraordinary character of the contributions must be evident.

3.3 The individual receiving an honorary degree should have a sustained reputation over a period of years. The reputation should extend beyond the boundaries of the University and the state and preferably should extend nationally or internationally. The reputation should not bring reputational harm to the institution.

3.4 Affiliation or relationship to Southern Oregon University should be regarded as an especially favorable factor, but is not alone a sufficient condition, nor is it a requirement for the awarding of an honorary degree.

3.5 The activities of the individual should consist of outstanding contributions in scholarly research, teaching and learning, the arts, public service, or business. The person might be a distinguished scholar in the natural, physical, or social sciences; the arts or humanities; or a distinguished person in public life, business, the professions, visual arts, or the performing arts. Evaluation will be based on the level of intellectual and professional attainment and the significance of the contributions to the enrichment and/or welfare of the state, nation, or world.

3.6 The Board will make an effort to recognize the achievements of people of diverse identities and backgrounds, in keeping with the equity, diversity, and inclusion values of the institution.

3.7 The Board will seek to maintain a balance among persons in various fields of activity in a cycle of years. The awarding of honorary degrees should maintain a reasonable balance between academic and non-academic recipients, and various fields of endeavor.

4.0 Nomination and Committee to Review Nominations

4.1 Nomination and Deadline. Any member of the university community may nominate a potential recipient by notifying the Office of the Board of Trustees and completing a nomination form. Nominations shall be received no later than September 30 in order to be considered for an award during the university's commencement ceremony in the same academic year.

4.2 Committee to Review Nominations. The University President shall appoint an Ad Hoc Honorary Degree Committee ("Committee") to review nominations. The Committee shall elect a chair from among its members.

The Committee shall include the following members:

- A. Provost of the University or their designee;

- B. President of the Associated Students of Southern Oregon University (ASSOU) or their designee from among the ASSOU Executive Branch;
- C. Chairperson of the Faculty Senate or their designee from among senate members;
- D. Chairperson of the Staff Assembly or their designee from among assembly members;
- E. Vice President for University Advancement or their designee; and
- F. Other members may be appointed to the committee by the University President.

5.0 Process

5.1 Screening of Nominations. The Committee shall screen nominations, seek thorough information about the nominees from nominators and others, and investigate, to its satisfaction, that the nominee(s) meet the criteria above.

5.2 Evaluation. It is the responsibility of the Committee to evaluate each nominee based on the criteria and to determine whether it is appropriate to send a recommendation to the University President.

5.3 Recommendation to the President. Upon the Committee's review of all nominations and supporting documentation or information, the committee shall recommend an honorary degree recipient or recipients to the President from among the pool of nominees. The recommendation shall be accompanied by the appropriate supporting documentation or information for each nominee, sufficient for the president's decision-making.

5.4 President's Approval and Background Check. Following the president's review and approval, the selected nominee(s) shall undergo and pass a criminal background check to be conducted by Southern Oregon University. The costs shall be borne by the University.

5.5 Recommendation to the Board of Trustees. Upon the nominee's successful passage of a criminal background check, the President will then recommend an honorary degree recipient or recipients to the Board of Trustees for final consideration.

5.6 Confidentiality. To prevent reputational harm to the university and to any individual being considered for an honorary degree, all persons involved in the process of recommending honorary degrees to the Board of Trustees shall work in the strictest of confidence and without disclosure to persons not belonging to the

committee. A failure to do so may result in removal from the Committee by the University President.

5.7 Pool of Nominees. The Committee will review, on at least an annual basis, the pool of approved nominees to ensure that it remains appropriate. Nominations in the pool shall sunset after three years; although such a sunset does not preclude an individual from receiving future nominations or recommendations pursuant to this board statement.

6.0 Decision

In the January meeting of the Board of Trustees, or as soon as reasonably practicable, the Board of Trustees shall decide the recipients of SOU honorary degrees to be awarded at the SOU commencement ceremony in a given academic year.

7.0 Award

An honorary degree recipient will receive a paper diploma. The honorary degree is not associated with an official transcript or academic record other than the honorary degree itself.

An individual or organization shall not receive an honorarium or payment in exchange for accepting an honorary degree. This does not preclude an honorarium or compensation for other service or functions at the university, e.g., speaking at commencement or participating in a lecture series.

8.0 Revocability

The Board retains the authority to revoke an honorary degree award at its discretion at any time.

Approved on June 16, 2023



Daniel P. Santos
Chair, Board of Trustees



Sabrina Prud'homme
University Board Secretary

Revision	Change	Date
-	Initial Version	June 16, 2023

To: Daniel Santos, Chairperson, SOU Board of Trustees
From: Susan Walsh, Provost & VP for Academic & Student Affairs
Date: December 12, 2023

Dear Chair Santos,

I am pleased to inform you that members of the 2023 Honorary Degree Committee unanimously support President Rick Bailey's nomination of Sid DeBoer to receive the Honorary Doctor of Humane Letters degree from Southern Oregon University at its 2024 Commencement Ceremony. Based on supporting materials submitted by Dr. Bailey (attached), the committee has determined that Mr. DeBoer clearly meets or exceeds the following criteria established by the Board of Trustees:

- A person whose life and achievements serve as examples of the University's aspirations for its students;
- A person who has contributed significantly to the cultural, scientific, social and/or economic development of the state, nation, or world, over a sustained period of many years;
- A person whose reputation extends beyond the boundaries of the University, the state, nationally, and internationally;
- A person whose activities consist of outstanding contributions in business.

In sum, we believe that Mr. DeBoer has distinguished himself in accordance with each of the above standards. Please do not hesitate to reach out to any members of the committee if you have questions or require further information.

Very respectfully submitted,

Susan Walsh, Chair
Brayden Clayburn, ASSOU President
Jackie Apodaca, Faculty Senate Chair
Carrie Vath, Staff Assembly Chair
Janet Fratella, VP for Advancement
Matt Sayre, Athletics Director

Biographical information: <https://kobi5.com/news/lithia-motors-sid-deboer-honored-as-2022-history-maker-196754/>

Long-term commitment to philanthropy and service to their community, Sid (and Karen) DeBoer received the [Vollum Award for Lifetime Philanthropic Achievement](#) at the Oregon & Southwest Washington Philanthropy Awards

More on background and early days in the above article: <https://southernoregonbusiness.com/sid-deboer-honored-as-a-2022-oregon-history-maker-by-the-oregon-historical-society/>

Statewide and national industry impact: https://www.oregonencyclopedia.org/articles/lithia_motors/

Equity, Diversity, and Inclusion Work Group Update

Board Statement on Social Justice, Anti-Racism and Non-Discrimination Board of Trustees of Southern Oregon University

On Juneteenth, June 19, 2020, the Southern Oregon University Board of Trustees voted unanimously to adopt its Statement on Black Lives Matter. Southern Oregon University and the Board did what many organizations did. We issued a statement condemning George Floyd's death, plainly stating that Black Lives Matter, and recommitting ourselves to ending racial discrimination and social injustice. Today, the Board writes in furtherance of that commitment.

The sad reality is that those acts of violence, racism, and social injustice continue, and in fact, have grown across many elements of our vulnerable communities. Today, as a Board, we reaffirm our commitment to condemn and denounce hate, prejudicial bias, abhorrent language, and behaviors intended to harm any member of our learning community on the basis of race, color, religion, gender, expression, age, national origin, immigration status, disability, marital status, sexual orientation or military status.

This reaffirmation serves to continue our commitment to justice, civil discourse, social-emotional support and respect for all. The SOU Board remains dedicated to eliminating racial and social injustice. This pledge is rooted in the belief that all members of our SOU family are valued and it reaffirms our commitment to recognizing, addressing, and eradicating all forms of racism and social injustice in our university community. We commit to engaging stakeholders both within and outside of the University in an effort to advance collaborative efforts that promote anti-racism and social justice.

As individual trustees, we each have varying experiences with and participation in systems of power and privilege. This makes ongoing conversations about race, structural and systemic racism, and social injustice both complex and challenging, while also creating many opportunities for continued growth and commitment to creating equitable learning and working environments for the SOU community. As part of our fiduciary duties, we commit ourselves to advocate for policies and practices that advance equity, diversity, inclusion, and social justice. The Board recognizes that becoming an anti-racist and social justice University is a long-term process and our current actions are only a beginning. As a Board, we are eager to continue to learn and act.

SOU Board of Trustees Officer Election Process

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

1.0 Appointment of an Officer Election Work Group

1.1 By January 30 in even-numbered years, or as soon thereafter as is practicable, the Board Chair shall appoint an Officer Election Work Group for the purpose of receiving and presenting the names of candidates for election to two-year terms to begin July 1.

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

2.0 Composition of the Work Group

2.1 The Officer Election Work Group shall be comprised of a diverse group of three-to-five trustees. At least one past Chair or Vice-Chair should be selected for the committee, if feasible. If necessary, a former trustee who served as an officer of the Board may serve in this role. At least one of the Board's current, "on-campus" trustees (i.e., student, faculty, or non-faculty staff trustees) should be selected for the committee, if feasible. The Board Secretary will serve as a non-voting, ex officio member of the Officer Election Work Group.

2.2 No member of the Officer Election Work Group will be permitted to recommend themselves during the process or otherwise accept a recommendation for Chair or Vice-Chair positions without immediately recusing themselves from further service in the group. Members of the group should have these considerations in mind before accepting membership in the work group.

3.0 Responsibilities of the Work Group

3.1 The Chair of the Officer Election Work Group will invite all trustees to submit suggestions for Chair and Vice-Chair to the Board Secretary.

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

3.3 The Officer Election Work Group will review the statements of interest, consider the past and current engagement of each trustee, and may request additional information from the candidates, if necessary. If review of the recommended trustee's information presents any issues or concerns important to the

trustee's potential candidacy, the Chair of the Officer Election Work Group will discuss those matters with the candidate and, at their discretion, other members of the work group.

A designated member of the Officer Election Work Group will seek the input of the President.

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

4.0 Board Election of Officers

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

4.1.1 All candidates who wish to be considered for Vice-Chair, will be nominated for the position using the aforementioned nomination and voting procedure described in sections 3.4 to 4.1.

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

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

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

5.0 Officer Vacancies

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

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

5.3 An officer vacancy shall be filled for the remainder of the unexpired term as soon as reasonably practicable.

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

Approved on June 16, 2023.



Sabrina Prud'homme
University Board Secretary



Daniel P. Santos
Chair, Board of Trustees

Revision	Change	Date
	Initial Version	April 21, 2020
1	Diversity of the work group, elections in the case of officer vacancy, formatting	January 21, 2022
2	Basic edits for clarity, formatting	June 16, 2023

Future Meetings

Collective Bargaining Update

*Executive Session Pursuant to
ORS 192.660 (2)(d)*

Adjournment