Public Meeting Notice

June 14, 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 a regular meeting on the date and at the location set forth below.

In addition to a consent agenda consisting of past meeting minutes, action items on the agenda include the following: re-establishing tuition and mandatory fees for academic year 2024-25 and the single fee assessment of mandatory fees. Additional action items include a fiscal year 2025 temporary budget and expenditure authorization, and an expenditure authorization request for a design services contract for the SOU Wrestling facilities project. Additional action items include a draft risk assessment and the Fiscal Year 2025 Internal Audit Plan; and board officer elections.

The board will discuss regular 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 as well as university advancement; and the university president.

Information and Discussion topics include a report from the Higher Education Coordinating Commission; a budget forecast and review of the financial pro forma; the fiscal year 2025 budget development process; an information technology risk assessment; government relations update; board Equity, Diversity, and Inclusion Work Group Report; the review of a board statement on trustee emeritus status; and the president's 2024 performance evaluation process.

The meeting will occur as follows:

Friday, June 21, 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/83834834806 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 ADA or special accommodations are required, please contact Holly Frazier at (541) 552-8055 at least 72 hours in advance.**

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

SO U | Southern OREGON UNIVERSITY

Board of Trustees
June 21, 2024

Call to Order / Roll / Declaration of a Quorum

Southern OREGON UNIVERSITY

Board of Trustees Meeting

Friday, June 21, 2024
12:00 – 5:00 p.m. (or until business concludes)
Meese Room, Hannon Library, SOU Campus
Webinar Link: https://sou.zoom.us/j/83834834806

AGENDA

Persons wishing to provide live public comments in the meeting or in writing may sign up at trustees@sou.edu.
Please note: times 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 Hala Schepmann
	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
15 min.	**2**	**Public Comment**	
	2.1	Invited Public Comment: Associated Professors of Southern Oregon University	Dr. Emily Reeder, APSOU, President
	2.2	Invited Public Comment: SOU Service Employees International Union (Sublocal 84)	Sage TeBeest, SEIU, President
	2.3	Other Public Comment	
5 min.	**3**	**Consent Agenda (Action)**	Chair Santos
	3.1	April 21, 2023 Minutes	
	4	**Reports**	
15 min.	4.1	Committee Reports	Trustee Brent Barry; Trustee Shaun Franks; Chair Santos
5 min.	4.2	Associated Students of Southern Oregon University Report	Tiana Gilliland, ASSOU, President
5 min.	4.3	SOU Faculty Senate Report	Dr. Teresa Coker, SOU, Faculty Senate Chair

5 min.	4.4	SOU Staff Assembly Report	Hart Wilson, SOU, Staff Assembly Chair
10 min.	4.5	Equity, Diversity, and Inclusion (EDI) Report	Jonathan Chavez Baez, SOU, AssistantVice President for EDI
10 min.	4.6	University Advancement Report	Janet Fratella, SOU, Vice President for Advancement and Executive Director, SOU Foundation
20 min.	4.7	President's Report	President Rick Bailey

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10 min.   **BREAK**

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	5	**Action, Information, and Discussion Items**	
30 min.	5.1	Higher Education Coordinating Commission Report	Ben Cannon, HECC, Executive Director
20 min.	5.2	Re-establishing Tuition and Mandatory Fees for Academic Year 2024-25 and Single Fee Assessment of Mandatory Fees (Action)	Dr. Matt Stillman; Josh Lovern
15 min.	5.3	Budget Forecast and Review of Pro Forma	Dr. Peter Angstadt; Josh Lovern
15 min.	5.4	FY 25 Budget Development Process	President Bailey; Dr. Peter Angstadt, SOU, Interim Vice President for Finance and Administration; Josh Lovern
		5.4.1 FY 2025 Temporary Budget and Expenditure Authorization (Action)	
10 min	5.5	Expenditure Authorization Request: Design Services Contract for SOU Wrestling Facilities Project (Action)	Matt Sayre, SOU, Director of Athletics
10 min	5.6	Information Technology Risk Assessment	David Raco, SOU, Information Security Manager
15 min.	5.7	Draft Risk Assessment and Fiscal Year 2025 Internal Audit Plan (Action)	David Terry; PSU, Internal Audit Contractor

AGENDA (Continued)

10 min.		**BREAK**	
10 min.	5.8	Government Relations Update	Mark Overbeck, SOU, Director of Government Relations
15 min.	5.9	Board Officer Elections (Action)	Trustee Bill Thorndike
10 min.	5.10	Board Equity, Diversity, and Inclusion Work Group Report	Trustee Christina Medina
5 min.	5.11	Review of Board Statement on Trustee Emeritus Status	Vice Chair Sheila Clough
5 min.	5.12	President's 2024 Performance Evaluation Process	Chair Santos
5 min.	5.13	Future Meetings	Chair Santos
	6	**Adjournment**	Chair Santos

SOU Land Acknowledgement

Trustee Recognition

Public Comment

Consent Agenda (Action)

Board of Trustees Meeting
Friday, April 19, 2024
12:00 – 5:00 p.m.

MINUTES

Call to Order/Roll/Declaration of a Quorum
Chair Santos called the meeting to order at 12:03 p.m. and welcomed everyone to the meeting. He extended a special welcome to new trustees Dr. Hala Schepmann and Garima Sharma, Julissa Taitano, and Sachta Bakshi Card.

Over the spring break Trustees Chavez and Barry, along with President Bailey and Board Secretary Sabrina Prud'homme, went to the Association of Governing Boards of Universities and Colleges (AGB) conference in Boston. They highlighted key topics of data tracking, diversifying revenue, and certificate programs, all of which SOU is doing.

The entire board thanked Dr. Neil Woolf for the quality time he has spent at SOU and the variety of responsibilities he has taken on. On behalf of the board, Chair Santos wished Dr. Woolf well in his new presidency at New Mexico Highlands University.

Trustee Garima Sharma read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

Daniel Santos	Present	Jason Mendoza	Present
Rick Bailey	Present	Mimi Pieper	Present
Brent Barry	Present	Garima Sharma (nonvoting)	Present
Sachta Card	Present	Liz Shelby	Present
Iris Maria Chavez	Present	Hala Schepmann	Present
Sheila Clough	Present	Julissa Taitano	Present
Debra Lee	Present	Barry Thalden	Present
Shaun Franks	Present	Bill Thorndike	Present
Christina Medina	Present		

Public Comment
Sage TeBeest, SOU, Service Employees International Union (SEIU) President thanked the board for their work on contract negotiations. She commented that with the Workday transition, there are fewer efficiencies with less staff but she hopes to see the positive aspects on the other side. She asked the board to consider this.

Dr. Brett Anderson, a SOU Institutional Budget Committee faculty member, thanked the board members and President Bailey's continuous improvement efforts. Dr. Anderson spoke about the proposed financial stability target. He stated that he is nervous about how SOU will accomplish the target. He believes there is a risk and recommends the board ask better questions about how to accomplish it and to heed the advice of CliftonLarsonAllen (CLA) to better align the SOU strategic plan and budgeting process.

Consent Agenda (Action)
Board Secretary Sabrina Prud'homme recommended a correction to the minutes: Dr. Susan Walsh was present for the executive session of the board. The minutes incorrectly stated she was absent from that session.

Trustee Shelby moved to approve the consent agenda consisting of meeting minutes, as amended, from January 19, 2024. Trustee Clough seconded the motion and it passed unanimously.

Reports

Committee Reports
Chair Barry recapped the Academic Student Affairs Committee meeting noting that Provost Shillam reviewed her 48-day tenure, and Dr. Vath discussed organizational adjustments; the First Gen Forward program, which focuses on first-generation college student success; and exciting strategic planning happening in the Student Affairs Department. Also discussed were enrollment management updates, tackling the FAFSA challenges; and SOU's new partnership with La Clinica for operating the Student Health and Wellness Center. The committee also approved new curriculum including bachelor's degrees in Biology and Ecology & Conservation, plus 16 certificate programs.

Trustee Franks updated the board on the Finance and Administration Committee meeting highlighting the trustees' tour of Central Hall. In that meeting, Dr. Neil Woolf outlined capital projects seeking $43M, including for asbestos abatement of Cascades. The committee reviewed tuition and fees and made a recommendation that appears on the board's agenda for action. Additionally, the committee discussed budget updates, and delays to the 2025 budget due to delays in the implementation of the Adaptive Planning budgeting software. Bart Hawley from CliftonLarsonAllen (CLA) led an update on the external budget review and the committee reviewed the Core Information System Replacement (CISR) project update.

For the Executive, Audit, and Governance Committee, Board Chair Santos discussed highlights of the meeting noting that David Terry provided an internal audit report focusing on risk assessments and cybersecurity. Chair Santos added that Jean Bushong and the team from CLA reviewed the external audit, which the board will review in the meeting. The committee also reviewed and recommended adoption of a Board Statement on Social Justice, Anti-Racism, and Nondiscrimination.

Associated Students of Southern Oregon University (ASSOU) Report
President Brayden Clayburn, ASSOU President, reflected on his term as president, which focused on growth and accountability within the ASSOU team. President Clayburn discussed initial challenges, perseverance, and progress made, including addressing Greek life and student fee processes. Plans for future transitions, legislative lobbying, budget allocation, and constitutional revisions also were of high importance during the year. President Clayburn expressed gratitude to the board, faculty, staff, and students for their support, with special thanks to the ASSOU advisers.

<u>SOU Faculty Senate Report</u>
Faculty Senate President, Jackie Apodaca provided her final report as the chair, and discussed the senate's achievements during her term including new curriculum, simplifying student pathways, and addressing student fee structures. She highlighted ongoing challenges such as bookstore management issues, faculty workload concerns, the need for support in managing student mental health issues, and a suggestion to provide mental health training for faculty and staff to better respond to students.

<u>SOU Staff Assembly Report</u>
Staff Assembly Chair, Hart Wilson discussed her role and updates, including a recent workload survey and subsequent recommendations that were forwarded to the president. She expressed optimism about addressing workload issues and announced upcoming leadership changes, with Stephanie Hannigan set to assume the chair position next. Additionally, Ms. Wilson mentioned plans for a staff appreciation day and the assembly's positive feedback on single fee proposal presented by Josh Lovern and Dr. Matt Stillman.

<u>Equity, Diversity, and Inclusion (EDI) Report</u>
Jonathan Chavez Baez, Interim Assistant Vice President for EDI presented the EDI report. Goals of the EDI office are to utilize survey and assessment tools for greater focus; develop additional data-driven initiatives and programming; establish goals consistent with SOU's commitment to EDI; use data to develop goals and monitor programs from year to year; and aim for improvements in neutral-to-negative ratings of experience and perceptions. Mr. Chavez Baez later introduced the nine categories of the National Association of Higher Education Systems (NASH) framework and its equity scorecard that showed the items SOU was rated against. The EDI office at SOU scored 100 percent, and they will apply this framework to all of SOU. Student success, campus diversity, employee retention, and SOU's campus plan are areas that will factor into the development of metrics.

Mr. Chavez Baez introduced Native Nations Liaison Kenwanicahee Kravitz. Ms. Kravitz is focusing on Native Initiatives and efforts, making connections on campus and in the community, supporting SOU's Native students, and the Education Equity Grant. Ms. Kravitz noted that she is grateful to connect and support students as well as engage with the tribal nations. Discussion later ensued regarding her position, its goals, attracting more Native students, and focusing on outreach and connection.

<u>University Advancement Report</u>
Vice President Janet Fratella delivered an overview starting with SOU's media footprint, which is up by 77 percent compared to last year, with 4,090 unique mentions. Institutional Director of Marketing, Nicolle Aleman, discussed Marketing's support for Fall 2024 enrollment; web development with special state funds; the Spanish translation of SOU's website; search engine optimization, and advertising values, all aiming to boost enrollment and fundraising. Vice President Fratella noted that grant productivity is strong and that year-to-date fundraising is at $6.02M of the $11M goal. The comprehensive campaign's progress stands at $34M against a $100M goal; she urged trustees to donate.

<u>President's Report</u>
President Bailey introduced a broader theme of diversity, expressing both admiration for strides made and acknowledgment of persistent challenges. He discussed the National

Association of Intercollegiate Athletics' (NAIA's) decision banning transgender athletes and expressed the tricky navigation between two competing values: inclusivity and fairness. However, SOU's responsibility to stand as a pillar and example of diversity means that as more information is discovered, SOU has a responsibility its students to revisit this decision, and he urged the NAIA to do the same.

Fiscal stability emerged as another focal point, with the transition to Workday symbolizing a shift towards streamlined efficiency amidst financial complexities. As a result of delays in Workday's implementation, the 2025 budget is proposed to remain the same as the 2024 budget while SOU develops the full 2025 budget correctly.

After delivering staff updates President Bailey updated the board on revenue projects. The university has gone back to Congress with a $4.8M request to cover the rest of the solar projects. The university has developed the first solar-powered covered parking. Another project, the University District, is expected to issue a request for proposals (RFP) and a request for quotes (RFQ) by fall.

Lastly, President Bailey expressed heartfelt gratitude and best wishes to Dr. Neil Woolf on his journey to New Mexico.

Action, Information, and Discussion Items
Audited Financial Statements and Annual Financial Report for Fiscal Year 2022-23 (Action)
Jean Bushong, Bryan Simkanich, and Devin Holmes from CliftonLarsonAllen (CLA), SOU's external auditing firm, presented the audit. Ms. Bushong explained that CLA audits the financial statements of the university to determine reliability and tests federal compliance for federal aid and COVID funds. The responsibility of Generally Accepted Auditing Standards (GAAS) is to tell readers if they can rely on numbers that are free from material misstatements. The auditors are not part of SOU's internal controls structure and as such, CLA opines on SOU's numbers but not the internal controls, as management is responsible for that. An overview of the financial statements was performed, as presented in the annual financial report.

Mr. Simkanich explained two impacts to financial statements regarding public-private and public-public arrangements, and how they relate to assets and capital infrastructure. The Governmental Accounting Standards Board (GASB) 94 and 96 rules, affect public-private partnerships and subscription-based technology arrangements. He noted that GASB 94 changes the disclosure of public-private arrangements to asset and capital infrastructure inclusion on financial statements, reflecting their value at the end of 2023. While future revenue is not impacted, full depreciation and utilization assumptions occur when assets are returned to SOU. The GASB 96 rule, transitioning from software to subscription-based applications, affects fiscal liabilities like Workday and alters accounting practices.

The result of the audit was an unmodified opinion, the best and highest level of assurance that CLA can provide over SOU financial statements as a whole, or a "clean audit." Mr. Simkanich commended Agnes Maina and her team. The internal controls structure had no significant deficiencies, and some best practices were recommended. Regarding required

auditor communications, it was noted that there were no difficulties or disagreements encountered in performing the audit; there was one uncorrected misstatement for a lease receivable and one corrected misstatement of lease income; there were no significant issues discussed with management prior to engagement, and others.

Devin Holmes of CLA informed the committee that on the single audit of roughly $25M, CLA had an unmodified opinion. They use a risk-based compliance approach and are required to look at the student aid financial cluster. The noncompliance issue when looking at financial aid is, "Did students get money they were not entitled to or did they not get any they were entitled to?" SOU had no issues there. The noncompliance items were in student reporting, outstanding refund checks, and third-party servicer checks

Vice Chair Clough moved to approve the Audited Financial Statements and Annual Financial Report for Fiscal Year 2022-23, Trustee Shelby seconded the motion, and it passed unanimously.

Mandatory Student Incidental Fees for Academic Year 2024-2025 (Action)
Chair Santos introduced the item and noted that rather than take separate votes on this item and the next, the board will act on these in a single, combined action, which is captured in the resolution in the meeting materials.

ASSOU President Brayden Clayburn gave an overview of the proposed student fee. It is meant to provide enriching services to students at SOU and is a way for students to have autonomy over student activities. The Student Fee Budget Committee (SFBC) looked at enrollment, inflation, and flat operations. The SFBC's first recommendation was a $4 increase but President Clayburn said he vetoed it because it was insufficient based on a number of factors such as the costs of labor and inflation. The committee re-proposed an $18 increase that was approved and sent off to the Student Fee and Allocation Committee. The Student Recreation Center fee remains $118, and the green tag fee is $14.

Tuition and Mandatory Student Enrollment Fees for Academic Year 2024-2025 (Action)
President Rick Bailey shared that he has never seen a tuition-setting process more sophisticated, which is why the statewide law was modeled after SOU's process. Josh Lovern noted that SOU is compliant in every expectation of documenting SOU's tuition and fees process. He reviewed the history of tuition rate changes, the impact of the proposed increases on students; the impact of the increases on the SOU mission, and alternative scenarios involving smaller increases. President Bailey addressed the board after introducing the composite tuition and fee comparison for the last ten years. He mentioned the importance of SOU's in-depth market analysis to make sure SOU is priced competitively per program. Vice Chair Sheila Clough commended this work noting it is a much more business-oriented way to be a competitive university. Much discussion ensued about the high rate of out-of-state tuition, what the regional demographics of the student base are, and whether is it enough to lower the out-of-state rates.

Moving to the recommendation for increasing enrollment fees, specifically the building debt service and technology infrastructure fees. Josh Lovern and President Bailey highlighted the need for these increases to address financial shortfalls and keep up with rising costs, particularly in technology. The discussion also touches upon the history of

these fees and the importance of reserves in supporting future developments. Provost Casey Shillam acknowledged the thorough process leading to these recommendations.

Trustee Thalden moved to approve the resolution to adopt tuition and mandatory student fees for academic year 2024-2025. Trustee Medina seconded the motion and it passed unanimously.

Government Relations Update

Marc Overbeck, SOU Director of Government Relations, commended the university, which he thinks is at the intersection of intellect, heart, and impact. He continued that President Bailey has led SOU in innovation and culture, and believed the single fee concept and FAFSA work also are innovative but there is a need to lead other universities to do the same. The recent legislative session went well, as SOU received $6M for Central Hall construction—the only university capital project approved in the session. In the session, SOU also received $670K in behavioral health money, although Strong Start was not approved for funding. For future requests, the federal budget includes a $500K request to expand the Chinese Diaspora Project at the SOU Laboratory of Anthropology; and a funding request was made to Congress for FY 2025 for SOU's solar project. Rob Patridge, SOU's general counsel commended and thanked the board and students for their support.

Budget Update

In the April update, several key observations were made regarding revenue, labor, supplies and services (S&S), transfers, and fund balance projections. There was a slight increase in revenue for FY 2024, driven by late Advanced Southern Credit additions, and a conservative approach led to a slight tuition estimate increase for FY 2025.

However, future forecasts were tempered by an update to the FY 2025 projection. In terms of labor, faculty numbers were tracking as anticipated, possibly slightly lower, and planning for an unclassified cost of living adjustment was ongoing. Classified salary projections were updated, with slight decreases in FY 2024 projections due to timing, while FY 2025 and FY 2026 projections were adjusted following bargaining updates. In the S&S category, full fiscal year projections exceeded the budget, with unexpected increases in Title IV & Clery outsourcing, building repairs, and professional services. The Academic Partnerships Program share was increasing, reflecting revenue growth and program expansion.

A reminder was issued about the final year of Federal Higher Education Emergency Relief Fund (HEERF) support offsetting expenses and the need for extra monitoring of regular operations post-HEERF for all transfers out of Educational and Governmental (E&G). Lastly, fund balance projections decreased slightly from March, largely due to the continued growth in S&S of contract labor; continued monitoring was emphasized.

Update on External Budget Review and Institutional Budget Committee

President Bailey delivered an overview of the process of bringing in an external audit company to assist in improving the organization's financial processes and minimizing unexpected financial challenges. A separate group from CLA was enlisted for consultation work, ensuring no conflicts of interest with the external auditor group. This group's input is seen as a roadmap and guide for future implementation efforts. President Bailey shared

that the implementation of new budgeting tools, particularly the move to Workday and the use of Adaptive Planning, is met with enthusiasm for the potential to streamline processes and enhance transparency.

Additionally, there is a focus on formalizing the role of the Institutional Budget Committee and involving stakeholders in budget development processes from an early stage. This inclusivity ensures that stakeholders are informed and engaged in decision-making processes, aligning with principles of transparency and accountability. To ensure growth President Bailey asked to revisit the organization's strategic plan, which is now several years old. There is a recognition of the need to update and refine this plan to reflect current priorities and challenges. Furthermore, integrating new key performance indicators into the strategic planning process is discussed as a means of better tracking progress and aligning goals with outcomes.

Lastly, there is a consideration of incorporating metrics into the Workday platform to streamline data tracking and reporting processes. While the feasibility of this integration is uncertain, it represents a potential opportunity to improve efficiency and reduce administrative burden. President Bailey's goal is a commitment to organizational improvement, strategic planning, and stakeholder engagement in decision-making.

Enrollment Metrics
President Bailey delved into the introduction and discussion surrounding a newly developed simulation tool designed to provide detailed insights into the financial impacts of various factions within the organization, focusing on enrollment and retention metrics. Dr. Matt Stillman explained that the simulation tool operates similarly to previous ones, offering real-time assessments of scenarios, particularly regarding enrollment and retention rates. Discussion ensued regarding enrollment and retention as independent factors, and understanding their collective impact on the organization's overall objectives. This shift allows for a more comprehensive approach to projections and resource management.

Financial Reserves Sustainability Target (Action)
President Bailey introduced the topic referring back to public comments by Brett Anderson. While the questions Anderson raised were seen as valid, President Bailey believed SOU needs to recognize that it has the lowest reserves in the state, raising concerns about how to make sure SOU is not one mishap away from financial ruin. The proposed target is to achieve a reserve equivalent to the cost of operating the institution for one fall term, by 2038. The schedule proposed to achieve the target is hypothetical, as one-time money could accelerate SOU's achievement, and factors such as bargaining will slow it down. In response to Trustee Thorndike's' questions, President Bailey emphasized the goal is to strike a balance between maintaining enough reserves to weather unforeseen challenges while also ensuring that funds are not unnecessarily hoarded.

Much discussion ensued regarding the use of reserves as safety net for emergencies rather than funds that will never be utilized; transparency in budgeting and accounting; maintaining trust and accountability; the importance of engaging in growth and innovation; responsible budget management, and related topics.

Vice Chair Clough moved to approve the resolution to recommend the board's establishment of a financial operating reserve. Debra Lee seconded the motion and Chair Santos called for any further discussion. Trustees' further discussion stressed the importance of considering the impact on faculty and staff, ensuring that financial decisions do not lead to increased workload or fatigue among employees. While urgency in addressing financial resilience is acknowledged, there is also a willingness to allow for further discussion and consideration before finalizing any decisions.

No vote was taken. Trustee Thorndike proposed a new motion to table the discussion and Trustee Pieper seconded the motion. Trustees Santos, Barry, Card, Chavez, Clough, Franks, Mendoza, Pieper, Shelby, Schepmann, Taitano, Thalden, and Thorndike voted in favor of the motion. Trustee Lee opposed the motion and Trustee Medina was not present for the vote. The motion passed.

Student Health and Wellness Center Transition to La Clinica
Due to time constraints, this agenda item was not discussed.

SOU Emergency Planning and Collaboration
Dr. Neil Woolf introduced this topic explaining that an Inter-Governmental Agreement (IGA) was established for the Emergency Operations Center (EOC), which serves to support the emergency and incident command system. Kelly Burns from the City of Ashland noted the EOC is designed to facilitate communication among SOU, the City of Ashland, and the Ashland School District, ensuring a common language and alignment with SOU-specific emergency plans. Mr. Burns described the relationships, the purpose of the IGA, and how the parties will work together, in depth. Trustees acknowledged the importance of broadening emergency management efforts and recognized the success of the EOC in garnering support for energy transformation initiatives.

Trustee Thalden emphasized the critical importance of preparedness in light of potential emergencies like active shooters and fires, drawing parallels with Hawaii's readiness efforts. Trustee Mendoza inquired about the existing emergency plan, to which Robert Gibson, SOU, Director of Campus Public Safety responded affirmatively, stating that the plan has been updated and expanded over the past three to four months and is nearing completion. Socializing the plan is identified as a crucial step in its implementation. Vice Chair Clough highlighted the need for communication and collaboration with neighboring cities and counties, citing examples such as the Ashland-Medford collaboration. She stressed that emergencies often transcend city limits, requiring reliance on neighboring communities for resources and support.

Core Information System Replacement (CISR) Project Update
The CISR Project Manager, Hart Wilson, introduced the topic and emphasized that the Phase 2 platform is designed with students in mind, foreseeing benefits for them, despite potential challenges for faculty and staff. She noted 32 upcoming meetings with groups up to 40 people, and that there is cautious excitement. Acknowledging concerns about the workload associated with the implementation process, Trustee Clough stressed the importance of transitioning smoothly and addressing any issues promptly. Ms. Wilson emphasized the need to consider equity implications in the implementation process and suggested discussing these concerns in a future board meeting. She concluded by

highlighting positive feedback received from partners and consultants, indicating confidence in the organization's preparedness and enthusiasm for the project.

Board Equity, Diversity, and Inclusion Work Group Update

Chair of the board's EDI Work Group. Trustee Christina Medina emphasized the importance of fostering psychological safety on campus while maintaining the essence of the original Board Statement [on Black Lives Matter]. With the aim of enhancing diversity and inclusion, Trustee Medina recommended the full board approve the revised Board Statement on Social Justice, Anti-Racism, and Non-Discrimination. Setting the tone and behavior is crucial for the board. Trustee Medina expressed gratitude for the feedback and engagement received throughout the process. Utilizing strong language was challenging, but essential in conveying the board's commitment.

Amendments to Governing Documents (Action)

Board Secretary Sabrina Prud'homme announced that continuing efforts are underway for the implementation of Senate Bill 273. After receiving input from the board's Policy Work Group, Ms. Prud'homme sought the board's approval on amendments to two board statements. She proposed a new board statements converting the board's Resolution on the Responsibilities of Individual Trustees to a Board Statement on the Responsibilities of Individual Trustees and the Board Statement on Policies was amended. Minor changes to the statements were made to add more explicit language to address the requirements of SB 273.

Trustee Lee moved to approve the resolution regarding the amendments to the board's governing documents. Trustee Pieper seconded the motion and it passed unanimously.

Future Meetings

Chair Santos said the next meeting of the board is June 21, 2024 at noon. If trustees have agenda items for a future meeting, he asked trustees to send them to the board secretary.

Adjournment

Chair Santos adjourned the meeting at approximately 5:09 p.m.

Committee Reports

Associated Students of
Southern Oregon University Report

SOU Faculty Senate Report

SOU Staff Assembly Report

Equity, Diversity, and Inclusion Report

EQUITY,
DIVERSITY,&
INCLUSION

SOUTHERN OREGON UNIVERSITY

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

EDI Update

➢ **Campus Programming**

➢ **Native Initiatives & Efforts**

➢ **Committee for Equity & Diversity**

➢ **Nash Framework Audit Plan**

➢ **Work in Progress**

Campus Programming

➢ **Student Podcast**

➢ **Daniel French Campus Sessions**

    ➢ CED & Mosaic

    ➢ Student Sessions

➢ **Student Sponsorship**

    ➢ Women's Leadership Conference

➢ **Discourse & Difference Event**

    ➢ Israeli-Palestinian Conversation

➢ **Juneteenth Celebration**

    ➢ Assistant Professor Vaun Monroe featured Speaker

➢ **Inaugural Graduation Celebrations**

EQUITY, DIVERSITY, & INCLUSION
SOUTHERN OREGON UNIVERSITY

Native Initiatives & Efforts

➢ **Making Connections (On-Campus)**

  ➢ Talking Circles

  ➢ Weekly Peer Support & Connection

  ➢ Culture Nights

  ➢ Student Support & Mentoring

  ➢ Inaugural Native Graduates Celebration

  ➢ Campus Tours & Group Visits

  ➢ New Office Location!

➢ **Making Connections (Community)**

  ➢ Oregon Indian Education Association Conference

    ➢ Newly Appointed Board Member

  ➢ Collaboration with Shana Radford, Tribal Affairs Director, Office of the Governor

➢ **Education Equity Grant**

Committee for Equity & Diversity

➢ **Monthly Meetings**

➢ **Daniel French Session**

➢ **Upcoming Projects**

  ➢ Revision of EDI Policy

  ➢ EDI Definitions

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NASH Equity Action Framework

➢ The framework is designed to promote explicit and sustained engagement with equity by looking deeply to examine and act on the role of university systems in addressing systemic inequities that are institutionalized, however unintentionally, within our colleges and universities.

➢ Ultimately, this tool will enable higher education systems to assess their progress toward, and act on the adoption and integration of essential equity practices.

NASH Equity Framework Assessment

The framework focuses on nine categories; The essential equity practices for self-assessment and action as followed:

1) Public Commitment

2) Leadership

3) Data

4) Policy

5) Curriculum and Co-Curriculum

6) Student Success Interventions and Treatment

7) Faculty and Staff Hiring, Retention, Promotion, and Rewards

8) Professional Development

9) Community Engagement

Work-in-Progress

➢ **Proposed Office Structure**

➢ **Faculty Liaison Projects**

➢ **EDI Summer Retreat**

➢ **Student Affinity Cohort Program**

➢ **HSI Plan**

Questions?

NASH Equity Action Framework

Tools for assessing and advancing higher education system progress toward adoption of essential equity practices

NASH Statement on Equity and Anti-Racism

NASH recognizes that state systems of higher education have a particular responsibility to confront longstanding systemic inequity and visibly stand for the values of inclusive excellence. In addition to identifying and removing barriers to equity, systems and their constituent campuses should be anti-racist. By definition, systemic and institutionalized problems have to be tackled by systems and the institutions in them—explicitly and head-on. Equity is measurable and should be attended to along the student success continuum, ensuring access to and completion of quality education programs across student populations, disaggregated whenever possible by protected status including race/ethnicity, religion, income, gender, gender identity, sexual orientation, ability, first-generation, and veteran status.

Universities must allow their students and faculty the freedom to express contrary, even objectionable, views while also condemning racism, anti-Semitism, Islamophobia, and other hateful ideologies that marginalize people. These are complex matters but universities, above all other places, must be places that encourage open debate and the questioning of orthodoxies.

As an association of systems, we also view this work through the lens of "systemness"—recognizing that this vital agenda is more than the responsibility of any individual institution—it is, instead, the collective responsibility of all institutions.

NASH recognizes that equity and quality learning are intertwined foundational elements in all that we do. NASH embraces higher education as the most powerful force in society to create a more just and equitable future for all. We advance the important elements of equity-mindedness by:

- Providing relevant supports to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations;
- Creating a culture of institutional and system responsibility for inclusive excellence among all faculty, staff, and students to identify, name and dismantle racism, discrimination and other systemic barriers to student success;
- Addressing root causes of inequities and racism, not just their manifestations;
- Eliminating policies, practices, attitudes and cultural messages that 1) reinforce or fail to eliminate differential experiences and outcomes by identity; and 2) perpetuate racism and oppression of minoritized populations; and
- Ensuring students experience equitable treatment as they move among institutions.

Adopted by the NASH Board, October 2020

NASH Equity Action Framework

With the Equity Action Framework, NASH is working intentionally to expand the equity lens that is core to its mission. Recognizing that systems and their campuses are at different stages in this work, this tool will enable higher education systems to assess their progress toward, and act on the adoption and integration of essential equity practices. The framework is designed to promote explicit and sustained engagement with equity, inviting NASH members to look deeply into the mirror in order to examine and act on the role of university systems in addressing systemic inequities that are

institutionalized, however unintentionally, within our colleges and universities that so many have worked hard and long to make bastions of student access, opportunity and success. Ultimately, the changes needed will require a significant culture shift. Fearlessly honest discussion may help bring about this change, and we encourage people to approach these efforts with courage rather than shame and guilt.

NASH defines equity in line with Lumina Foundation's Equity Imperative: "*Equity is the recognition and analysis of historic, persistent factors that have created an unequal postsecondary education system.*"[1] In its explicit and sustained engagement with equity, NASH intends its efforts to be inclusive of anti-racism, while recognizing distinctions between the two. NASH adopts the anti-racism definition issued by the National Action Committee on the Status of Women: the "*active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably*."[2]

The Equity Action Framework is designed to be student-centric and flexible; it seeks to encompass a broad spectrum of system and campus activity. **The framework is organized around nine categories—essential equity practices—for self-assessment and action: 1) public commitment, 2) leadership, 3) data, 4) policy, 5) curriculum and co-curriculum, 6) student success interventions and treatment, 7) faculty and staff hiring, retention, promotion, and rewards, 8) professional development, and 9) community engagement.** The following scale is provided to rate how systematically each sub-practice is implemented at the system and offers questions to consider during the assessment. These are designed to guide concrete actions and next steps to advance the work.

Scale of Adoption	Definition
Not Present	System currently not following this practice
Beginning	Practice present in limited ways in the system administration/office and on some campuses
Emerging	Practice present in the system administration/office and on a majority of campuses and plans exist to scale activities and build frameworks for campus collaboration
Established	Practice implemented broadly within the system administration/office and with some cross-campus collaboration, but significant areas for improvement exist
Systemness	Practice implemented across the system and at depth that reflects core system priority and supports collaboration and sharing of resources across campuses

There are multiple ways that systems and institutions can engage with this tool. While the framework seeks to be comprehensive in the essential equity practices and dimensions of system work that are included, we recognize that its comprehensiveness may be daunting and that equity is almost always a work-in-progress. Most systems will be able to point to strong practice in many of the categories, with perhaps less activity in others. A starting point might be to assemble a core team within the system administration to complete all or several categories of the assessment to ensure that those with relevant knowledge of your system's equity practices and policies are included. Once a diverse, inclusive core team has completed the assessment, members should then engage others at the system in conversation about the results, beginning with the system head and her/his cabinet and followed by a broader group of staff, offices and units. Systems might also engage cross-campus or cross-sector teams together to address specific areas of focus, such as student success. Another approach would be for leadership at all levels to engage teams through all or several categories, from presidents and chancellors, to chief academic officers and provosts, to office and unit heads. Ideally these discussions should help refine the assessment, build shared understanding of the ways the system does and does not support equity and anti-racism, and—importantly—lead to specific actions and improvements. The tool is not a report or score card; it is designed to engender change and action. For more information on how to use the tool, please see the FAQ.

This framework advances the important elements of equity-mindedness by providing system-level approaches to ensure that students of all backgrounds are not only welcomed but achieve high success outcomes, with particular focus on those from underserved communities including Black, Latinx, Indigenous and low-income populations. As you consider the framework in the context of your system, it

[1] Lumina Foundation's Equity Imperative, 2020. https://www.luminafoundation.org/wp-content/uploads/2020/01/lumina-commitment-to-racial-equity-1.pdf
[2] National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity. https://www.umass.edu/provost/resources/all-resources/faculty-diversity/anti-racism-resources

will be important to define the underserved communities in your region and state. Rather than spend time dissecting the terms used in the framework, we suggest that you think about the student groups that your system aims to better support; those where the equity gaps and the need for intentional solutions are the greatest.

The NASH Equity Framework is inspired by the work of Estela Mara Bensimon, the Center for Urban Education, Shaun Harper, the American Association of Colleges and Universities, Excelencia in Education, Lumina Foundation, the Aspen Institute College Excellence Program and the Community College Research Center at Columbia University, the New England Resource Center for Higher Education, and our member systems.

Public Commitment
How the system publicly demonstrates and acts on the commitment to equity

ESSENTIAL EQUITY PRACTICE #1: PUBLIC COMMITMENT	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. System mission statement includes a statement on equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Is equity identified as a core value, fundamental to the system mission? • Is equity characterized in terms of "all students," or are specific populations identified? • Is equity connected to the interests of the region and state?		
b. Equity is featured in system planning	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Is equity an element in the system strategic plan? • Does the system educational attainment plan address equity gaps? • Is equity addressed in relation to other strategic priorities for the system? • Are there specific goals for reducing equity gaps?		
c. System has a common definition of equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• How does the system define equity? • Is this definition incorporated into campus approaches? • If there is not a common definition, is there a rationale for why not?		

ESSENTIAL EQUITY PRACTICE #1: PUBLIC COMMITMENT	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
d. System webpages and social media include attention to equity gaps and their reduction	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Where are equity issues featured on the system webpage? • Are disaggregated data on student access and success regularly tracked in public documents? • Are initiatives designed to address equity gaps highlighted in media sources?		
e. Equity is a shared responsibility across the system	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are Issues of equity central to activities in multiple system offices? • Are there specific resources dedicated to equity? • If a leadership position is assigned to address the issues of equity, diversity and inclusion, how does this individual influence the actions of others?		
f. System acknowledges histories and legacies resulting in inequitable educational access and attainment	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system acknowledge system and institutional histories and legacies? • Does the system seek truth and reconciliation by openly addressing issues of founding principles, land holdings, naming and other artifacts?		
g. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Leadership
How system and institutional leaders communicate, act and hold themselves accountable on the commitment to equity

ESSENTIAL EQUITY PRACTICE #2: LEADERSHIP	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. System leaders speak publicly and regularly about equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system chancellor/president speak publicly about the importance of addressing equity? • Do system leaders know and speak to the specific data around equity gaps? • Do system leaders take prompt and clear public stands on current events related to equity in the state/region/community?		
b. System leaders take action to advance equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do system leaders make data on equity transparent and accessible? • Do system leaders support closing equity gaps, through development of initiatives and commitment to funding? • Do system leaders consider who is at the table when making critical system decisions? • Do system leaders have an understanding of the realities and experience of faculty of color? • Are system leaders who are in environments without much diversity actively working to bring in diverse perspectives and voices?		
c. Governing Board speaks publicly about equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are the issues of equity and equity gaps discussed by the board on a regular basis? • What roles do board members play in advancing the equity agenda on campuses? • Are board leaders champions of equity efforts with state policy makers and other external stakeholders? • Does the board play an advocacy role in advancing these issues in interactions with campus leaders?		

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d. Governing Board takes action to advance equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the board have a specific policy addressing equity? • Does this policy address racial inclusion and opposition to systemic racism? • Is the board engaged in considering policy changes related to equity gaps? • Does the board regularly review progress on reducing equity gaps at the system level? At the campus level? • Do board members use their spheres of influence to advance the issues of equity?		
e. System leaders are held accountable for progress on equity	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are there clear expectations for progress on student success and hiring metrics, disaggregated by race and ethnicity? • Does the Governing Board evaluate the system leader and campus leaders on progress measures related to equity? • Does the Governing Board evaluate the system leader and campus leaders on progress to improve campus culture? • Do system leaders evaluate their direct reports on progress measures related to equity?		
f. System leaders allocate meaningful resources to support equity efforts	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are financial resources and personnel dedicated to support equity efforts at the system level? • Do such resources reflect strategic investments of existing resources rather than one-time funds? • Do system leaders make incentive funds available to the institutions to support equity efforts?		
g. System and campus leadership reflects the diversity of the state and region served	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Is attention paid to the demographic makeup of the senior system leadership, including efforts to bring in more diversity in terms of gender, race and ethnicity? • Is attention paid to the demographic makeup of the senior campus leadership, including efforts to bring in more diversity in terms of gender, race and ethnicity? • Does the Governing Board advocate for greater balance in overall diversity in system and campus leadership?		

ESSENTIAL EQUITY PRACTICE #2: LEADERSHIP	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
h. Governing Board membership reflects the diversity of the state and region served	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do Governing Board members advocate to the appointing authority for greater diversity in filling vacancies? • Does the system leadership advocate to the appointing authority for greater diversity in filling vacancies?		
i. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Data

How the system ensures that data collection, analysis and transparency are equity-informed and actionable across the system and institutions

ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. Equity and student success are fundamental components of the system's overall approach to data planning	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• To what degree do the concepts of equity or student success inform the way the system designs, collects, analyzes, and disseminates various equity- and student success-related data? • To what degree are system data planning processes undertaken with the explicit goal of identifying and eliminating educational inequities? Or with the explicit goal of advancing educational equity? • Do system data planning processes take into consideration which groups or individuals will benefit from their data analyses? Or which groups or individuals may be harmed based on how the data are interpreted? • Do system data planning processes include the participation of community members or other institutional experts in determining which issues will be explored or what questions will be asked? If no, why not? • Do system data planning processes allow for a serious exploration of implicit biases that may impact how data are collected, interpreted and ultimately used? • Are system staff trained in how to apply an equity lens to their data work?		
b. System utilizes various forms of data that allow for an interrogation of equity gaps, their root causes, and the potential actions that can be taken to eliminate them	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• What kinds of data does the system collect currently? Is it quantitative? Qualitative? A mix? • What does this data tell us about how the system is faring in their efforts to advance equity across its institutions? • To what degree is system data effective in helping people develop strategies that advance equity or close equity gaps? • Are there other forms of data the system might use in the identification of equity gaps and ways to eliminate them? • Who determines what kinds of data the system will collect and report on? Who else might be brought to the table to help define what kinds of data should be collected?		

ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
c. System uses equity-oriented and inclusive practices in the gathering and collecting of data	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system's data collection agenda rely primarily on the acquisition of quantitative data? Is any qualitative data gathered to help provide a more holistic and humanistic view of the lives that are represented in system data? • In what ways does the system contextualize the data it gathers? Is it presented on its own without any context or discussion or is it presented alongside other kinds of information that help us understand the larger social, educational, and historical conditions that might be at play? • Do the system's data collection practices include the gathering of information related to policy, research, resources, services or practice? • Who is included in discussions of which data should be collected or gathered? Is it limited to system staff or does it include other relevant stakeholders? What others should be included in these discussions? What important perspectives would they bring to the table that are currently missing? • Do discussions of data collection touch upon implicit bias, stereotypes or deficit-minded thinking? Are staff encouraged to reflect upon and question if these negative mindsets are influencing their decision-making related to data gathering? • Are system staff trained in identifying these negative mindsets in their data collection work and how to mitigate their overall impact?		
d. System is intentional in its application of an equity lens to inform the way it conducts data analyses, generates conclusions, and creates recommendations	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system have an agreed-upon set of practices that it uses to mine data for equity gaps or racial inequities? • For example, is system data routinely disaggregated by race and ethnicity? • Is system data routinely disaggregated by intersectional identities (e.g. looking at race by gender)? • In its analysis of educational outcomes, does the system acknowledge the larger social or historical conditions that may be contributing to the inequities or disparities seen in the data? Or does it leave these conditions out altogether in the interpretations of findings? • Does the system intentionally look to different comparison groups when analyzing its findings? Or does it default to using White groups or outcomes as the standard by which all other groups and outcomes are compared? • To what degree are system data analyzed with the intent to drive change and eliminate equity gaps?		

ESSENTIAL EQUITY PRACTICE #3: DATA	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
		• Do system analyses empower campus and community professionals to use the data to improve their work?		
e. System data reporting and dissemination practices take into account the needs of the diverse audiences they must communicate with	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• What kinds of data reports are shared by the system? Who are the primary audiences these reports are created for? • Are there others who should be receiving system data reports but currently do not? • Does the system use a variety of reporting forms—written documents, infographics, data visualizations or websites—or does it rely on one form of output? • Are the reports that the system provides for its various audiences easy to access? Easy to understand? • Is the system clear about the limits of what its reports can speak to and what they cannot? • Prior to dissemination, does the system take into consideration the impact their reports will have on the individuals or groups referenced in their findings?		
f. Data are routinely used in the creation of systemwide and institutional equity goals with meaningful metrics	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Has the system reinforced its commitment to eliminating equity gaps through data-driven goals? • Are specific metrics designed to track and assess progress towards these goals? • Is progress towards these goals recognized in strategic planning and resource allocation? • Are these data used to ensure accountability for meeting system or institutional equity goals?		
g. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Policy

How the system ensures that system and institutional policies are equity-minded in terms of their design, implementation and impact

ESSENTIAL EQUITY PRACTICE #4: POLICY	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. Equity-minded policy analysis is an ongoing function of the system office	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are system policies that structure priorities, outcomes and resource allocation regularly reviewed with an equity focus? • Does the system policy review protocol include specific equity-minded indicators? • Does the Governing Board require a regular audit of system policies in regards to diversity, inclusion and racial equity?		
b. Equity-mindedness is a guiding paradigm for the design of system policies[i]	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Is equity treated as a comprehensive strategy with broad impact? • Do relevant policies position participation and success of students from underserved communities as system and institutional responsibilities? • Are institutional and systemic barriers that limit access, retention, persistence and completion recognized?		
c. Attention to bias in language is considered in crafting system policies	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are biased or stereotyped assumptions made about students within system policies? • What types of words are used to describe the beneficiaries of policies? • Do policies target a specific group or groups of students? If so, how are these groups identified?		

ESSENTIAL EQUITY PRACTICE #4: POLICY	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
d. Criteria, premises and intent of system policies are evaluated to safeguard against disproportionate impact	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do system policies build in safeguards to protect against potential negative effects on equity in access or success? • Are the beneficiaries of policies considered? • Are those excluded from or ineligible for policies considered?		
e. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Curriculum and Co-curriculum
How the system supports institutions in the development, delivery and assessment of equity-centered curricula and co-curricula

ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. System commits to equitable access, participation and outcomes in the curriculum and co-curriculum for students from underserved communities	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system communicate expectations for equitable access, participation and outcomes in the curriculum and co-curriculum for students from underserved communities? • Are there system goals for increasing representation across majors? • Does the system leverage and distribute resources to institutions in support of equity-centered curricula and co-curricula? • Does the system hold institutions accountable to ensure this commitment is visible and operationalized with appropriate evidence?		
b. System provides support for institutional research and data analytics to identify and address equity gaps by student populations in the curriculum and co-curriculum	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system collect and analyze disaggregated data to identify equity gaps and ensure equitable access, participation and outcomes for gateway courses, Gen Ed, HIPs, Honors programs, and majors? • Does the system provide institutional research and data analytic support to the institutions in these areas? • How are these data shared with institutions—administrative leadership, faculty, staff and students?		
c. System academic program review policies include attention to equity and inclusion	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do indicators of excellence include both equity and quality? • Are student learning outcomes assessed across student demographic groups? • Do indicators of program quality include access to, retention in, and completion of academic programs across student demographic groups analyzed? • Is diverse faculty composition considered an important element in program quality?		

ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
d. System provides professional development and other support to aid in the design and implementation of equity-centered curricula and co-curricula	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do institutions receive support to ensure curricular design and integrity with an equity lens, i.e., sequencing of gateway courses, Gen Ed requirements, pre-requisites and majors that support students from underserved communities? • Do institutions receive data support for deans, chairs, faculty, and student affairs and support staff to identify and address equity gaps in the design and implementation the curriculum and co-curriculum?		
e. System supports equity-centered assessment of curricula and co-curricula	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system communicate to institutions expectations for equity-centered assessment of curricula and co-curricula? • Is student data disaggregated in the assessment of academic and co-curricular programs? • Is assessment practice asset-based, not deficit-minded by considering and valuing lived experiences, cultures and identities of students?		
f. System supports institutions in developing and reviewing curricula to ensure culturally inclusive, relevant and responsive content	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system convey expectations that the curriculum and co-curriculum should be culturally inclusive, relevant and responsive to students from underserved communities? • Does the system provide professional development to institutions to advance culturally inclusive pedagogy and content?		

ESSENTIAL EQUITY PRACTICE #5: CURRICULUM AND CO-CURRICULUM	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
g. System supports institutions in selecting required course materials and learning resources that are accessible, affordable and responsive	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system communicate expectations and provide support that course materials and learning resources are accessible by students in terms of devices, broadband and service providers? • Does the system communicate expectations and provide support in ensuring that course materials and learning resources are accessible in terms of universal or inclusive design? • Is the availability of Open Educational Resources (no-cost to students) and other low-cost course materials communicated and supported? • Does the system communicate expectations and provide support in ensuring that course materials and learning resources are responsive to student needs?		
h. System supports institutions in deepening equity and student engagement in the co-curriculum	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are resources deployed and aligned with an equity lens to organize learning opportunities outside the classroom across student populations, with a focus on those from underserved communities? • Are co-curricular activities resourced and evaluated to ensure they do not perpetuate cycles of inequities and exclusion? • Is student engagement in co-curricular activities tracked and assessed across student populations to ensure equitable access and participation?		
i. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Student Success Interventions and Treatments

How the system supports institutions in designing, delivering and assessing equity-centered student success programs to ensure equitable access, participation and completion

ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. Student success interventions and treatments are an important component of the system's commitment to equitable access, participation and outcomes for students from underserved communities, including Black, Latinx, Indigenous and low-income populations	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system articulate goals for student success interventions as part of a strategic plan to close equity gaps? • Is the student success agenda set system-wide? • Does the system communicate expectations for equitable access, participation and outcomes in student success programs for students from underserved communities? • Does the system hold institutions accountable to ensure that this commitment is visible and operationalized with appropriate evidence? • Does the system contribute to national student success initiatives?		
b. System provides support to institutions to develop, implement and assess high-impact student success interventions and treatments	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system coordinate student success initiatives across the system? • Does the system leverage and distribute resources to institutions in support of equity-centered student support programs? • Does the system distribute resources equitably, to those institutions that need more support in terms of student populations, size, capacity? • Does the system convene and/or provide professional development to student success program leads? • Does the system have a process for bringing successful programs to scale?		

ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
c. System expects institutions to consider input from diverse stakeholders in the design and implementation of student success programs and interventions	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are there regular meetings between student and academic affairs? • Are students brought into the design, implementation and assessment process?		
d. System provides periodic review and/or assessment of institutions' academic supports and services	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system have a process to regularly review institutions' academic support services? • Do these support resources include both faculty and student affairs? • How is data collected and used? • Does the system have a process for bringing successful programs to scale?		
e. System-wide recruitment and admissions policies intentionally consider the assets and challenges of student from underserved communities	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are system-wide recruitment programs designed to reach students from underserved communities? • Do system-wide admissions requirements take into account variations in opportunities for students from specific demographic groups? • Does the system support admissions policies that consider holistic approaches, valuing the full range of potential contributions from individual students?		

ESSENTIAL EQUITY PRACTICE #6: STUDENT SUCCESS INTERVENTIONS AND TREATMENTS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
f. System-wide developmental education and transfer policies are responsive to the challenges of students from underserved communities	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are barriers for specific student populations considered and addressed? • Does the system have a process for bringing successful programs to scale? • How often does the system review developmental education and transfer programs? • What kind of data is used to review programs, and how is it used and acted on? • Are there incentives for effective programs or consequences for ineffective programs?		
g. System recognizes and rewards institutions that outpace their national institutional peers in improving or eliminating equity gaps for students from underserved communities	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system have a mechanism for identifying institutional peers? • Does the system have a mechanism for recognizing, rewarding and providing scaling support for institutions that outpace peers in eliminating equity gaps? • Does the system hold institutions accountable to short and long-term goals and plans?		
h. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Faculty and Staff Hiring, Retention, Promotion and Rewards
How the system supports and shares responsibility with institutions to ensure equity-minded hiring, retention, promotion and rewards practices

ESSENTIAL EQUITY PRACTICE #7: FACULTY & STAFF HIRING, RETENTION, PROMOTION, AND REWARDS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. System has clear and publicly stated goals to diversify leadership, faculty and staff hiring, aligned to reflect the diversity of the state and regions served	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system have goals to ensure compositional diversity across the system administration and the institutions? • Does the system regularly report progress against these goals for its own administration and the system as a whole? • Do the institutions regularly report progress against these goals?		
b. System tracks faculty and administrative leadership hires, retention, promotion and salaries based on race/ethnicity and gender to measure progress on stated goals	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system work with institutions to collect and analyze disaggregated data on hiring, retention, promotion and salary? • How is the data shared and is it made public? • Is the data evaluated in line with system goals and/or used in performance evaluations for institutional leadership? • Is the data discussed with the governing board? In the context of system goals? • Is the data used to set or revise equity goals for hiring, retention, promotions and salaries? • How are identified equity gaps in hiring, retention, promotions and salaries addressed?		
c. Systemwide awards programs (teaching, research, service, etc.) include consideration of diversity and equity among the quality criteria in nominating and making awards	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do awards programs have diversity and equity criteria included in nomination materials? • Do awards programs reference diversity and equity criteria in awards announcements? • Are awards programs regularly analyzed to ensure awards are made equitably to historically under-represented and faculty/staff of color? • Do awards programs recognize non-traditional and newer kinds of teaching, research and service focused on diversity, equity and inclusion?		

ESSENTIAL EQUITY PRACTICE #7: FACULTY & STAFF HIRING, RETENTION, PROMOTION, AND REWARDS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
d. Hiring practices and decision-making demonstrate commitment to diversifying the workforce at all levels, within the system administration and across institutions, aligned with system goals	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system provide and follow resources/best practices for diversifying and deepening applicant pools? • Are demonstrated achievements in advancing equity clearly identified as necessary qualifications in job posting for system and campus leaders? • Are candidates required to submit an equity statement? • Are interviews for system and campus leaders structured to give full attention to issues of equity, by both the hiring committee and decision-makers and those being interviewed? • Do hiring practices and decisions recognize non-traditional and newer kinds of teaching, research and service focused on diversity, equity and inclusion? • Does the system require or recommend equity training for the chair and other members of search committees? • Is diversity considered in approving pools of finalists and making the hiring decision?		
e. Retention practices and decision-making demonstrate commitment to diversifying the workforce at all levels, within the system administration and across institutions, aligned with system goals	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system convey expectations through policy or other means that recognize the importance of diversity, equity and inclusion in retaining administrative leadership, faculty, and staff? • Does the system publicly articulate and recognize the contributions of diversity, equity and inclusion work and engagement in teaching, service and research in decision-making about retaining administrative leadership, faculty and staff?		

ESSENTIAL EQUITY PRACTICE #7: FACULTY & STAFF HIRING, RETENTION, PROMOTION, AND REWARDS	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
f. Tenure & Promotion practices and decision-making demonstrate system and institutional commitment to diversifying the professoriate, aligned with system goals	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system convey expectations through policy or other means that recognize the importance of diversity, equity and inclusion in tenure and promotion? • Does the system publicly articulate and recognize the contributions of diversity, equity and inclusion work and engagement in teaching, service and research?		
g. System fosters and supports an equitable, diverse and inclusive climate within its own administration and across institutions	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system encourage and facilitate dialogue around equity, diversity and inclusion issues among leadership, faculty and staff, within its own administration and with institutions? • Does the system conduct and/or provide resources for the regular assessment of climate, within the system administration and at the institutions? • Does the system make public and/or share with relevant system and institutional stakeholders the results of climate assessments, including leadership, faculty and staff? • Does the system act on and address real and perceived climate issues identified by faculty and staff through surveys and other channels? • Does the system hold itself and institutions accountable in addressing real and perceived climate issues identified by faculty and staff? • Does the system sponsor or support employee affinity or resource groups and/or related resources structured around dimensions of faculty and staff identity?		
h. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Professional Development

How the system supports, promotes and provides equity-informed professional development to faculty, staff and administrative leaders across the system

ESSENTIAL EQUITY PRACTICE #8: PROFESSIONAL DEVELOPMENT	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. System provides and promotes professional development to faculty, administrative leadership and academic/student support staff in equity-minded ways	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system articulate the connection between faculty success and student success? • Does the system establish an expectation of continuous professional growth and development for all faculty and staff, including part-time, contingent, and tenured faculty? • Does the system encourage discussion around career growth and mobility? • Is participation disaggregated to ensure equitable representation? • How are professional development opportunities promoted? How do you know who knows about these opportunities?		
b. System provides professional development to faculty, administrative leadership and academic/student support staff that includes attention to equity, anti-racism, and equity-mindedness	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Is professional development on equity and anti-racism offered in stand-alone formats, embedded in other offerings, or both? • Is the equity- and anti-racism-related professional development offered beyond what is covered in mandatory compliance training? • Is there a long-term vision and plan for equity- and anti-racism-related professional development, including measurable outcomes?		
c. System brings constituent groups together to engage with equity and anti-racism and identify how they can take responsibility for reducing equity gaps and promoting equity-mindedness across their spheres of influence	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Are there adequate resources dedicated to this strategy? • How is equity-mindedness embedded into these gatherings? • Do constituent groups have compositional diversity?		

ESSENTIAL EQUITY PRACTICE #8: PROFESSIONAL DEVELOPMENT	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
d. Within current resource constraints, the system makes equity- and anti-racism-related professional development a priority	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system invest in this essential practice? • Does the system encourage campuses to dedicate resources to this essential practice?		
e. System supports and engages with campus centers for faculty development	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system convene faculty development leads for best practice conversations? • Does the system facilitate access to 3rd party development and training resources?		
f. System supports the professional development needs of professionals such as staff from advising, financial aid, career center, library, and more	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system convene the staffs of key student service or other departments? • Does the system facilitate access to 3rd party development and training resources?		
g. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Community Engagement

How the system supports institutions and organizations in developing, delivering and assessing equity-informed community engagement practices and programs

ESSENTIAL EQUITY PRACTICE #9: COMMUNITY ENGAGEMENT	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
a. System mission, vision statement and strategic plans include clear expectations for inclusive community engagement	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system explicitly callout equity as a goal in its relevant mission, vision, and strategic planning documents? • Are these documents clear about what the system means when it uses the term "Equity"? • Does the system set specific goals and targets for equity related to community engagement?		
b. System provides resources to assist institutions in acknowledging and understanding historical context and community engagement	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system host and facilitate ongoing convenings or workshops? • Has the system identified specific staff leadership whose portfolio includes community engagement? • Does the system promote consideration of historic legacies, artifacts and land issues in the context of local and regional communities?		
c. System leaders are visible with state, local, and national organizations that address the needs of students from underserved communities	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Do system leaders assume leadership roles in organizations that address eliminating equity opportunities and gaps in higher education? • Do system leaders collaborate with leaders of underserved communities in intentionally developing solutions to challenges?		

ESSENTIAL EQUITY PRACTICE #9: COMMUNITY ENGAGEMENT	Stage of Adoption in Our System	Questions to Consider	Evidence for Current Stage of Adoption	Easy Wins, Opportunities for Long-Term Improvement, and Next Steps
d. System's community engagement partners, funders and collaborators know of the System's equity commitments and goals	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system specifically (or regularly) identify or name its equity goals in meetings and presentations?		
e. System tracks and supports the number, quality and impact of community engagement strategies and initiatives	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	• Does the system include community engagement in its annual or periodic reports? • Does the System highlight or otherwise recognize best practices related to community engagement? • Does the system provide outreach to local school systems about the value of higher education, majors and courses of study? • Does the system have a process for bringing successful programs to scale?		
f. System specific element:	☐ Not Present ☐ Beginning ☐ Emerging ☐ Established ☐ Systemness	•		

Selected Resources

General

- NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity and Inclusion in Higher Education. New England Resource Center for Higher Education, University of Massachusetts Boston, 2016: https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf
- From Equity Talk to Equity Walk; Expanding Practitioner Knowledge for Racial Justice in Higher Education. Tia McNair Brown, Estela Mara Bensimon & Lindsey Malcom-Piques. Jossey-Bass, 2020.
- An Unpaid Debt: The Case for Racial Equity in Higher Education. Change Magazine 52:2, 2020 (entire issue).
- Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides. American Association of Colleges and Universities, 2016: https://secure.aacu.org/imis/ItemDetail?iProductCode=E-GMSSU&Category=
- Seal of Excelencia Framework. Excelencia in Education, 2020: https://www.edexcelencia.org/seal-excelencia
- Campus Pride Index; National Listing of LGBTQ-Friendly Colleges and Universities, Campus Pride 2007: http://www.campusprideindex.org/

Public Commitment

The Association of Governing Boards has several useful resources on board roles:

- Increasing Diversity on the Boards of Colleges and Universities (AGB 2020)
- Statement on Campus Climate, Inclusion, and Civility (AGB 2016)
- Trustees Need to Address Racism (AGB 2020)

Data

- A Toolkit for Centering Racial Equity Throughout Data Integration: https://www.aisp.upenn.edu/centering-equity/#:~:text=A%20Toolkit%20for%20Centering%20Racial%20Equity%20Throughout%20Data,community%20needs%2C%20improve%20services%2C%20and%20build%20stronger%20communities

Policy

- Protocol for Assessing Equity-Mindedness in State Policy.   University of Southern California, Center for Urban Education, 2017: https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf

Curriculum and Co-Curriculum

- Equity-Centered Assessment:
  https://www.campusintelligence.com/2020/08/21/practicing-equity-centered-assessment/
- Equity and assessment: Moving toward culturally responsive assessment. Erik Montenegro & Natasha Jankowski. University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA), 2017: http://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper29.pdf
- Student Engagement in the Co-curriculum: https://www.campusintelligence.com/2020/07/10/the-essential-role-of-co-curricular-programs-in-student-success-retention-persistence-and-graduation/
- Antiracist-Pedagogy in Higher Education—Antiracism Resources. McQuade Library, Merrimack College, 2020: https://libguides.merrimack.edu/antiracism/HE

Student Success Interventions and Treatment

- The USC Race & Equity Center administers a campus climate survey to undergraduates focused on equity, diversity and inclusion: https://race.usc.edu/colleges/

Faculty and Staff Hiring

- The Women in Science & Engineering Leadership Institute at the University of Wisconsin-Madison has a set of resources to advance equity and diversity in hiring, retention and promotion at: https://wiseli.wisc.edu
- The USC Race & Equity Center has a number of resources for colleges and universities: https://race.usc.edu/colleges/
- The Center's Prism Network is a recruitment and job search tool that matches IHEs with diverse talent: https://www.prismnetwork.org/why-prism

Community Engagement

- Community Engagement Rubric Pilot: http://www.ejournalofpublicaffairs.org/6_1027_community-engagement-pilot-rubric/
- Assessment Rubric for Institutionalizing Community Engagement in Higher Education: https://conservancy.umn.edu/bitstream/handle/11299/213717/UMNCommunityEngagementInstitutionalizationRubric.pdf?sequence=1&isAllowed=y

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[i] Center for Urban Education, University of Southern California. Protocol of Assessing Equity-Mindedness in State Policy, 2015.

University Advancement Report

President's Report

CELEBRATING 152 YEARS

PRESIDENT'S REPORT TO THE BOARD OF TRUSTEES

President Rick Bailey

June 2024

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U | UNIVERSITY

OVERVIEW

GOALS PROGRESS UPDATE

EXECUTIVE TEAM UPDATES

REVENUE DIVERSIFICATION IDEAS
(IN ORDER OF PROGRESS TO DATE)

ENGAGEMENT

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GOALS PROGRESS UPDATE

2023-2024 GOALS – PROGRESS UPDATE

- **Promote Justice, Equity, Diversity and Inclusion on Campus and Throughout the Region**
  - Tribal MOU Progress / HSI Goals / Crisis in the Middle East

- **Provide Leadership for Student Enrollment, Support and Success**
  - Enrollment & Retention Modeling/ FAFSA Rollout/ Enrollment Council

- **Craft Long-Term Fiscal Stability Roadmap**
  - SOU Forward Implementation/ Accountability Measures / Revenue Planks / Reserves Dialogue / Consolidated Student Fee Proposal

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

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

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EXECUTIVE TEAM UPDATES

EXECUTIVE TEAM UPDATES

- **Welcome to Dr. Peter Angstadt**

- **AVP for EDI – Jonathan Chavez-Baez**

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.

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SOLAR ENERGY TRANSFORMATION
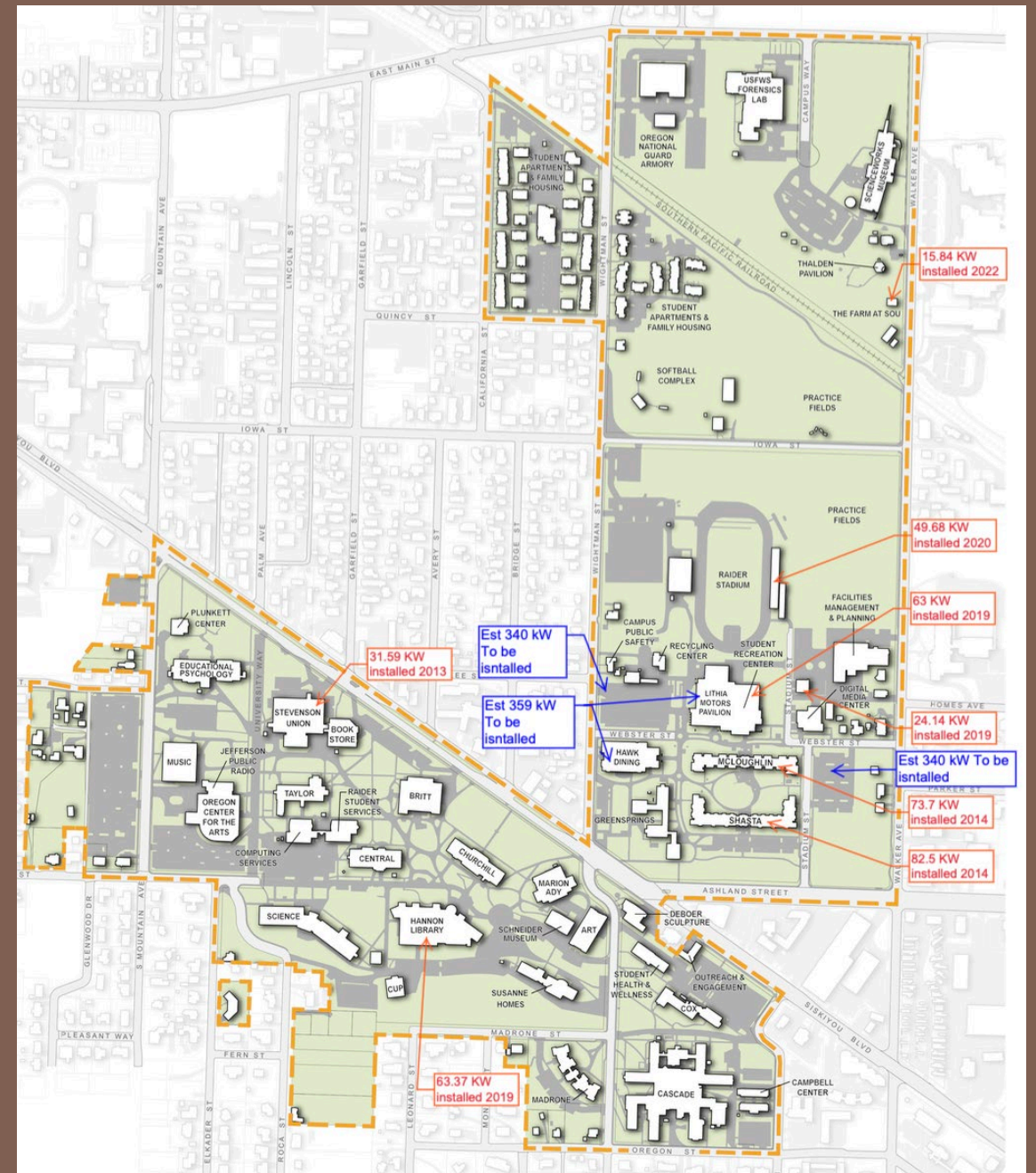
CASCADE HOUSING PROJECT

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.

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ENGAGEMENT

STRATEGIC ENGAGEMENTS SINCE LAST BOARD MEETING (APR 2024)

- US Representative Suzanne Bonamici

- Governor Lemanu Mauga, American Samoa

- Oregon Tribal Affairs Director Shana Radford

- State Sen Jeff Golden / State Rep Pam Marsh

- State Representatives Paul Evans and Ricki Ruiz

- Ashland Mayor and City Council

- Rogue Valley Boys and Girls Club

- Umpqua Indian Development Corporation

- Kwansei Gakuin University Japan

- KOBI NBC TV / Ashland.News / Southern Oregon Magazine

- Rogue, Umpqua, American Samoa Community College Presidents

- Asante Healthcare / AllCare Health

- American Association of University Women Medford Chapter

- Catholic Daughters of Medford Association / Colony Club

- Ashland, Phoenix-Talent, Grants Pass, Medford, and Roseburg Schools Superintendents

- Cascade and Frontier Council of Presidents

- S.O. Regional Economic Development Inc

- La Clinica Health Care

- Grants Pass Rotary Club

- Portland Raider Rendezvous

- Jackson County Comm Dave Dotterer

- Higher Education Coord Commission

QUESTIONS AND DIALOGUE

Thank You!

HECC Report

Re-establishing Tuition and Mandatory Fees for Academic Year 2024-25 and Single Fee Assessment of Mandatory Fees (Action)

<u>UPDATE</u>: Single Fee Price

➢ Single Fee originally proposed at $105 per SCH

➢ To maintain goal of staying below the 5% HECC threshold, the single fee was recalculated based on all fees adopted in April

➢ Proposed Single Fee is **<u>$104.22 per SCH</u>**
  • Eliminates Online Delivery Fee ($75 per SCH)
  • Requires a small increase to the Tech Fee

TAC Update

- Recorded ZOOM session

- Three Questions:

  1. Do you support moving to the Single Fee Assessment?

  2. Do you support renaming the Technology Infrastructure Fee to "Technology Services Fee"?

  3. Do you support increasing the Technology Services Fee to $32.75 to help launch the single fee assessment plan?

Tuition + Fee Scenarios with Course Modality Examples

SCENARIO (Tuition + Fees; UG Res)	24-25 Adopted	24-25 Proposed	CHANGE
1 CREDIT FACE TO FACE	$774.21	$330.22	-$443.99 SAVINGS
4 CREDITS FACE TO FACE	$1,702.14	$1,320.88	-$381.26 SAVINGS
8 CREDITS FACE TO FACE	$2,621.57	$2,641.75	$20.18 INCREASE
12 CREDITS FACE TO FACE	$3,541.00	$3,545.75	$4.75 INCREASE
16 CREDITS FACE TO FACE	$4,445.00	$4,449.75	$4.75 INCREASE
1 CREDIT ONLINE	$301.00	$330.22	$29.22 INCREASE
4 CREDITS ONLINE	$1,204.00	$1,320.88	$116.88 INCREASE
8 CREDITS ONLINE	$2,408.00	$2,641.75	$233.75 INCREASE
12 CREDITS ONLINE	$3,612.00	$3,545.75	-$66.25 SAVINGS
16 CREDITS ONLINE	$4,816.00	$4,449.75	-$366.25 SAVINGS
4 CREDITS ONLINE + 4 FACE TO FACE	$2,906.14	$2,641.76	-$264.38 SAVINGS
8 CREDITS ONLINE + 4 FACE TO FACE	$4,110.14	$3,545.75	-$564.39 SAVINGS
12 CREDITS ONLINE + 4 FACE TO FACE	$5,314.14	$4,449.75	-$864.39 SAVINGS
8 CREDITS FACE TO FACE + 4 ONLINE	$3,825.57	$3,545.75	-$279.82 SAVINGS

UPDATE: Technology *Services* Fee

- Formerly called "Technology *Infrastructure* Fee"
- The "Tech Fee" is used to
  ➢ Support software and course delivery for students
  ➢ Support IT infrastructure and mitigate IT risk

- Elimination of the Online Delivery Fee ($75 per SCH) requires an increase in the Technology Services Fee of $4.75 from the April adopted rate of $28 to $32.75
- Update to Tech Fee portion of Single Fee sufficient to maintain revenue expectations

UPDATE: Undergraduate Resident Cost of Attendance for AY 2024-25

Tuition	Current per Term	Current Per AY	Proposed per Term @12 SCH	Proposed Per AY	$ ▲ Per Term / Per Credit	$ ▲ per AY	% ▲
Resident Undergrad	$2,580	$7,740	**$2,712.00**	$8,136.00	$11.00	$396.00	5.12%
Mandatory Enrollment & Incidental Fees							
Student Incidental & Green Tag	$426	$1,278	**$444.00**	$1,332.00		$54.00	4.23%
Student Rec Center	$118	$354	**$118.00**	$354.00	$0.00	$0.00	0.00%
Student Health Services	$187	$561	**$187.00**	$561.00	$0.00	$0.00	0.00%
Building Debt-Service Fee	$50	$150	**$52.00**	$156.00		$6.00	4.00%
Technology Services Fee	$25	$75	**$32.75**	$98.25	$7.75	$23.25	31.00%
Composite Fees:	$806	$2,418	**$833.75**	$2,501.25	$27.75	$83.25	3.44%
Composite Tuition and All Fees:	$3,386	$10,158	**$3,545.75**	$10,637.25	$38.75	$479.25	**4.72%**
HECC - Tuition & Mandatory Enrollment Fees:	$2,842	$8,526	$2,984	$8,951	Academic Year % Change:		**4.99%**

833.75 / 8 = 104.22

Recommendation:
- Support an increase to Technology Services Fee to $32.75
  - $4.75 increase from original $28
- Necessary to switch to the Single Fee assessment plan

Bands of Affected Students

	Fall 23	Winter 24	Spring 24	Averages
Headcount per term	3,165	3,003	2,837	3,002
At least 1 SCH Online	1376	1483	1369	1,409
Exclusively Online	326	274	279	293
% Taking Online	43.5%	49.4%	48.3%	47.0%
% Only Online	10.3%	9.1%	9.8%	9.8%
% Only of Total Online	23.7%	18.5%	20.4%	20.8%

*Only fee generating headcounts counted.

Count of ONLINE ONLY Students per term			
SCH	Fall 23	Winter 24	Spring 24	AVERAGE
1	2	0	2	1.3
2	3	2	0	1.7
3	5	2	2	3.0
4	78	68	74	73.3
5	4	2	3	3.0
6	5	7	10	7.3
7	7	4	5	5.3
8	75	58	51	61.3
9	2	5	2	3.0
10	11	2	6	6.3
11	5	6	3	4.7
12	82	78	85	81.7
13	14	8	6	9.3
14	9	11	14	11.3
15	3	5	2	3.3
16	14	11	10	11.7
17	2	3	1	2.0
18	1	0	0	0.3
19	0	0	1	0.3
20	3	2	1	2.0
21	1	0	0	0.3
22	0	0	0	-
23	0	0	1	0.3

Stakeholder Communications

The SOU Single Fee

ASSOU President's Cabinet **Business Faculty**
Faculty Senate Board of Trustees Super Cabinet
Student Fee Committee (SFC) Jim Pinkard & Team
Institutional Budget Committee (IBC) Staff Assembly
Tuition Advisory Council (TAC) **HECC**
New ASSOU Leadership

Comparative Fee Schedule (per term)

	Face-2-Face			Online		
CR	24-25 Adopted	24-25 Proposed	Change	24-25 Adopted	24-25 Proposed	Change
1	$548.21	$104.22	($443.99)	$75.00	$104.22	$29.22
2	$567.75	$208.44	($359.31)	$150.00	$208.44	$58.44
3	$586.27	$312.66	($273.61)	$225.00	$312.66	$87.66
4	$798.14	$416.88	($381.26)	$300.00	$416.88	$116.88
5	$802.26	$521.10	($281.16)	$375.00	$521.10	$146.10
6	$806.37	$625.32	($181.05)	$450.00	$625.32	$175.32
7	$809.46	$729.54	($79.92)	$525.00	$729.54	$204.54
8	$813.57	$833.75	$20.18	$600.00	$833.75	$233.75
9	$817.69	$833.75	$16.06	$675.00	$833.75	$158.75
10	$821.80	$833.75	$11.95	$750.00	$833.75	$83.75
11	$826.94	$833.75	$6.81	$825.00	$833.75	$8.75
12	$829.00	$833.75	$4.75	$900.00	$833.75	($66.25)
13	$829.00	$833.75	$4.75	$975.00	$833.75	($141.25)
14	$829.00	$833.75	$4.75	$1,050.00	$833.75	($216.25)
15	$829.00	$833.75	$4.75	$1,125.00	$833.75	($291.25)
16	$829.00	$833.75	$4.75	$1,200.00	$833.75	($366.25)

Effects to Neediest Students

➤ Proposed model **does not disadvantage** PELL eligible students

- More students will have access to campus services

➤ New Student Aid Index [FAFSA] means SOU will have significantly more PELL eligible students than ever before

➤ Financial Aid prepared to work with individual students if they are negatively impacted in any way

Effects to Online Students

Current Online-Only Students Taking 8 or Fewer SCH:

➢ SOU will assess student financial need and provide assistance for unmitigated impacts

➢ Consulting with academic programs to best address their predominantly online student populations

Summary for Single Fee

➢ Proposed composite rate is $104.22 per student credit hour, capped at eight (8) SCH

➢ HECC composite tuition and fees rate of increase is now 4.99%

➢ TAC has approved and recommends the single fee assessment structure as proposed

➢ Assessment would begin Fall 2024

Budget Forecast and
Detailed Review of Pro Forma

FY 2024 Budget Update

➢ Pro forma model being updated to Workday logic – noticeable changes to other personnel expenses (OPE)

➢ Labor impacts for FY24 were within budget

➢ FY24 Soft close information available at September retreat

Education and General (E&G) Revenues

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	33,937	34,442	36,774	38,093
Fees	4,254	4,157	4,033	4,255	4,474	4,670
Raider Aid (remissions)	(4,002)	(4,055)	(4,301)	(4,024)	(4,296)	(4,450)
Oth tuition & fee adjustments		200	200			
Tuition, net of Raider Aid	33,430	35,013	33,869	34,673	36,951	38,313
Non-Recurring 1-Time Revenue		1,000	1,000	1,000	1,000	
Misc. Other Revenue	3,933	3,675	4,446	3,730	3,982	4,125
TOTAL REVENUES	**64,364**	**67,846**	**67,195**	**68,404**	**72,091**	**73,811**

JUNE UPDATE TO REVENUE PROJECTIONS & OBSERVATIONS

➤ Slight increase to Misc. Other Revenue for FY24 from CHF (Housing) land lease

➤ FY25 Tuition projection **decrease** from last update based on collective discussions between Budget, Registrar, and Admissions
- Now using conservative -3% for SCH projections
- Larger enrollment discussion in ASAC

E&G Labor

(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)
EXPENSES & TRANSFERS						
Personnel Services						
Faculty	(14,626)	(14,539)	(14,065)	(14,675)	(14,792)	(15,259)
Unclassified Staff	(10,229)	(10,174)	(9,970)	(9,815)	(9,780)	(10,002)
Classified Staff	(6,845)	(7,335)	(7,054)	(7,263)	(7,779)	(8,119)
Students, GA's, etc	(1,365)	(1,787)	(1,361)	(1,670)	(1,676)	(1,759)
Salaries Sub-total	(33,065)	(33,835)	(32,451)	(33,423)	(34,027)	(35,138)
PERS & ORP (Retirement Pgms)	(7,890)	(8,323)	(7,684)	(7,940)	(8,173)	(8,547)
PEBB (Healthcare)	(7,907)	(8,651)	(7,920)	(8,035)	(8,308)	(8,591)
Other (FICA, SAIF, OPL, etc.)	(2,683)	(3,423)	(2,971)	(3,157)	(3,249)	(3,398)
OPE Sub-total	(18,480)	(20,397)	(18,575)	(19,132)	(19,731)	(20,536)
Vacancy Adj.		250				
Other Adj. to Labor		(260)			(377)	(842)
Net Personnel Services	(51,545)	(54,241)	(51,025)	(52,555)	(54,135)	(56,516)

JUNE UPDATE TO LABOR PROJECTIONS & OBSERVATIONS

- ➤ Faculty – tracking as anticipated
- ➤ Unclassified COLA planning still in process
- ➤ Classified salary projections now updated
  - • FY24 projection (green column) showing slight increase from April
- ➤ **NEW:** Starting FY24, all OPE estimates have been completely recalculated using Workday methodology
  - • Composite allocation vs. per employee
  - • Significant savings from budget

Supplies & Services

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)
Supplies & Services (S&S)						
S&S Expenses	(12,863)	(12,292)	(14,487)	(12,231)	(12,527)	(12,840)
AP Program Share (AP)	(1,104)	(1,128)	(1,309)	(1,219)	(1,199)	(1,124)
Capital Expenses (CapEx)	(99)	(240)	(87)	(246)	(251)	(257)
Total S&S, CapEx, AP	(14,066)	(13,660)	(15,884)	(13,695)	(13,977)	(14,222)

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

- S&S Full fiscal year projections are currently exceeding budget
  - Some large unexpected increases include:
    - Title IV & Clery outsourcing
    - Investment charges related to PUF move
    - Professional Services
      - Legal related to La Clinica
      - Assessments
  - Delay in internal charge processing & recoveries
- AP Program share increasing
  - More revenue = more revenue share
  - Program growth

Transfers

Education and General	2021-23 Biennium	2023-25 Biennium		2025-27 Biennium	
(in thousands of dollars)	**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)	(3,304)	(2,822)	(2,822)	(2,734)	(2,817)	(2,940)
Transfers Adjustments						
Transfers Net (excluding relief funds)	(3,304)	(2,822)	(2,440)			
Federal Relief Funds Transferred to E&G	3,312	2,879	2,879			
Transfers Net (In & Out of E&G)	8	57	439	(2,734)	(2,817)	(2,940)

TRANSFERS PROJECTIONS & OBSERVATIONS

➤ Slight reduction from last update
- Possibly related to conversion timing
- Monitoring over the summer

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

E&G Fund Balance

Education and General	2021-23 Biennium	2023-25 Biennium			2025-27 Biennium	
(in thousands of dollars)	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)
FUND BALANCE						
Change in Fund Balance	**(1,239)**	**1**	**343**	**(581)**	**372**	**883**
Beginning Fund Balance	6,886	5,883	5,647	5,990	5,409	5,781
Ending Fund Balance	5,647	5,884	5,990	5,409	5,781	6,664
% Operating Revenues	**8.77%**	**8.67%**	**8.91%**	**7.91%**	**8.11%**	**9.03%**
Gross Tuition Contribution Ratio	50.6%	51.2%	51.1%	49.9%	50.8%	52.2%
Net Tuition Dependency Ratio	51.9%	51.6%	50.4%	50.7%	50.8%	51.9%
Days of Operations	29.91	30.37	31.35	28.62	29.76	33.35
Months of Operations	1.00	1.01	1.05	0.95	0.99	1.11

JUNE UPDATE FUND BALANCE PROJECTIONS & OBSERVATIONS

➢ Current fund balance projections slightly increased from April
   • Largely due to updates to change in OPE projection model
➢ SCH decline projected for FY25 – FY27 (FAFSA debacle)
➢ Possible updates over the summer will alleviate fund balance use in FY25

➢ Continued monitoring to ensure R ≥ C

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	33,937	34,441	36,041	38,092
Fees	4,254	4,157	4,033	4,254	4,384	4,670
Raider Aid (remissions)	(4,002)	(4,055)	(4,301)	(4,023)	(4,210)	(4,450)
Oth tuition & fee adjustments		200	200			
Tuition, net of Raider Aid	33,430	35,013	33,869	34,672	36,215	38,312
Non-Recurring 1-Time Revenue		1,000	1,000	1,000	1,000	
Misc. Other Revenue	3,933	3,675	4,446	3,730	3,903	4,125
TOTAL REVENUES	**64,364**	**67,846**	**67,194**	**68,403**	**71,276**	**73,810**
EXPENSES & TRANSFERS						
Personnel Services						
Faculty	(14,626)	(14,539)	(14,065)	(14,675)	(14,792)	(15,259)
Unclassified Staff	(10,229)	(10,174)	(9,970)	(9,815)	(9,780)	(10,002)
Classified Staff	(6,845)	(7,335)	(7,054)	(7,263)	(7,779)	(8,119)
Students, GA's, etc	(1,365)	(1,787)	(1,361)	(1,670)	(1,676)	(1,759)
Salaries Sub-total	(33,065)	(33,835)	(32,451)	(33,423)	(34,027)	(35,138)
PERS & ORP (Retirement Pgms)	(7,890)	(8,323)	(7,684)	(7,940)	(8,173)	(8,547)
PEBB (Healthcare)	(7,907)	(8,651)	(7,920)	(8,035)	(8,308)	(8,591)
Other (FICA, SAIF, OPL, etc.)	(2,683)	(3,423)	(2,971)	(3,157)	(3,249)	(3,398)
OPE Sub-total	(18,480)	(20,397)	(18,575)	(19,132)	(19,731)	(20,536)
Vacancy Adj.		250				
Other Adj. to Labor		(260)			(377)	(842)
Net Personnel Services	(51,545)	(54,241)	(51,025)	(52,555)	(54,135)	(56,516)
Supplies & Services (S&S)						
S&S Expenses	(12,863)	(12,292)	(14,487)	(12,231)	(12,527)	(12,840)
AP Program Share (AP)	(1,104)	(1,128)	(1,309)	(1,219)	(1,175)	(1,124)
Capital Expenses (CapEx)	(99)	(240)	(87)	(246)	(251)	(257)
Total S&S, CapEx, AP	(14,066)	(13,660)	(15,884)	(13,695)	(13,953)	(14,222)
1x Cost Reductions, Savings, Outside Support				As Modeled	As Modeled	As Modeled
Recurring S&S Cuts				0	0	750
Personnel and S&S before Transfers	(65,611)	(67,901)	(66,909)	(66,250)	(68,088)	(69,988)
Net from Operations Before Transfers	(1,247)	(56)	285	2,153	3,188	3,822
Budgeted Transfers (In & Out)	(3,304)	(2,822)	(2,822)	(2,734)	(2,817)	(2,940)
Transfers Adjustments						
Transfers Net (excluding relief funds)	(3,304)	(2,822)	(2,440)			
Federal Relief Funds Transferred to E&G	3,312	2,879	2,879			
Transfers Net (In & Out of E&G)	8	57	439	(2,734)	(2,817)	(2,940)
TOTAL EXPENSES & TRANSFERS	**(65,603)**	**(67,845)**	**(66,470)**	**(68,985)**	**(70,905)**	**(72,928)**
TOTAL EXPENSES (excluding Federal Relief)	**(68,907)**	**(70,667)**	**(69,292)**			
FUND BALANCE						
Change in Fund Balance	**(1,239)**	**1**	**342**	**(582)**	**371**	**882**
Beginning Fund Balance	6,886	5,883	5,647	5,989	5,408	5,779
Ending Fund Balance	5,647	5,884	5,989	5,408	5,779	6,661
% Operating Revenues	**8.77%**	**8.67%**	**8.91%**	**7.91%**	**8.11%**	**9.02%**
Gross Tuition Contribution Ratio	50.6%	51.2%	51.1%	49.9%	50.8%	52.2%
Net Tuition Dependency Ratio	51.9%	51.6%	50.4%	50.7%	50.8%	51.9%
Days of Operations	29.91	30.37	31.35	28.61	29.75	33.34
Months of Operations	1.98	1.91	1.94	2.05	2.08	1.11

AY 2024-25 Southern Oregon University
Board of Trustees

RESOLUTION
Tuition and Fees for Academic Year 2024-25 and
Collection of the Single Mandatory Student Fee

Whereas, the Southern Oregon University Board of Trustees ("the board") has the authority to establish tuition and mandatory enrollment fees in accordance with applicable laws and policies, including the Board Statement on Delegation of Authority;

Whereas, the board previously adopted a process for Establishing Tuition and Mandatory Fees;

Whereas, the board authorizes the collection of mandatory student incidental fees which have been recommended jointly by the president of the university and the recognized student government, and established in accordance with Oregon Law;

Whereas, the university's Tuition Advisory Council, which is comprised of representatives from various campus constituencies including but not limited to students, student government, faculty, and staff, has recommended to the university president tuition and mandatory enrollment fees for Academic Year 2024-25;

Whereas, after considering numerous factors including but not limited to historical tuition and fee trends, comparative data of peer institutions, the university's budget and projected costs, anticipated funding including anticipated state appropriation levels, and applicable fee recommendations, the University President has provided the board tuition and mandatory enrollment fee recommendations for consideration;

Whereas, the president and the board consider a number of factors, including the desire to: create affordable access to programs and courses; encourage a diverse student body; maintain quality academic programs; encourage enrollment, persistence, and graduation of students; maintain the university infrastructure necessary to support the academic, cultural and physical development of its students; and support the educational goals of the State of Oregon;

Whereas, each component of the mandatory incidental and enrollment fees is billed discretely, and an Online Delivery Fee is assessed to online courses billed to students on a per credit hour basis;

Whereas, the board endeavors to eliminate separate online tuition rates and the corresponding online delivery fee for undergraduate resident, graduate resident, graduate non-resident, and Western Undergraduate Exchange online students;

Whereas, the board endeavors to assess a single mandatory fee rate for students, a new single composite fee will be assessed and billed to students irrespective of course

modality starting at one (1) student credit hour with a cap at eight (8) student credit hours; and

Whereas, the president has recommended to the Finance and Administration Committee that the proposed tuition and mandatory fees schedules be submitted to the full Board of Trustees for consideration and approval; now, therefore,

Be it resolved, that upon the recommendation of the University President and of the Finance and Administration Committee, the Board of Trustees of Southern Oregon University hereby approves the mandatory student incidental fees, the mandatory enrollment fees, and tuition rates schedules as presented on June 21, 2024, to become effective July 1, 2024. With this approval, the board authorizes the collection of tuition and a single mandatory student fee for the 2024-2025 academic year, as presented.

Be it further resolved, that with this action, the board rescinds the tuition and fees schedules for Academic Year 2024-25 previously adopted on April 21, 2024.

VOTE:

 DATE: June 21, 2024

FY 25 Budget Development Process

FY 2025

➢ Adaptive Planning implementation in full swing

➢ Team taking holistic approach to configuration

➢ Implementation will also involve FY 2025 budget development for October adoption

➢ Continuing resolution / temporary authorization at FY 2024 levels until October

FY 2025 Temporary Budget and Expenditure Authorizations (Action)

FY 2025 Temporary Budget and Expenditure Authorization
Summary of Proposed Action

The Southern Oregon University Board of Trustees has the responsibility of approving a budget and related expenditure authorizations for each fiscal year (FY). The upcoming fiscal year for the University begins on July 1, 2024, and ends on June 30, 2025.

In March of 2023 the go-live date of Phase 1 (Human Resources, Payroll, and Finance modules) of the Core Information System Replacement (CISR) Project was delayed six months in order to decompress overlapping project phases; address significant workload issues; and support a better-quality implementation of the Workday system. The budget module of Workday, Adaptive Planning, was planned to begin 6 months following the implementation of Phase 1. As a result, the original go-live date of July 1, 2023, was delayed until January 1, 2024. The new schedule requires the implementation of Adaptive Planning to begin later as well.

The delay stems from shifting the implementation of the Workday Foundational Data Model, Human Resources, Payroll, and Finance modules. The budget model, Adaptive Planning, is reliant on the successful implementation of those and was always scheduled to begin implementation after those modules were live. The six (6) month shift of going live with Workday to January of 2024 created an overlapping conflict with SOU's regular budget cycle and implementation of Adaptive Planning, pushing the kick-off start date to the end of April 2024.

As a result, it is proposed that the Board approve revising the timing related to adopting the FY25 budget.

Specifically, the University seeks temporary approval from the Board for initial expenditure authorizations for FY25 at levels commensurate with those of FY24. The final FY25 Education and General Fund (also known as "budgeted operations"), auxiliary, and designated operations budgets as well as transfers, will be presented for the board's action at its October meeting after Adaptive Planning is successfully launched with the FY2025 Budget development happening concurrently.

Southern Oregon University
Board of Trustees

Resolution
FY2025 Temporary Budget and Expenditure Authorization

Whereas, ORS 352.102(1) provides that, except as set forth within ORS 352.102, the Board of Trustees may authorize, establish, collect, manage, use in any manner, and expend all revenue derived from tuition and mandatory enrollment fees;

Whereas, ORS 352.107(1)(a) provides that the Board of Trustees may acquire, receive, hold, keep, pledge control, convey, manage, use, lend, expend and invest all monies, appropriations, gifts, bequests, stock and revenue from any source;

Whereas, ORS 352.087(1)(i) provides that the Board of Trustees may, subject to limitations set forth in that section, spend all available monies without appropriation or expenditure limitation approval from the Legislative Assembly;

Whereas, ORS 352.087(2) requires, and the Board of Trustees finds, that the budget of Southern Oregon University be prepared in accordance with generally accepted accounting principles;

Whereas, 352.087(3) provides that the Board of Trustees may perform any other acts that in the judgment of the Board of Trustees are required, necessary or appropriate to accomplish the rights and responsibilities granted to the Board and the University by law;

Whereas, the Board of Trustees wishes to approve a budget and related expenditure authorizations for fiscal year 2025 (FY 2025) prior to July 1, 2024;

Whereas, the Board of Trustees will delay approval of the final FY 2025 budget and expenditure authorization until full development of the FY 2025 budget occurs; and,

Whereas, the Finance and Administration Committee of the Board of Trustees has referred this matter to the Board of Trustees, recommending approval; Now therefore,

Be it resolved, the Board of Trustees of Southern Oregon University approves and adopts the following:

1. An Education and General operating budget equivalent to FY 2024 (in the sum of $67,488,209) is temporarily adopted for FY 2025. During FY 2025, the University President and Vice President for Finance and Administration (VPFA) may expend or authorize the expenditure of this sum, subject to applicable law;

2. An Auxiliaries budget equivalent to FY 2024 (in the sum of $14,256,140) is temporarily adopted for FY 2025. During FY 2025, the University President and Vice President for Finance and Administration (VPFA) may expend or authorize the expenditure of this sum, subject to applicable law; and

3. A Designated Operations budget equivalent to FY 2024 (in the sum of $5,857,608) is temporarily adopted for FY 2025. During FY 2025, the University President and Vice President for Finance and Administration (VPFA) may expend or authorize the expenditure of this sum, subject to applicable law.

At its next regularly scheduled meeting, currently scheduled to occur on October 18, 2024, the Board of Trustees will review and adopt permanent operating, auxiliary, and designated operations budgets for FY 2025.

VOTE:

DATE: June 21, 2024

Expenditure Authorization Request: Design Services Contract for SOU Wrestling Facilities Project (Action)

SOU Wrestling Facility
Summary of Proposed Action

The SOU wrestling teams will enroll over 110 student-athletes next fall. They are without sufficient and dedicated practice space. SOU's Creative Arts remodel proposal, which will be submitted as the top capital project for the spring 2025 legislative session. In the future, this will open up the Digital Media Center (DMC) for use as a wrestling facility. However, a near-term, temporary fix is needed.

The Office of Civil Rights, through Title IX equity, mandates that each athletic team in an intercollegiate athletic program has access to safe, exclusive and adequate practice facilities. Anything short of equity could result in non-compliance. The wrestling teams have been without adequate practice facilities for over four years. Optimistic estimates for the completion of the Creative Arts project, if funded by the state, are another four years.

Subsequently, the total number of student-athletes attending SOU will climb to 472 this fall, and the 19 programs have outgrown SOU's 2,600 square- foot weight room.

Short-term fix options for both issues are as follows:

1) Build a 7000 square-foot brick and mortar facility off the back of the Recreation Center, allowing wrestling to use it immediately as a wrestling room, then as a weight room for all programs when the Creative Arts remodel allows for the DMC to transition into a wrestling room; or

2) Invest in a 30,000+ square-foot enclosed turf and court-sport pressurized fabric dome that can be utilized as a wrestling practice facility, weight room and field house. The basic intent is to provide wrestling an exclusive space from October through June, then open the dome as a smoke-free indoor practice space for outdoor teams July through September. Again, once the DMC is converted to a wrestling facility, the dome would function exclusively as a weight room and field house.

The university is evaluating which option would be most durable, cost effective, quickest to build, and meet the needs of our wrestling teams immediately and other teams long term. SOU will seek to engage the services of an architect and get cost estimates from a reputable construction company. Other considerations include city restrictions, location identification, and site preparation costs. Coaches and department staff (beginning with wrestling) will be surveyed for preference, as well as potential donor interest.

Floor Plan for Option 1

OFFICE

WEIGHT ROOM / WRESTLING GYM
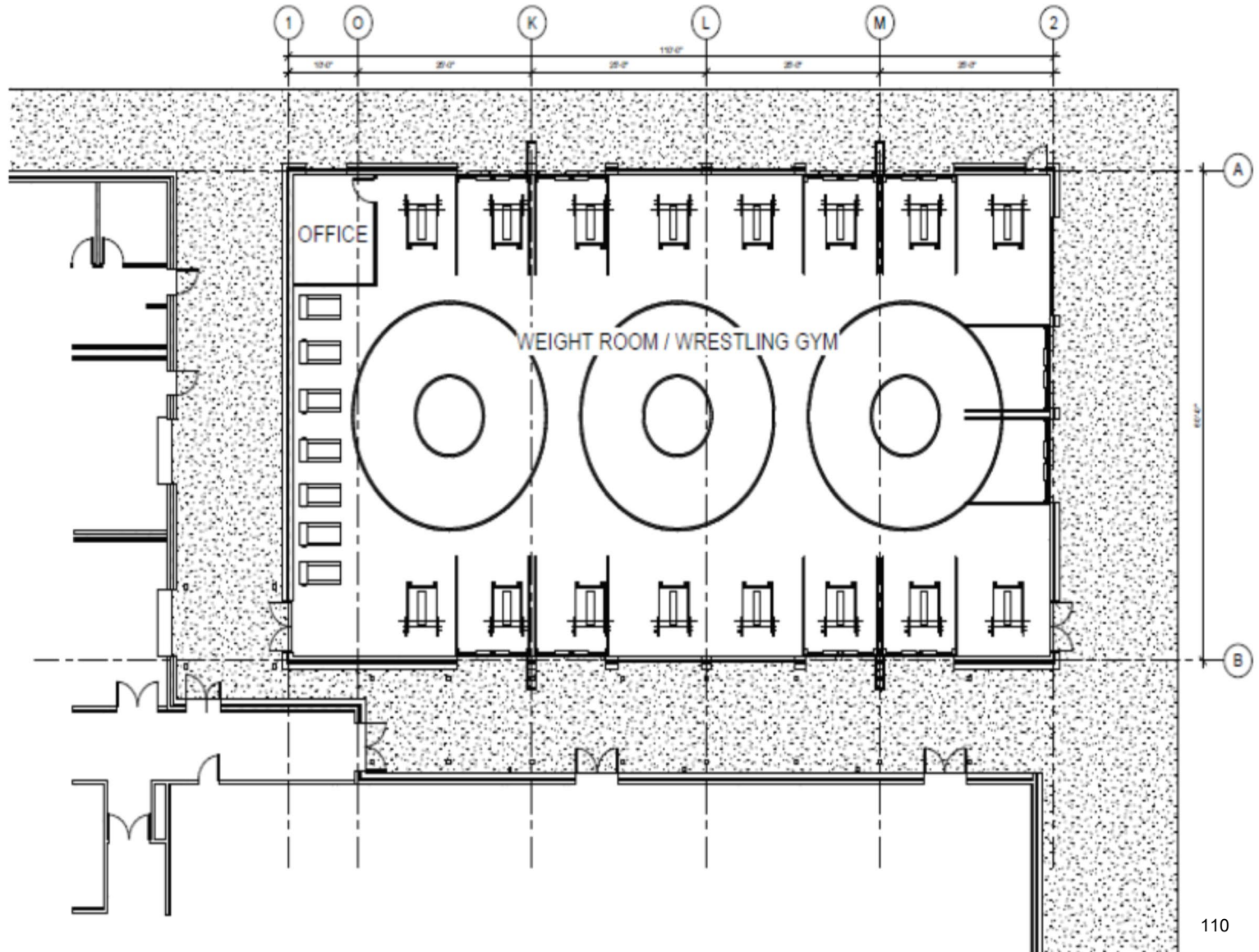
General Dome Configuration for Option 2:

Southern Oregon University
Board of Trustees

RESOLUTION

**Expenditure Authorization for Design Services Contract and Conditional Approval
of SOU Wrestling Team Facilities**

Whereas, the Athletics programs at Southern Oregon University (SOU) are deemed to 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 SOU Wrestling Team facility for the primary use of the University's wrestling 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 the proposed SOU Wrestling Facility valued at or near$300,000;

Whereas, following the university's policies and procedures, the university seeks approval to complete the SOU Wrestling Facilities capital project at an estimated cost between $2,000,000 and $4,000,000, or that can reasonably fundraised;

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 Wrestling Facility in the amount of $300, 000. The source of funds for this contract shall be philanthropic gift funds

2. Resolved, the Board of Trustees provides a conditional approval to complete this capital project with a budget not to exceed $4,000,000, 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.

VOTE

DATE:

Information Technology Risk Assessment

2024 INFOSEC REPORT

DAVID RACO, INFORMATION SECURITY MANAGER

CERTIFIED INFORMATION SYSTEMS SECURITY PROFESSIONAL (CISSP)

RACOD@SOU.EDU | 541-552-6893

CONTENTS

- THE IMPORTANCE OF INFOSEC

- INFOSEC GOVERNANCE

- WHAT'S DONE

- WHAT'S NEXT

- WHAT'S NEEDED

THE IMPORTANCE OF INFOSEC

Ransomware encrypts an organization's data, rendering it inaccessible until a ransom is paid.

THE IMPORTANCE OF INFOSEC

More lawsuits filed over Knox

Ranso... to colle...

A hacker grou... common rans...

Should Higher Education Be Worried About the Future of Cyber Insurance?

More frequent attacks and rising costs are causing insurers to re-evaluate their offerings. How can colleges and universities respond and remain protected?
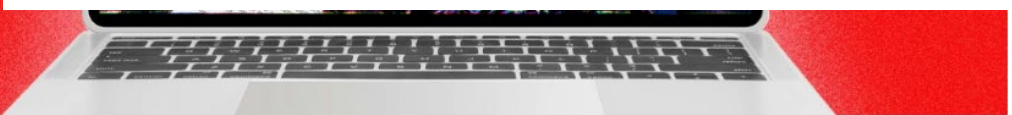
Knox College students have been threatened by hackers who breached their school's computer systems. NBC News / Getty Images

Jimmy Thomas / Creative Commons

INFOSEC GOVERNANCE

1. PROVIDE STRATEGIC DIRECTION
2. ACHIEVE MISSION AND OBJECTIVES
3. MANAGE RISKS
4. USE RESOURCES RESPONSIBLY
5. MAINTAIN COMPLIANCE WITH REGULATIONS

WHAT'S DONE

- ✓ ADOPT A CYBERSECURITY FRAMEWORK

- ✓ PERFORM A WRITTEN RISK ASSESSMENT

- ✓ CROWDSTRIKE

- ✓ OKTA

- ✓ PHISHING TRAINING

WHAT'S NEXT

- FORMALIZE OUR INFOSEC PROGRAM

- BETTER AUDITING AND MONITORING

- DATA GOVERNANCE

- MORE TRAINING

- ARTIFICIAL INTELLIGENCE

Microsoft VASA-1 Demo
https://www.microsoft.com/en-us/research/project/vasa-1/
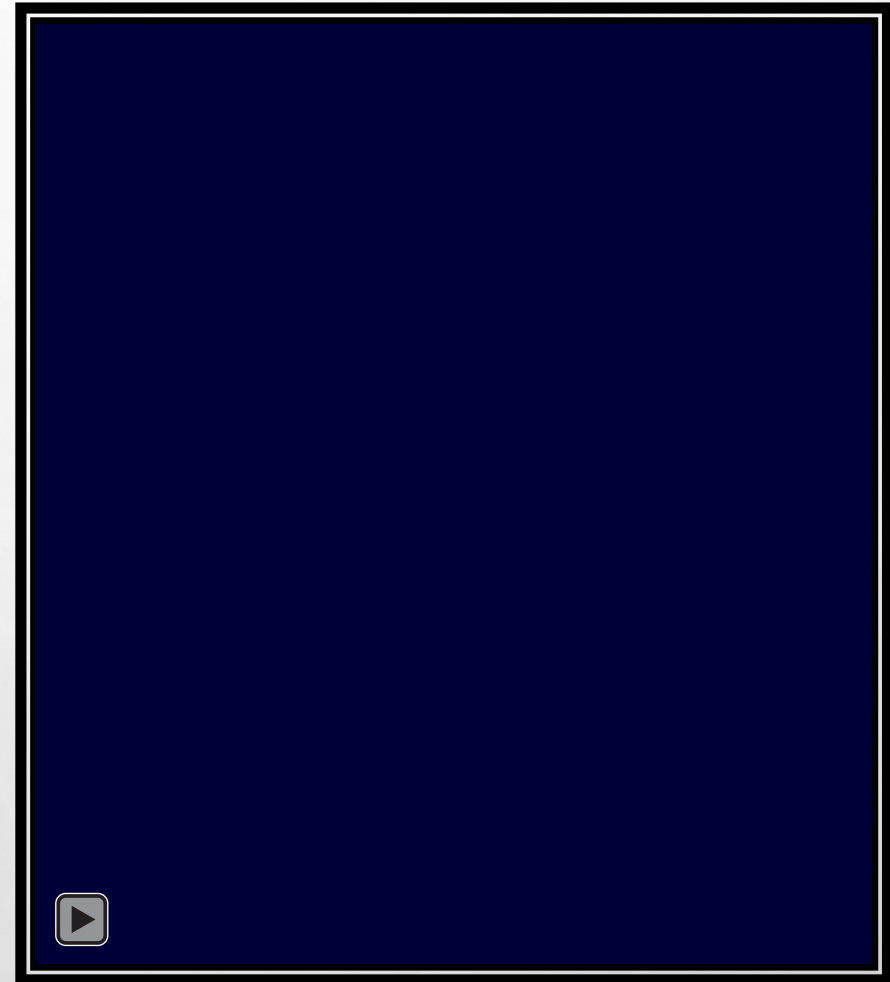
WHAT'S NEEDED

- PERSONNEL

- CYBERSECURITY BUDGET

- INFRASTRUCTURE UPGRADES

- STATE INVESTMENTS

- GRANTS

Draft Risk Assessment and Fiscal Year 2025 Internal Audit Plan (Action)

Southern Oregon University
Fiscal Year 2025 Internal Audit Plan

June 2024

Prepared by:
David Terry, CPA, CFE, CIA
Internal Audit Office

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PLAN OVERVIEW

This document provides the FY 2025 Internal Audit Plan as required by professional auditing standards.

<u>AUDIT PLAN – Exhibit A</u>
The final audit plan covers a 12-month period beginning July 1, 2024 through June 30, 2025. This plan includes internal audits selected based on the results of the entity wide risk assessment performed by Portland State University's (PSU) Internal Audit Office (IAO), who has been contracted by Southern Oregon University (SOU) to provide internal audit services.

<u>PRIORITIZED POTENTIAL AUDITS – Exhibit B</u>
The IAO prioritized the university's departments, or auditable units, by sorting the units from highest risk to lowest risk based on scoring criteria used for the entity wide risk assessment. The IAO analyzed the results to determine if risk ratings were consistent with what professional judgment would expect. In addition, the IAO considered significant changes in processes units are currently undergoing and/or will be undergoing in the near future to help identify the timing of when an Internal Audit should occur. This resulted in the prioritized ranking of audits.

<u>RISK FACTOR DEFINITIONS AND SCORING CRITERIA – Exhibit C</u>
The IAO established risk criteria, based on best practices implemented by other Internal Audit Departments throughout governmental and higher education entities, to be used in determining the overall risk for each potential audit unit. The IAO scored risk for each auditable unit by: receiving input from key stakeholders throughout the university; scoring the complexity of each unit; scoring the significance of the impact an error and/or weakness would have to the college as a whole if a detrimental event were to occur in that unit; scoring the significance of revenues and expenditures flowing through the unit; and scoring risk based on the IAO's professional judgment.

<u>AUDIT ENTITIES – Exhibit D</u>
Exhibit D provides an overview of the audit universe at the university (i.e. "what is auditable"). Defining the audit universe is a critical step in helping plan future internal audits at the university. Each auditable unit must be distinct and contain activities structured to obtain common objectives. For the FY 2025 entity wide risk assessment, there are 34 auditable units.

FY2025 INTERNAL AUDIT PLAN & BUDGETED HOURS

EXHIBIT A

Internal Audit Plan
July 1, 2024 through June 30, 2025

Audit #	Engagement Title	Hours*	Timeframe**	Comments
Annual Risk Assessment	FY24 Annual Risk Assessment	40	June 2025	Required annually by IIA auditing standards.
Planned Audits				
2025-1	Workday Implementation – Consulting Review Cont.	Estimated at 250 hours	July-June 2025	
2025-2	STARS Audit	Estimated at 80 hrs	Oct 2024-Mar. 2025	
2025-3	Athletics	Estimated at 250 hrs.	Nov. 2024 -May 2025	
Other Services				
SPECIAL REVIEWS	Special reviews	50	Fiscal Year 2025	Investigative reviews as requested by mgmt.
CONSULT	Consulting Work	55	Fiscal Year 2025	Consulting work as requested by mgmt.
	Total Audit Hours for FY 2025	**725**		

* Hours may be adjusted as needed based on scope and objectives of the planned audit and potential issues identified during fieldwork.

** Dates may be adjusted as needed to avoid a negative impact on SOU projects, available staff and resources.

Internal Audit Plan
Description of Audits
July 1, 2024 through June 30, 2025

Audit #	Description
2025-1	Continued work on consulting project that will help review the implementation of the Workday system and will spot check new processes and systems to help ensure critical controls and processes are implemented and working effectively before the system goes live and the organization moves away from utilizing Banner.
2025-2	Internal Audit plans to assist in the annual STARS (Sustainability, Tracking, Assessment & Rating System) that SOU's Institute for Applied Sustainability compiles and submits to The Association for the Advancement of Sustainability in Higher Education (AASHE). The internal audit review can help enhance SOU's STARS assessment score as outlined at https://stars.aashe.org/resources-support/help-center/planning-administration/reporting-assurance/#are-points-for-reporting-assurance-guaranteed
2025-3	Planned project will cover general internal control and compliance requirements over revenues and expenditures and key compliance requirements that the Athletic department manages.
Risk Assessment	The annual risk assessment forms the basis of the audit plan. Auditing standards require the IAO to conduct an annual risk assessment to conform to standards.
Consulting	SOU management may ask Internal Audit for consulting services to be performed in accordance with the Mission & Authority Statement for the Internal Audit Department.
Special Reviews	Includes hours for unplanned, special requests for audit reviews and investigations arising from allegations received and/or actual detrimental events occurring at the university.

FY2025 ENTITY WIDE RISK ASSESSMENT

EXHIBIT B

FY 2025 Prioritized Audit Risk Model – Auditable Units

Auditable Entity/Unit	Risk Ranking	Total Risk Score	PY Risk Score	IA Planned for FY25?
Office of Information Technology (IT)	1	37.6	37	Yes
Athletics	2	34.6	31.7	Yes
Payroll and Human Resources	3	33.0	33	No^
Financial Aid Office (FAO)	4	32.4	33.6	No^
Enrollment Management and Student Affairs	5	31.7	33	No^
Environmental Health and Safety	6	31.5	31.5	No
Equity, Diversity, and Inclusion (EDI)	7	29.4	30.2	No
Student Health and Wellness Center	8	29	29	No
Facilities, Maintenance, & Plant (FPM)	9	29	29	No^
Housing, Family Housing, and Food Services	10	29	29	No^
Title IX	11	28.9	28.9	No
Oregon Center for the Arts	12	28.8	28.8	No
Division for Business, Communications, and Environmental Science	13	28.8	28.8	Yes
Division of Education Health and Leadership	14	28.8	28.8	No
Division of Science, Tech., English, & Math	15	28.8	28.8	No
Division of Social Sciences	16	28.8	28.8	No
Finance and Administration	17	27.6	27.3	Yes
Provost Office and Bridge Program	18	27.6	27.6	No
Dean of Students, Gender and Sexuality Justice	19	26.4	26.4	No
Division of Undergrad Studies	20	26.4	26.4	No
Division of Humanities and Culture	21	26.4	27.6	No
Honors College	22	25.2	25.2	No
Office of International Programs	23	25.2	25.2	No
Campus Public Safety Office (CPSO)	24	20.9	20.9	No
Jefferson Public Radio (JPR)	25	19.8	19.8	No
President's Office	26	19.8	19.8	Yes
University Advancement and Grants Administration	27	19.8	19.8	No
Parking Services	28	18.9	18.9	No
Student Activities and Clubs	29	18.9	18.9	No
Registrar's Office and Admissions	30	16.5	16.5	No
Schneider Museum of Art	31	15.1	15.1	No
Hannon Library	32	13.2	13.2	No
Bookstore (Barnes and Noble Outsourced)	33	12.6	12.6	No
Office of Institutional Research	34	12.6	12.6	No

^ External audit testing helps provide some coverage for these audit units. For example, IT receives some review each year under the external audit for GLBA compliance requirements.

FY2025 RISK FACTORS, SCORING CRITERIA, & AUDIT PLAN APPROVAL PROCESS

EXHIBIT C

Overview of Entity Wide Risk Assessment

	A	B	C	D = A+B+C
Auditable Unit	**Risk Assessment Interview Score**	**Financial Significance Score**	**Last Time Audit by IA Score**	**Total Risk Score**
Example Auditable Unit A	30	6	7.2	43.2
Example Auditable Unit B	10	0.5	0	10.5

Risk Assessment Interview and Survey Score – The IAO held interviews with SOU managers to help gain an understanding of risks and obstacles each unit was facing and to gain a more thorough understanding of the duties and responsibilities of each unit. The IAO asked stakeholders questions on where these managers saw risks at SOU, both internal risks and external risks. The IAO also reviewed prior risk assessment materials and results prepared by SOU's former Internal Auditor.

IAO scored the responses provided by stakeholders interviewed based on IAO's collective professional experience and observations of these auditable units and related risks in higher education. The IAO assessed an initial risk score based on the risk assessment interviews and placed this score into Column A above. The highest score possible for this section of the risk assessment was 30 points and the lowest was 10 points.

Financial Significance Score – The IAO also assigned a risk score to each auditable unit based on how much revenues the unit processed during fiscal year 2023 (FY23) or how much expenditures the unit incurred during FY23. The primary concept of the risk scoring for this attribute was that as the amount of revenues and/or expenditures increases in a unit the risk for that unit also directly increases. The IAO primarily used financial data extracted from FY23 using

Banner's FGIBDST report to obtain the revenue and expenditure amounts. The greater of revenues or expenditures being processed through the unit for FY23 was used to score the financial risk for the unit using the scoring matrix outlined below:

Risk Score Matrix for Financial Significance:

Revenue or Expenditure Total for FY23	Multiply Risk Score in Column A by the Percentage Below and Place the Results in Column B
> $5,000,000	20%
$4,999,999 to $3,000,001	15%
$3,000,000 to $1,000,001	10%
$1,000,000 to $0	5%

The highest score an audit unit could obtain from the financial risk scoring here would be 6 points, and the lowest possible score an audit unit could obtain from this scoring would be .5 points.

Last Time Audited Score - The IAO also assigned a risk score to each auditable unit based on how much time has elapsed since an internal or external audit was conducted over all or a portion of the respective auditable units. A risk score was added onto each auditable unit using the scoring matrix below based on the length of time that has elapsed from the IAO's last audit of the unit.

Last Time Unit was Audited	Risk Points Scale
Audited 5+ years ago	20%
Audited 2 to 5 years ago	10%
Audited within 1 to 2 years ago	0%

The risk scores from the length of time elapsing since an audit had been conducted at the auditable unit was placed in Column C above by taking the sum of risk score attribute A plus attribute B and multiplying that sum by the percentage in the Last Time Unit Was Audited matrix above. The highest risk score possible for Column C would be 7.2 and the lowest risk score possible for Column C would be 0.

Total Risk Score - To obtain the total risk score for each auditable unit, the IAO took the sum of the risk scores noted in Columns A through Column C, which was then placed in Column D as the auditable unit's total risk score. These risk scores are the scores presented in Exhibit B and these risk scores were used to sort the various auditable units from high risk (i.e. units scoring 30 points or more) down to low risk units (i.e. units scoring below 20 points). The highest total risk score an audit unit could obtain using the risk scoring criteria above would be a score of 43.2 points, and the lowest score an audit unit could obtain would be a score of 10.5 points. Finally, to help designate high, moderate, and low risk audit units, the IAO took any audit unit that scored 30 points or higher and classified this as high risk. Units scored between 29.9 to 20.0 points were assessed as moderate risk. Units scored 19.9 points or less were assessed as low risk.

Internal Audit Plan Approval Process Flowchart

IAO conducts a financial analysis over each audit unit's fiscal year 2023 financial transactions. This analysis is scored into a portion of each audit unit's risk assessment score.

IAO interviews a sample of key stakeholders at SOU to receive input into the annual risk assessment and audit plan and to discuss potential risks to SOU and controls implemented to mitigate those risks. The input from the interviewees is then scored as a portion of the risk assessment scores

Draft annual audit plan and results of annual risk assessment presented to Executive and Audit Committee (EAC) at June meeting. EAC and IAO finalize the areas to be audited over the next fiscal year based on review and discussions over the results of the annual risk assessment.

IAO projects conducted in accordance with the approved audit plan.

AUDITABLE UNITS DEFINED

EXHIBIT D

Auditable Units
Summary Descriptions

1. **Athletics –** Athletics includes: Athletic Administration and general athletic operations; men's sports program, women's sports programs, Sports Information, sport camps, Marketing Department, Raider Athletics, Dance Team, Cheerleading, Sports Band, IFC Revenue Pool, Athletic Game Management, sports travel, and the Trainer department. Athletics is budgeted under Organization Codes 261100 through 270000 in Banner.

2. **Bookstore (Barnes and Noble) –** This audit unit encompasses the outsourced bookstore operations at SOU and the contractual agreement with Barnes and Noble for outsourced bookstore services.

3. **Campus Public Safety Office (CPSO) –** CPSO provides a safe and secure environment for SOU students, employees and visitors to express freedom of intellectual growth and responsible global citizenship. CPSO is budgeted under Organization code 481000.

4. **Dean of Students, Gender & Sexuality Justice -** The Office of the Dean of Students, along with the various resource centers offered to SOU students, helps to support the campus community and promotes individual student success and retention. This audit unit is budgeted under Organization Codes 510000 through 533000 in Banner

5. **Division for Business, Communications, and Environmental Science –** This auditable unit represents one of the seven academic divisions at SOU and includes all academic courses and financial transactions under the Division for Business, Communications, and Environmental Science. This audit unit is budgeted under Organization Codes 354000 through 354030 in Banner.

6. **Division of Education, Health, and Leadership –** This auditable unit represents one of the seven academic divisions at SOU and includes all academic courses and financial transactions under the Division of Education, Health, and Leadership. This auditable unit is budgeted under Organization Codes 355000 through 355022 in Banner.

7. **Division of Humanities and Culture –** This auditable unit represents one of the seven academic divisions at SOU and includes all academic courses and financial transactions under the Division of Humanities and Culture. This auditable unit is budgeted under Organization Codes356000 through 356022.

8. **Division of Science, Technology, English, and Math –** This auditable unit represents one of the seven academic divisions at SOU and includes all academic courses and financial transactions under the Division for Science, Technology, English, and Math. This audit unit is budgeted under Organization Codes 357000 through 357025 in Banner.

9. **Division of Social Sciences –** This auditable unit represents one of the seven academic divisions at SOU and includes all academic courses and financial transactions under the Division of Social Sciences. This auditable unit is budgeted in Banner under Organization Codes 358000 through 358025.

10. **Division of Undergrad Studies –** This auditable unit represents one of the seven academic divisions at SOU and includes all academic courses and financial transactions under the Division of Undergrad Studies. This auditable unit is budgeted under Organization Codes 359000 through 359100 in Banner.

11. **Enrollment Management and Student Affairs – Enrollment Management and Student Affairs helps to provide access to students interested in attending SOU.** Departments included in this unit include Veterans Services, Disability Resources, Recreation Center, Student Union, eSports Program, Career Fair, and Sign Interpretation. This audit unit is budgeted under Organization Codes 536010 through 544241 and includes 583000 through 586300, but excludes 543100 through 543761 and 544211 in Banner.

12. **Environmental Health and Safety –** Environmental Health and Safety helps to ensure a SOU is safe for employees, students, visitors and the environment. Environmental Health and Safety is budgeted under Organization Code 482000 in Banner.

13. **Equity, Diversity, and Inclusion (EDI)-** EDI is committed to promoting an inclusive process by working together to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. EDI is budgeted under Organization Codes 110021 and 321300 in Banner.

14. **Facilities, Maintenance, and Plant (FMP) –** FMP strives to expertly maintain the SOU campus and provide exceptional services to support the education and development of SOU students. FMP includes surplus property sales, fleet management, and campus sustainability. FMP is budgeted under Organization Codes 471009 through 476400 in Banner.

15. **Finance and Administration-** The Finance and Administration audit unit includes the Budget Office, Business Services, Departmental Services, the Service Center, Student Services, Printing & Copy Services, Mail Services, Campus Planning, and the budget for the SOU Board. Finance and Administration is budgeted under Organization Codes 422100 through 460910 and includes Organization Codes 476500, 484200, and 484210 in Banner.

16. **Financial Aid Office (FAO) –** The Financial Aid Office assists SOU students with merit scholarships, departmental scholarships, and external scholarships. FAO is budgeted under Organization Codes 560000 in Banner and includes all Title IV financial aid and state aid funds. Note - The Internal Audit Office broke the Financial Aid Office out separately from Enrollment Management and Student Affairs as Financial Aid has unique federal regulations to comply with related to the handling of Title IV federal financial aid funds.

17. **Hannon Library –** SOU's Library is integral to the success of all learners at SOU. The Library helps to advance information literacy and lifelong learning by teaching diverse learners to navigate and understand increasingly complex information environments. Library is budgeted under Organization Codes 361100 through 366100 and 544211 in Banner.

18. **Honors College** – Combining real world projects with intellectual rigor, the Honors College at SOU aims to provide a challenging learning environment for SOU students. The Honors College is budgeted under Organization Codes 331790 through 331802 in Banner.

19. **Housing, Family Housing, and Food Services –** This audit unit includes Housing Administration, Housing Conferences, Residence Life, Food Services & Contracted Food Services, Residence Hall Maintenance, and the EAAC Bike Program. These functions are budgeted under Organization Codes 543100 through 543700 and 547100 and 336100 in Banner.

20. **Jefferson Public Radio (JPR)-** The mission of the JPR is to help feed the human intellectual and creative spirit of Southern Oregon and Northern California communities striving to build a diverse community of informed citizens through fact-based journalism and programs that stimulate civic discourse, inspire community engagement, celebrate music and foster the art of storytelling. JPR is budgeted under Organization Codes 231000 through 237000 in Banner.

21. **Office of International Programs –** International Programs is SOU's resource for international educational activities and works closely with faculty, staff, students, scholars, the local community, and international alumni in supporting initiatives to internationalize the university. This unit also is responsible for SEVIS compliance at SOU. International Programs is budgeted under Organization Code 325100 in Banner.

22. **Office of Information Technology (IT) –** SOU IT helps to support students and employees with their technology needs at SOU. In addition to supporting students and staff, IT provides enterprise system support, cybersecurity and training, assistance with software and telecommunication needs, and general IT governance at SOU. IT is budgeted under Organization Codes 371000 through 378680 in Banner.

23. **Office of Institutional Research –** The Office of Institutional Research provides timely and accurate statistical analyses that are integral to the strategic planning process for SOU including support for internal decision making and overall institutional effectiveness. The Office of Institutional Research is budgeted under Organization Code 255100 in Banner.

24. **Oregon Center for the Arts**– This audit unit covers all academic departments under the Oregon Center for the Arts. This audit unit is budgeted under Organization Codes 335000 through 335013 in Banner.

25. **Parking Services –** The Parking Services department provides parking services for the campus community through the use of creative, innovative and proactive measures that support the SOU mission. Parking Services is budgeted under Organization Code 483000 in Banner.

26. **Payroll and Human Resources –** Payroll and Human Resources is part of the Division of Finance and Administration. Human Resources contributes to the educational mission of SOU by developing, implementing, and administering a wide range of personnel programs within the guidelines provided by State and Federal regulations, University Shared Services

Enterprise, and SOU. Payroll functions as part of the broader Business Services Administrative Support Unit for SOU. Payroll is responsible for handling all aspects involving the processing of payroll for the campus, ensuring the accuracy of all compensation, deductions, benefits, the fundamental application of the collective bargaining agreements and complying with all State and Federal regulations. Payroll and Human Resources is budgeted under Organization Codes 461000 through 464300 in Banner. Note - The Internal Audit Office broke Payroll and Human Resources out separately from the Finance and Administration audit unit as Payroll and Human Resources have unique State and Federal regulations to comply with related to the hiring, employing, and paying for employee services at SOU.

27. **President's Office -** The President's Office includes Government Relations, the Office of General Counsel, and Internal Audit at SOU. The President's Office is budgeted under Organization Codes 110000 through 110070, but excludes 110021 in Banner.

28. **Provost Office and Bridge Program –** The Provost Office plays a leading role in sustaining an environment of academic excellence at SOU with a strategic focus on the academic success of SOU students. The SOU Bridge Program is available to students graduating from an Oregon high school and is designed to help incoming students be successful via a pre-Fall session program. The Provost Office and Bridget Program is budgeted under Organization Codes 311000 through 313110, 321300 through 325999, and 359100; however, this audit unit excludes 313150 through 313207, 321300, and 323100.

29. **Registrar's Office and Admissions –** The Registrar's Office assists both the university and students with many different services including, but not limited to, student records, FERPA compliance, coordination of course schedules and the course catalog, and review of graduation requirements for students. The Admissions Office assists students interested in attending SOU with the application process. The Admissions Office also provides resources to the parents of students interested in SOU or students attending SOU. The Registrar's Office and Admissions is budgeted under Organization Codes 351000 through 352000 in Banner.

30. **Schneider Museum of Art –** The Schneider Museum of Art, part of the Oregon Center for the Arts at SOU, is a vital force in the intellectual life of SOU that promotes an understanding of the visual arts within a liberal arts education. The Schneider Museum of Art is budgeted under Organization Code 380000 in Banner.

31. **Student Activities and Clubs –** Student Activities and Clubs serve as a means to connecting with other students, providing leadership development and opportunities, appreciating diversity, encouraging civic engagement, and enhancing students' college experience. Student Activities and Clubs is budgeted under Organization Codes 544242 through 544810 in Banner.

32. **Student Health and Wellness Center –** The Student Health and Wellness Center provides access to a wide range of health services including primary medical care, mental health care, psychiatric care, preventive services and campus-wide health promotion. The Student Health and Wellness Center is budgeted under Organization Code 570000 in Banner.

33. **Title IX –** SOU is committed to a timely, thorough and thoughtful response to concerns of alleged equity violations. SOU is also committed to providing an educational environment

that is safe and accessible to all. In addition, SOU values due process, clarity of procedure and strives to ensure equal access for all members of the campus community. Title IX is budgeted under Organization Code 465000 in Banner**.**

34. **University Advancement and Grants Administration –** University Advancement and Grants Administration helps SOU with donor and alumni relations and the administration of state, federal, and local grants that SOU may receive. University Advancement and Grants Administration is budgeted under Organization Codes 210000 through 220000 and 323100 in Banner**.**

Southern Oregon University
Board of Trustees

Resolution
Adoption of Fiscal Year 2025 Internal Audit Plan

Whereas, Southern Oregon University has a duty to responsibly manage, invest, allocate, and spend its resources;

Whereas, Southern Oregon University has contracted a certified internal auditor to provide independent, objective evaluations and advisory services that add value to the University;

Whereas, the internal auditor will work closely with the Board of Trustees, University leadership, faculty, and staff to conduct and coordinate a range of internal audit functions for the University;

Whereas, the internal auditor has developed, for approval by the Board, an internal audit plan for Fiscal Year 2025 as described in the June 21, 2024 meeting materials; and

Whereas, the Executive, Audit, and Governance Committee of the Board of Trustees has reviewed the Fiscal Year 2025 plan, and recommends its adoption by the Board of Trustees;

Now, therefore, be it resolved, the Board of Trustees of Southern Oregon University hereby approves and adopts the Fiscal Year 2025 Internal Audit Plan;

Be it further resolved, the Board of Trustees hereby instructs the internal auditor and the officers of the university to take all actions and steps deemed necessary and proper to implement the Internal Audit Plan.

VOTE:

DATE:

Government Relations Update

Legislative Days – May

- Release of $18.7 million in Sustainability Funds for TRUs/PSU
  - ➤ Includes $2.3 million to SOU which we are applying toward our CISR project (for implementation of Workday-Student)
  - ➤ Includes $2.5 million for a collaborative project, SOU will undertake with other TRUs/PSU to explore shared services

- Positive comments by many legislators on work being done at TRUs

Legislative – Legislative Interim

- 2025-27 Funding (Consolidated Funding Request)
  - ➢PUSF request of $1.275 billion
  - ➢OOG request of $432 million
- Capital Construction
  - ➢Creative Industries/Student Success & Leadership Center Capital Project
    - ▪ *SOU #2 of ranked university projects on prioritized list*
- Hosting legislators on campus this summer

Questions?

Board Officer Elections (Action)

Board Officer Elections Work Group Summary

On January 20, 2024, Board Chair Daniel P. Santos, appointed an Officer Elections Work Group, as prescribed in the Board Statement on the Process for Officer Elections. Trustees Iris Maria Chavez, Jason Mendoza, and Bill Thorndike were appointed to the work group. Bill Thorndike was appointed as the chair of the work group and and the board secretary, Sabrina Prud'homme was appointed to provide staff support to the group.

The Officer Elections Work Group met on the following dates to carry out the process outlined in the board statement.

- February 09, 2024
- March 21, 2024
- April 25, 2024
- May 9, 2024

Following their first meeting, at the request of the work group and in compliance with the board's process, Sabrina Prud'homme sent an email to the board on February 15, 2024, requesting trustees' suggestions for future board officers. A reminder was sent on February 29, 2024.

Trustees Chavez and Mendoza each conducted outreach to every trustee who was recommended by a board colleague or colleagues, or who expressed interest in serving as a board officer. During this initial contact, the following considerations were addressed: interest and willingness to serve as the chair/vice chair for the board; the necessary time/bandwidth of the roles; known limitations to their service; and for a chair candidate, if they are not elected, would they like to be considered for the vice chair position, as the board's process allows.

The group's Chair Thorndike conducted additional outreach as needed, including to the university president, in compliance with the board's process.

One trustee was suggested for the position of board chair and two trustees were suggested for the position of vice chair. One vice chair candidate withdrew their name from consideration, citing issues personal bandwidth issues preventing them from being able to take on additional leadership responsibilities. The following slate of names represents those who remain for the board's consideration of new officers. The individuals listed below are expected to be nominated for these officer positions in the June 20, 2024, meeting of the Board of Trustees.

Chair	Vice Chair
Sheila Clough	Shaun Franks

In compliance with the Board Statement on the Process for Officer Elections, each of these trustees submitted a personal statement in response to selected prompts for the consideration of the board. In addition to standard considerations such as leadership and vision, these trustees were asked to respond to a specific prompt regarding the importance of the student, staff, and faculty voices on the board, as the board's composition recently was increased to 17 to allow for additional students on the board, bringing the number of on-campus trustees to 5 (6 including the university president).

At the request of the Board Officer Election Workgroup, I am submitting this statement of interest for the Chair role. As advised, this document provides a brief statement of interest including relevant experience and goals; an overview of my leadership style and aspirations as the potential next Chair; and how I intend to support President Bailey. Finally, this statement provides a reflection of the value of the student, faculty, and staff trustees on SOU's Board of Trustees.

General State of Interest

It is an honor and privilege to be considered for the position of Chair of Southern Oregon University's (SOU) Board of Trustees. It has been a privilege to serve as the Vice Chair of the Board for the past two years and as the Chair of Finance and Administrative Committee for the four years prior to my current leadership position. As Vice Chair, I also chaired the Board Policy workgroup. This workgroup was responsible for reviewing numerous Board policies and recommending appropriate revisions to ensure the Board practices aligned with state requirements and governance best practices. Additionally, when called upon, I participated in numerous events at the university and within the community to represent the SOU Board of Trustees.

My desire to continue serving in a leadership role is rooted in my strong belief in the value SOU brings to this region. I am committed to fostering an environment which allows SOU to flourish during a time of enormous potential innovation and transformation.

As a resident of the area and an executive leading a not-for-profit organization with its headquarters planted locally, I have a personal and professional vested interest in the success of SOU. Personally, I view southern Oregon as my adopted home, now and hopefully well into my retirement years. Therefore, I want the area to continue to prosper and having access to higher education is one significant element of prosperity for a community. Similarly, as an executive running a healthcare company, I rely on a prospering community as well as access to higher education resources for the growth and development of professionals serving within the local workforce. I share in the belief with my fellow area business leaders that having a university in our backyard is a difference maker for the economic development of this region.

Therefore, the objective of my service to the SOU Board of Trustees, is mainly to see the institution continue to thrive particularly during a time when higher education needs to evolve to keep up with the changing needs of its customers – our students, their families, and the employers who benefit from graduates of higher education institutions.

Leadership Style & Vision:

After many years on the Board and serving as the Vice Chair and Finance & Administration Committee Chair, I have gained a greater understanding of the organization and the broader higher education industry. While I will never claim to be an expert, my SOU experience affords me some confidence in navigating my Board peers through the routine operational topics (tuition and fee setting and budgeting for instance) as well as the complexities, opportunities, and challenges that arise routinely. I have been told by fellow Trustees I bring the ability to translate these topics into a context which allows others to relate, understand and act upon items that come before the Board.

As a leader for the past 30 years in my profession, I have ascribed to the values of servant leadership. Facilitating the engagement and success of others is foundational to me. These leadership values translate to my vision for the role of Chair. As Chair, I want to continue to foster a Board environment where the university leadership, students, staff, and faculty feel inspired and empowered to be engaged in the transformation of the organization to ensure SOU is here for future generations.

Furthermore, as our Board continues to become more diversified, I want to encourage and support fellow Trustees to have a voice in shaping the university. Over the years, I have benefited from strong and courageous leaders who have created safe environments for me to have a voice at tables where I was in the minority. Paying this opportunity forward by creating a Board environment that encourages everyone to feel valued and comfortable to voice their views is important to me.

President Support:

President Bailey's success is linked to the university's success. Therefore, I am fully committed to support him as he leads SOU. How?

- Fostering good differentiation between "Management versus Governance" – I had the privilege of being on the Board of Trustees when Dr. Bailey was hired and as he gracefully navigated the university through the SOU Forward plan. We now need to support him in leading this institution and his team through the SOU Forward plan, while we focus on the governance of SOU. In governance we set the strategic vision for the organization's future and stand beside Dr. Bailey as he collaborates with his team to forge the roadmap for navigating toward this vision. Our role is to be a sounding board for ideas; breakdown barriers; and advocate for the organization. As Trustees we all bring talents to the Board table. We need to ensure these talents are directed at fostering strong governance versus targeting or directing operational efforts.
- Service to supporting Dr. Bailey in advocacy for the university – with donors, legislators, and the community. As I did with previous SOU Presidents, I will continue to be available to support Dr. Bailey as he calls upon me in service to the university. In the past this service took many forms including attendance at events – SOU athletics and the arts; chamber and business meetings on behalf of the university; legislative advocacy with local, state, and federal elected officials; as well as travel to conferences like AGB to grow knowledge related to governance and higher education as well as represent the Board when SOU is being recognized.
- Providing Dr. Bailey a confidential sounding board as he contemplates various strategic and operational decisions. As a Chief Executive Officer in a healthcare organization, I value the relationship I have with my Board Chair and the ability to socialize ideas and safely contemplate important decisions before finalizing my approach. Therefore, as Chair of the SOU Board, I would offer Dr. Bailey a similar venue as he may need a fellow business leader to serve as a sounding board for his ideas.

Value of Institutional Trustees

Over my tenure on the Board, I have witnessed first hand the strong value the student, faculty, and staff Trustees bring to the governance table. While these constituents are not "representing" their university peers in Board discussions, they do bring an internal perspective that can serve as important views that help shape a discussion or decision. Just as others bring their views shaped by their personal and professional experience, these institutional Trustees have first hand experience within the organization and can provide valuable insight about the culture, processes, and potential impacts of Board decisions.

Shaun Franks

541-841-4648 | shaunfranks@sou.edu |144 Crocker St. Ashland, OR 97520

April 30th, 2024

Southern Oregon University Board of Trustees
1250 Siskiyou Blvd
Ashland, OR 97520

Dear Fellow Trustees,

I am writing to express my interest in serving as the Vice Chair of the Southern Oregon University (SOU) Board of Trustees. I wish to serve because of my deep respect and admiration for SOU. I was involved in governance through the Associated Students of Southern Oregon University (ASSOU) beginning in 2011. I have been to Salem multiple times to support higher education funding as a student and trustee. I have been a Trustee since 2018 and the Chair of the Finance and Administration Committee since 2022.

I wish to serve as vice chair and assist as much as I can in the success of Southern Oregon University. I have thoroughly enjoyed the collaborative nature of our board and hope to continue this as we welcome new board members. I have also been through multiple budget cycles, and I hope to ensure our financial stability endures by making room for a new Finance and Administration Committee Chair while previous chairs are still on the board.

My leadership style could most easily be described as a servant leadership style. Service above self is essential to me. SOU would not be the institution it is today without countless servant leaders throughout the institution, both past and present. I would function in the spirit of collaboration to get the work done.

I plan to support the needs of the President, the Boards, and the SOU community through continued engagement with our university. I hope to create a positive environment for trustees and all those we serve. I plan to work with other board members to support our mission and vision and address and overcome challenges as they arise.

Lastly, I'd like to applaud our board's efforts to ensure shared governance on campus. Our board, the administration, and the campus highly value shared governance. The collective voices of students, faculty, and staff propel our institution into a more cohesive campus. The input and decisions from a diversity of perspectives only serve to increase our effectiveness. I appreciate your consideration of my role as the Vice Chair of the SOU Board of Trustees.

Thanks,
Shaun Franks

Board Equity, Diversity, and Inclusion Work Group

Review of Board Statement on Trustee Emeritus Status

Board Statement on Trustee Emeritus Status
Board of Trustees of Southern Oregon University

1.0 Policy

The Board of Trustees of Southern Oregon University is the sole entity that may confer emeritus status upon a former university trustee of Southern Oregon University.

Former trustees who have served SOU for a significant period, sufficient to demonstrate meaningful contributions to the Board of Trustees, Southern Oregon University, and/or higher education in Oregon, may be eligible to be accorded the title of Trustee Emeritus of Southern Oregon University, upon the approval of the Board of Trustees.

The significance of the period of service may include but is not limited to considerations of the duration of service and circumstances occurring during the trustee's period of service.

2.0 Purpose

The purpose of this board statement is to describe the criteria and process for granting the title of Trustee Emeritus and the rights and privileges extended to Trustees Emeriti.

3.0 Criteria for Granting Emeritus Status

The Trustee Emeritus title may be conferred on an individual with significant honorable and distinguished service as university trustee. To be eligible for the Trustee Emeritus title, a trustee shall have been appointed to and completed two full terms in the trustee capacity. Such service goes beyond the regular duties and responsibilities of the appointment and contemplates that the individual had an extraordinary impact on the board and the university that exemplified the highest standards of professionalism, personal conduct, integrity, vision, and leadership.

4.0 Process for Granting Trustee Emeritus Status

Granting of the rights, privileges, and title of Trustee Emeritus:

4.1 The Board of Trustees shall observe a waiting period of at least one year following the completion of a trustee's service as a trustee before considering awarding emeritus status to a former trustee.

4.2   A member of the Board may nominate a former trustee to receive the title of Trustee Emeritus. The title must be approved by a majority of the trustees when a quorum is present.

4.3   At the discretion of the Board Chair, a work group may be appointed to assist the board with any necessary vetting or other steps in determining an individual's suitability for trustee emeritus status.

4.4   In the board's determination of awarding the title of Trustee Emeritus, the board may consult with members of the SOU community to support the designation of this honor. The nature of such consultation is informational only, as the Board retains the sole authority for conferring emeritus status upon a former trustee of SOU.

4.5   The Board reserves the discretion to award the Trustee Emeritus title and privileges as it deems necessary and appropriate.

4.6   The Board retains the authority to withdraw a Trustee Emeritus title at its discretion at any time.

5.0   Rights and Privileges of Trustee Emeritus Status

5.1   The title of Trustee Emeritus confers no remuneration, rights to employment, rights to service, or any benefit in addition to those described in this statement. Trustees Emeriti do not exercise any of the authority or administrative functions associated with holding a current trustee, faculty or staff position at the university, unless they are doing so in the capacity of another SOU position title (such as professor).

5.2   The benefits and privileges that inure to a former Southern Oregon University trustee with the Trustee Emeritus title are as follows:

5.2.1   A resolution naming and honoring the trustee as Trustee Emeritus;

5.2.2   Listing on the SOU Board of Trustees website;

5.2.3   Use of the title "Trustee Emeritus" in community and professional activities;

5.2.4   Upon the invitation of the then-current University President and Chair of the Board of Trustees, the option to participate in university activities and events;

5.2.5   Complimentary parking on the university campus, upon request;

5.2.6   SOU Identification Card; and

5.2.7   Campus library privileges.

5.3   The Board of Trustees may consider additional privileges. The exercise of any privileges shall be consistent with the institutional policies and procedures of Southern Oregon University. The costs of these privileges shall be the responsibility of Southern Oregon University.

It is the intent of this statement that the designated individual shall be accorded the right to use the Trustee Emeritus designation from the date of issuance forward, to mark this singularly significant professional honor.

President's 2024 Performance Evaluation Process

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

1.0   Purpose

It is the responsibility of the Board of Trustees of Southern Oregon University ("Board") to review the performance of the President annually.

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

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

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

2.0   Criteria

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

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

  A. A copy of the mutually-agreed upon goals, with a description of efforts to meet them and the President's progress assessment, including the identification of significant challenges;

  B. A description of other personal or institutional achievements of which the Board should be aware; and

  C. Comments regarding university officers and other campus leaders who report directly to the President, as they pertain to the President's goals or achievements.

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

A. Goals the President proposes for their individual performance over the course of the upcoming year;

B. The President's professional development plans and any associated requests of the Board; and

C. Key areas in which the President would especially benefit from Board support.

3.0   Review Process

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

3.2   Board Chair's Evaluation. The Board Chair will prepare an evaluation of the President. The evaluation and self-assessment will be provided to the Board of Trustees prior to any meeting in which the Board or committee of the Board will discuss the evaluation.

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

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

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

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

4.0   Additional Considerations

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

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

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

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University Board Secretary

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Chair, Board of Trustees

Revision	Change	Date
	Initial Version	Date
1	Revisions to simplify process and number of board actions	June 21, 2019
2	Basic edits for clarity, formatting	June 16, 2023

Future Meetings

Adjournment