



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

October 11, 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.

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

Action items include a consent agenda consisting of past meeting minutes; the 2024 SOU Educator Equity Plan; a budget for the 2025 fiscal year; delegations of authority for the university master plan and for the sale of real property. Pursuant to ORS 192.660 (2)(e), the board will hold an executive session to conduct deliberations with persons designated by the governing body to negotiate real property transactions. No action will be taken in the executive session.

Additional action items on the agenda include the Board Statement on Trustee Emeritus Status; the 2025-2026 Board of Trustees meeting schedule; the university president's goals for the 2024-2025 academic year; and a delegation of authority to negotiate the university president's next employment contract.

The committee also will discuss the university president's evaluation for academic year 2023-24 in an executive session, pursuant to ORS 192.660 (2)(f) and (i).

The meeting will occur as follows:

Friday, October 18, 2024

12:00 p.m. to 5:00 p.m. (or until business concludes)
SOU Ashland Campus, Hannon Library, Meese Room
1290 Ashland Street, Ashland, OR 97520

Visit governance.sou.edu for the meeting materials.

To view the proceedings, visit <https://sou.zoom.us/j/82298981762> at the time of the meeting.

If accommodations for persons with disabilities are required, please contact Holly Frazier at (541) 552-8055 or email trustees@sou.edu. Accommodation requests should be made at least 48 hours in advance.

Public Comment

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



Board of Trustees
October 18, 2024

SOU Land Acknowledgement

Call to Order / Roll / Declaration of a Quorum

Public Comment



Board of Trustees Meeting

Friday, October 18, 2024

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

Meese Room, Hannon Library, SOU Campus

Zoom: <https://sou.zoom.us/j/82298981762>

AGENDA

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

- | | | | |
|------------|----------|--|--|
| 12:00 p.m. | 1 | Call to Order/Roll/Declaration of a Quorum | |
| | 1.1 | Welcome and Opening Remarks | Chair Sheila Clough |
| | 1.2 | SOU Land Acknowledgment | Trustee Iris Maria Chavez |
| | 1.3 | Roll Call and Declaration of a Quorum | Sabrina Prud'homme, SOU,
Board Secretary |
| | 1.4 | Agenda Review | Chair Sheila Clough |
| 12:10 | 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 (Sub-local 84) | Sage TeBeest, SEIU,
President |
| | 2.3 | Other Public Comment | |
| 12:30 | 3 | Consent Agenda | Chair Sheila Clough |
| | 3.1 | June 16, 2024 Minutes | |
| | 3.2 | September 20, 2024 Minutes | |
| | 4 | Shared Governance Reports | |
| 12:35 | 4.1 | Associated Students of Southern Oregon University Report | Tiana Gilliland, ASSOU,
President |
| 12:40 | 4.2 | SOU Faculty Senate Report | Dr. Teresa Coker, SOU,
Faculty Senate Chair |
| 12:45 | 4.3 | SOU Staff Assembly Report | Hart Wilson, SOU, Staff
Assembly Chair |

Board of Trustees Meeting
Friday, October 18, 2024
12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

- | | | | |
|-------|----------|---|--|
| 12:50 | 5 | President's and Administration Reports | |
| | 5.1 | President's Report | President Rick Bailey |
| | | 5.1.1 University Advancement Report | Janet Fratella, SOU, Vice President, University Advancement and Executive Director, SOU Foundation |
| | | 5.1.2 Equity, Diversity, and Inclusion Report | Jonathan Chavez Baez, SOU, Assistant Director, Equity, Diversity and Inclusion |
| | | 5.1.3 Government Relations Report | Marc Overbeck, SOU, Director, Government Relations |
| | 6 | Academic and Student Affairs Committee Report | |
| 1:20 | 6.1 | General Committee Report | Trustee Brent Barry |
| 1:30 | 6.2 | 2024 SOU Educator Equity Plan (Action) | Dr. Dan DeNeui, SOU, Associate Provost |
| 1:40 | | BREAK | |
| | 7 | Finance and Administration Committee Report | |
| 1:50 | 7.1 | General Committee Report | Trustee Liz Shelby |
| 2:00 | 7.2 | Fiscal Year 2025 Budget (Action) | President Rick Bailey; Dr. Peter Angstadt, SOU, Interim Vice President for Finance and Administration; Josh Lovern, SOU, Director of Budget and Planning |
| 2:25 | 7.3 | Delegation of Authority for University Master Plan (Action) | Dr. Peter Angstadt; Rob Patridge, SOU, General Counsel |

Board of Trustees Meeting
Friday, October 18, 2024
12:00 – 5:00 p.m. (or until business concludes)

AGENDA (Continued)

- | | | | |
|-----------|-----------|---|----------------------------------|
| 2:45 | 7.4 | Delegation of Authority for the Sale of Real Property (Action) [Executive Session Pursuant to ORS 192.660(2)e]
<i>No action will be taken in executive session</i> | Dr. Peter Angstadt; Rob Patridge |
| | 8 | Executive, Audit, and Governance Committee Report | |
| 3:10 | 8.1 | General Committee Report | Chair Sheila Clough |
| 3:15 | 8.2 | Board Statement on Trustee Emeritus Status (Action) | Chair Sheila Clough |
| | 9 | Action, Information, and Discussion Items | |
| 3:20 | 9.1 | 2025-2026 Board of Trustees Meeting Schedule (Action) | Chair Sheila Clough |
| 3:30 | 9.2 | University President’s Academic Year 2023-24 Evaluation [Executive Session Pursuant to ORS 192.660(2)(f) and (i)] | Chair Sheila Clough |
| 3:55 | | BREAK | |
| 4:05 | 9.3 | University President’s Academic Year 2024-25 Goals (Action) | President Rick Bailey |
| 4:30 | 9.4 | Authorization to Negotiate University President’s Employment Contract (Action) | Chair Sheila Clough |
| 4:40 | 9.5 | Future Meetings | Chair Sheila Clough |
| 4:45 p.m. | 10 | Adjournment | Chair Sheila Clough |

Consent Agenda

Board of Trustees Meeting
Friday, June 21, 2024
Minutes

Call to Order/Roll/Declaration of a Quorum

Board Chair Daniel P. Santos called the meeting to order at 12:01 p.m. and welcomed everyone to the meeting. He thanked trustees and attendees for their time and preparation to support the work of the board. He also thanked Vice Chair Clough for stepping in to help run the meeting in person since he was attending remotely.

Trustee Hala Schepmann read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

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

Public Comment

No members of the public offered comments.

Trustee Recognition

Chair Santos and Vice Chair Clough recognized Matt Stillman for his work on commencement which allowed for a wonderful event. The board congratulated Trustee Pieper, who graduated and noted that her term on the board is ending as a result. Trustees thanked her for her remarkable dedication and service on the service.

Consent Agenda (Action)

Trustee Lee moved to approve the consent agenda consisting of meeting minutes from April 21, 2024. Trustee Pieper seconded the motion and it passed unanimously.

Reports

Committee Reports

Academic and Student Affairs Committee Chair, Trustee Brent Barry, reported that the provost has been deeply engaged in numerous meetings and advancing initiatives related to Academic and Student Affairs. The Provost Shillam and her team will be focusing on workload integrations and research. Dr. Carrie Vath and Dr. Matt Stillman, have been addressing barriers to enrollment revealed by the withdrawal survey. Dr. Dan DeNeui presented new certificate programs that are currently progressing through the Higher Education Coordinating Commission's (HECC) approval process. Additionally, Hart Wilson provided the committee with a report of significant progress as well as workloads on the Core Information System Replacement (CISR) project. He also reported that SOU has shown considerable progress with the Free Application for Federal Student Aid (FAFSA) issues because of the financial aid team's swift actions in addressing several core issues; however, it is expected that enrollment will still decline due to these nationwide issues.

Trustee Franks, chair of the Finance and Administration Committee introduced Dr. Peter Angstadt as the Interim Vice President for Finance and Administration. The committee received an update on Phase 2 of the CISR project, which still has some issues; however, efforts are being made to navigate these challenges. The committee recommends the board's approval of the single student fee, an expenditure authorization request for wrestling facilities, and a roll-forward budget for the start of the 2025 fiscal year. The committee also reviewed the financial pro forma.

Vice Chair Clough reported that the Executive, Audit, and Governance Committee reviewed an update from internal auditor, David Terry, noting that for the 2024 fiscal year, all audit actions have been completed or are significantly advanced. Additionally, the committee reviewed the internal auditor's risk assessment and recommended the board's approval of the FY 2025 Internal Audit Plan. In the committee meeting, Board Secretary Prud'homme provided an extensive overview of the Board's needs assessment, focusing on governance practices and the importance of board diversity. She noted that SOU has a majority of women and diverse trustees on the board and this accomplishment serves as a model. Lastly, the committee acknowledged the upcoming evaluation of the president, and the need to renew his employment contract.

Associated Students of Southern Oregon University Report

President Gilliland outlined two ASSOU goals for her tenure as president: enhancing communication with students, including the introduction of a newsletter; and increasing awareness of the on-campus food pantry. Vice President Geryak, highlighted several initiatives aimed at increasing campus engagement and student government representation.

SOU Faculty Senate Report

Dr. Teresa Coker, the new chair of the Faculty Senate, mentioned the importance of shared governance and included a personal story to highlight the significance of adapting to different educational modalities. The faculty are committed to supporting student needs and she expressed enthusiasm for the opportunity to share faculty efforts with the board.

SOU Staff Assembly Report

Hart Wilson, chair of SOU's Staff Assembly, reported that the body has welcomed several notable guests who enhanced knowledge and collaboration within SOU. Stephanie Hannigan from Student Financial Services is now the Chair-Elect of the assembly, and 31 nominations were received for new members, with two set to join next week. Unfortunately, others have stepped down due to increased workloads. The Service Committee is planning a staff event in July. Notable accomplishments included Stephanie Hannigan's team receiving an honor roll certificate from the State of Oregon for timely and accurate financial reporting; Melissa Matthewson's entry in the Oregon Fringe Festival, and Karinda Decker was recognized for their early issuance of award letters amidst the FAFSA challenges.

Equity, Diversity, and Inclusion (EDI) Report

Jonathan Chavez Baez, Assistant Vice President for EDI at SOU, provided an update on recent EDI initiatives and activities. The office continues to enhance campus programming and native initiatives and efforts. The office also celebrated the inaugural Latino and Native student graduations. An audit of the full EDI framework and metrics is underway, with plans to present more information at the board's September retreat.

Vice Chair Sheila commended Mr. Chavez Baez for his contributions and highlighted that his actions speak loudly. Chair Santos agreed that effective audits drive progress. Trustee Mendoza noted a significant improvement in EDI efforts since Jonathan Chavez Baez assumed his role, reflecting positively on his leadership.

University Advancement Report

Vice President Janet Fratella expressed her enthusiasm for commencement. She reviewed the foundation's mission to foster lifelong relationships with those who care about and invest in the institution. She emphasized the importance of connecting with the university community and noted that the word "love" was included in the institution's vision to reflect the deep affection people have for it. Providing an update on marketing and communications, Vice President Fratella reported a 96 percent increase in unique mentions of the university and that digital marketing reached 39 million people.

Turning to grants and contracts; the vice president noted that the SOU has been receiving about two-thirds of the grants it applies for. In terms of fundraising, she reported progress toward the current fiscal year's goal of \$11M, with \$7.4M raised so far. Regarding the capital campaign, once 50 percent of the \$100M goal is achieved, the campaign will go public and push to achieve the target. Lastly, she provided updates on board participation, the addition of five SOU Foundation board members, and its continuing officers.

President's Report

President Rick Bailey provided progress updates goals that included promoting EDI, advancing the tribal Memorandum of Understanding, addressing Hispanic-Serving Institution goals, and discussing the ongoing crisis in the Middle East with a focus on student voices.

The president also highlighted challenges with the FAFSA rollout impacting budget projections, as SOU is projecting a three percent decrease in enrollment, as a result. On the topic of solar energy transformation, efforts are underway to address supply chain issues with federal delegation support and \$6M in funding. Regarding the Cascades Complex, abatement is in progress, and compatibility with the campus master plan is being verified. Additionally, President Bailey reviewed numerous community engagements, including meetings with Congresswoman Bonamicci, previous Oregon Governor Ted Kulongoski, a warm visit to American Samoa where he was able to meet with President Poto of the American Samoa Community College.

Action, Information, and Discussion Items

Higher Education Coordinating Commission Report

Ben Cannon, Executive Director of the HECC, provided numerous updates on the HECC's recent activities. Regarding the FAFSA rollout, HECC remains central to this process because Oregon's need-based aid is determined by FAFSA data. The HECC collaborates with the Oregon Department of Education to improve access to the new FAFSA system.

Regarding funding, HECC is actively working to release the Technical and Regional Universities' funding, with HECC set to disburse \$18M dollars. Governor Kotek is limiting agency request budget increases to one percent, which amounts to \$31M dollars above the last biennium for HECC. This level of funding is deemed insufficient to meet state goals, and HECC will be addressing these concerns.

Mr. Cannon extended appreciation to Vice Chair Clough for participating in the Oregon Talent Summit, which brought together higher education, business, and other sectors to discuss talent and workforce development. Emphasis was placed on aligning employers' training needs with SOU's efforts to provide more short-term options and meet students where they are. Drafts of the HECC's Strategic Plan will be produced this summer for review by the commission. Discussion ensued with trustees regarding regional workforce development needs in training, healthcare, and creative solutions.

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

Josh Lovern explained the single fee proposal, which would adjust what students pay from \$105 per student credit hour, which the board already approved, to \$104.22, which is still below the five percent threshold set by HECC. The revised plan includes the removal of the \$75 online delivery fee and increases the technology fee to \$32.75. A Tuition Advisory Council (TAC) meeting was recorded, the proposal was sent to members for a vote, and the fee was unanimously approved. The assessment will be capped at eight credits. The proposal aims to standardize charges for students based on credit hours. Currently, a one-credit class costs \$548.21 in fees and will now be \$104.22. The greatest impact is expected to be on online-only students taking eight or fewer credits.

In sum, what is proposed is a composite rate of \$104.22 assessed per student credit hour, capped at eight credits, TAC has approved and recommends the board's approval of the single fee assessment structure as proposed. The HECC composite tuition and fees rate is 4.99 percent for this proposal, and the assessment would begin in Fall 2024 if approved.

Trustee Taitano commended the effort, noting that students' fees have been a challenging situation for students. She also expressed appreciation for ASSOU's support throughout the process.

Trustee Thalden moved to approve the resolution for Tuition and Fees for Academic Year 2024-25 and Collection of the Single Mandatory Student Fee. Trustee Lee seconded the motion and it passed unanimously among the voting members who were present. Trustee Brent Barry was not present for the vote.

Budget Forecast and Review of Pro Forma

Dr. Peter Angstadt discussed the external financial review, which recommended the establishment of an Institutional Budget Committee now in place and engaged in the budget processes. Education and General (E&G) revenue is conservatively modeled with a three percent decrease. Expenses include a one percent increase for unclassified labor and considerations for upcoming bargaining with faculty union partners. Supplies and Services expenses are running high due to outsourcing for Title IX and Clery Act compliance, as well as other contracts. A deficit of \$581K is anticipated in the E&G fund balance, but if the revenue decrease is less than the projected three percent, this deficit could be mitigated.

FY 25 Budget Development Process and FY 2025 Temporary Budget and Expenditure Authorization (Action)

Vice Chair Clough explained that this matter was thoroughly vetted and discussed at the prior day's Finance and Administration Committee meeting. The current request for a temporary budget is prompted by delays in the Workday implementation, the delayed implementation of new budget software, and the availability of accurate financial information. As a result, the board is being asked to approve a "roll-forward" continuing

budget until the FY 2025 budget is developed over the summer. It will be presented at the board's next regular meeting in October.

Trustee Thalden commended the significant improvements in the budgeting process, especially the realistic approach to revenue projections. Trustees acknowledged that the current pro forma does not yet account for potential income from the senior living facility, the university business district, or savings from consultant projects. However, these are considered future opportunities.

Trustee Franks moved to approve the FY 2025 Temporary Budget and Expenditure Authorization resolution. Trustee Pieper seconded the motion and it passed unanimously among the voting members who were present. Trustee Brent Barry was not present for the vote.

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

President Bailey announced that Matt Sayre was named the 2024 Cascade Conference Athletic Director of the Year, highlighting the remarkable achievements of the program under his leadership. The president noted that the wrestling program has significantly exceeded initial expectations, with 113 wrestlers anticipated this fall. It was emphasized that the program needs a facility that reflects the athletes' dedication and sacrifices. Recently, a new softball complex was introduced and this authorization request is proposed under the same pretext. President Bailey emphasized that the project will not be funded by university funds. Instead, total cost estimates will be provided and the funding will be raised through philanthropy, including pledges. The project will proceed once the fundraising has been achieved.

Matt Sayre noted an immediate need to accommodate wrestlers due delays in the availability of a specific space on campus. There is an incoming roster of 472 athletes this fall, up from 450 the previous year. Two possible designs were presented. Once the permanent location on campus is available, the wrestling team will transition to there, allowing the proposed facility to be used for other campus needs.

Trustee Thalden moved to approve the expenditure authorization request. Trustee Taitano seconded the motion and it passed unanimously among the voting members who were present. Trustee Brent Barry was not present for the vote.

Information Technology Risk Assessment

David Raco, Information and Security Manager informed the board of a ransomware attack at Knox College in 2022 and highlighted the critical need for strong information security. This attack encrypted the university's data, stole sensitive information, and compromised the college's emergency alert system, resulting in a \$500K settlement. Such incidents have led to increased cybersecurity insurance premiums and stricter coverage requirements. SOU has implemented a cybersecurity framework, deployed advanced anti-virus software, and adopted identity management and multi-factor authentication applications. Ongoing phishing training is also in place to help staff recognize potential threats.

To further enhance security, SOU plans to formalize its information security program, increase auditing efforts, and improve data governance. Additional resources, including more dedicated personnel and a separate cybersecurity budget, are needed to support these efforts. Aging network infrastructure also requires investment, and SOU is advocating for

state support and exploring grants to fund cybersecurity initiatives. President Bailey commended David Raco for his leadership in advancing these efforts at SOU.

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

Based on the annual risk assessment, four key project areas are recommended for fiscal year 2025 at SOU. David Terry, PSU, Internal Audit Contractor reviewed that first, consulting assistance and advice will continue for the Workday implementation. Second, a Sustainability Training Assessment and Rating System (STARS) audit will be conducted, which will contribute additional points to the university's application, supporting its strategic sustainability objectives. Third, a broad review of the SOU Athletics Department will be performed. This includes initial risk assessments and, based on findings, detailed testing for controls and compliance. Lastly, time will be allocated for special reviews and consulting work. This includes oversight of the SOU fraud, waste, and abuse hotline throughout the year. Initial triage and investigative reviews will be conducted in collaboration with general counsel and management as needed.

Additionally, Trustee Franks expressed interest in focusing on third-party service contracts, particularly those related to health services and partnerships with La Clinica.

Trustee Thorndike moved to approve Draft Risk Assessment and Fiscal Year 2025 Internal Audit Plan. Chair Santos seconded the motion and it passed unanimously.

Government Relations Update

Marc Overbeck celebrated the release of \$18.7M in sustainability funds, with \$2.3M allocated to SOU for CISR initiatives, as noted by President Bailey and Ben Cannon. While not exhaustive, this funding provides significant support for modernization efforts and collaborative projects with TRUs and PSU.

There was further discussion about inviting Senator Wagner to campus, fostering board connections to support student transfers, and creating funding opportunities in the interest of higher education. Mr. Overbeck reviewed capital construction projects and an upcoming visit from legislator Zach Hudson to discuss campus priorities. The University of Oregon's behavioral health project is the top-ranked capital project with HECC, but SOU's Creative Industries is second. He underscored the importance of effective advocacy, strategic engagement with governmental entities, ongoing efforts to secure funding, and building a robust governmental relations strategy, including involvement with national organizations.

Board Officer Elections (Action)

Trustee Thorndike, Chair of the Work Group for Board Officer Elections, provided an update on the group's progress and commented that 2025 is the board's 10th anniversary. Regarding officers, three candidates were initially suggested for election—one for chair and two for vice chair. The nomination process involved trustee suggestions, several meetings, engaging with potential candidates, and getting the candidates' personal statements—all in accordance with the Board Statement on Officer Elections. One vice chair candidate withdrew from consideration.

Trustee Thorndike nominated Shaun Franks as the candidate for vice chair and Sheila Clough as the candidate for chair; both accepted their nominations. The voting members present voted unanimously for the candidates, electing the new officers. Board Chair Santos expressed gratitude to both candidates and to Trustees Chavez and work group for their efforts.

Board Equity, Diversity, and Inclusion Work Group Report

Chair Santos, a member of the board's EDI Work Group delivered the report. The group has been having significant discussions about a training opportunity for the board during the September retreat. However, the local trainer recently accepted a new job the Oregon Department of Education. As a result, he will no longer be available to conduct the training, necessitating a reassessment of the board's options. Despite this setback, Chair Santos emphasized that the board remains committed to advancing its members' knowledge and supporting EDI initiatives. As a result, the efforts will continue

Another important topic discussed was the potential implementation of a poverty simulation exercise. Recognizing the extreme challenges faced by students in poverty as they pursue higher education, the group has discussed ways to better understand and support these students. Additionally, Chair Santos addressed the matter of metrics for monitoring and accountability related to EDI efforts. He noted that Jonathan Chavez Baez has been working with the NASH framework, which provides a structured approach to measuring progress and addressing achievement gaps. This framework will be presented to trustees for further discussion and implementation. The future of the work group, including its structure and objectives, will be reviewed by the incoming chair.

Review of Board Statement on Trustee Emeritus Status

The board discussed a proposed new statement on trustee emeritus status. The statement, similar to one developed for the president, has been drafted with input from various campus members and will be reviewed by the Executive and Audit Governance Committee this fall. Trustees are invited to provide feedback over the summer.

President's 2024 Performance Evaluation Process

Chair Santos explained that this year's performance evaluation will follow a well-established process developed with input from various stakeholders and has been used in the past. Trustees will be consulted for their input on the president's evaluation. The process will also involve multiple touchpoints with campus stakeholders, including governance partners and Cabinet members, as a "temperature check" of the campus. The results of the evaluation, along with a Dr. Bailey's self-assessment, will be presented at the October Board meeting. This evaluation period is particularly significant, as it is the last evaluation opportunity in the president's current three-year contract and will inform discussions regarding his contract renewal next year.

Future Meetings

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

Adjournment

Chair Santos adjourned the meeting at approximately 4:40 p.m.

**Board of Trustees Retreat
Friday, September 20, 2024
Minutes**

Call to Order/Roll/Declaration of a Quorum

Vice Chair Franks read the SOU Land Acknowledgment.

The secretary called the roll and a quorum was verified.

Rick Bailey	Present	Daniel Santos	Present
Brent Barry	Absent	Garima Sharma	Present
Iris Maria Chavez	Present	Liz Shelby	Present
Shaun Franks	Present	Hala Schepmann	Present
Debra Lee	Present	Julissa Taitano	Present
Christina Medina	Present	Barry Thalden	Present
Jason Mendoza	Absent	Bill Thorndike	Present

Public Comment

No members of the public offered public comments.

Information and Discussion Items

Due to the nonlinear nature of retreat discussions, the following summary reflects the true and accurate nature of the discussion among the Board of Trustees.

Equity, Diversity, and Inclusion (EDI): Envisioning Success at SOU

Chair Clough introduced the topic and thanked Jonathan Chavez Baez for joining the board. She also thanked the EDI Leadership Team for all their work and acknowledged that although the intended training was unable to occur due to the facilitator's availability, their tremendous work was greatly appreciated. The board's focus, and that of the immediate past chair, Daniel P. Santos, has been encouraging SOU to ensure that talk translates to action. President Bailey explained that to this end, the board would review a thorough list of EDI activities and consider how SOU measures its EDI progress.

Mr. Chavez Baez drew trustees' attention to the materials, which provide information on EDI programming, a snapshot of the year ahead, and more. Meanwhile, the framework will impact the way SOU does its work moving forward by helping the university strategize to address inequities that SOU hopes to solve or some of the achievement gaps that the university hopes to close. The nine areas of the framework provide a roadmap to success and can guide SOU to develop key performance indicators (KPIs) and goals to measure outcomes. All the work that SOU does needs to be embedded within the strategic focus of the institution and Mr. Chavez-Baez looks forward to collaborating with campus colleagues on these items. He added his appreciation that trustees shared their individual and collective vision for EDI at SOU, as these reflections show that success is not just one person's job.

Trustee Santos agreed and mentioned that the work has to be system-wide not only with students, but faculty, staff, procurement, etc. and he appreciated the NASH

framework's holistic approach to this. Discussion ensued among trustees regarding EDI being "everyone's job" versus "no one's job," cultivating an environment where people don't feel like EDI is a burden, applying an equity lens, and a focus on training.

Chair Clough temporarily adjourned the meeting for lunch for approximately 75 minutes and reconvened the meeting at 1:35 p.m.

Measuring EDI Success

Chair Clough and President Bailey asked trustees two questions: 1) What action should trustees consider taking as a board to move its [EDI] efforts forward this year; and 2) What do we need to see from the university in terms of measuring [EDI] success? Answering the latter first, trustees responded with the following items.

- Demographics
- Baseline information
- Goals
- Disaggregated data on recruitment, retention, completions, and closing the achievement gap
- Longitudinal data
- KPIs
- Metrics
- More training as a board on EDI topics, student needs, social justice
- Accountability and commitment to EDI
- SOU students' competitiveness in the workforce
- Anti-discrimination, anti-racist training
- Data on students' mental health
- Basic needs (food, housing, etc.)
- Student debt
- More cultural competency training
- Civil discourse
- Impacts on campus inclusivity
- Student support programs
- Calendar of EDI events
- Overview of the programs SOU has in place
- Impact of Support programs on student success and EDI
- Activities available to students
- Visits to student activities (when appropriate like identity-based graduations)

Trustees expressed wanting additional EDI training for themselves in their trustee roles. The group also questioned what the board could do in the upcoming academic year to advance EDI. Trustees agreed that it cannot be only Mr. Chavez Baez working in this area, as everyone has to be engaged in the work, and the board's deliverables need to be tangible. Trustees questioned how the board is advocating, being an ally for the campus community, engaging in mentorship, identifying its resources and connections, and how trustees can bring this all to bear for its progress and for SOU. Mr. Chavez Baez also explained to trustees that many of the items they listed would become available as SOU employs the NASH framework.

SOU Strategic Plan: General Discussion

President Bailey introduced the topic noting that SOU is in a much better place than it previously was, and although the campus is exhausted, delaying strategic planning comes with risks of its own. In an environment where SOU has to make decisions with limited resources, a strategic plan can be a tool to help the university do that. He understood the last iteration of the strategic plan was a huge lift and believes it need not be for the next iteration. Trustees agreed and discussed their appreciation of the current plan's focus on environmental sustainability, financial sustainability, measurement of progress, and the volume of input and documents. However, the effort

to capture data and provide reporting was so difficult that it required undue amounts of time among a large group of people. The president noted his goal to create a plan and measurement tools that give the board the information and fidelity it needs to recognize when SOU is moving in the right direction, without it becoming so bureaucratically soul-crushing that it dies under its own weight.

Trustees agreed with each other that getting people involved is essential, and simply throwing out a survey will not yield rich responses. Trustee Sharma agreed and noted that to get student input, inviting students frequently to provide input has been valuable to her, as students may not readily perceive the relevance or the importance of their engagement. Trustees also noted the importance of remaining future-focused, as students are the university's investors, and centering past traditions doesn't necessarily help students today and going forward. President Bailey shared his nontraditional organizational chart that centers students instead of depicting a hierarchy. Trustees were delighted by the model and recommended adding K-12 and the university's Osher Lifelong Learning Institute unit to the chart.

Chair Clough concluded the discussion by advising the president that a shorter-term plan covering a few years may serve SOU well, as the higher education landscape is changing rapidly. Trustees also provided the following guidance: there may be a benefit to having a facilitator as well as listening sessions; the plan should be simple; it does not need to take two years to create; and the board would like to have a draft available for their action in June of 2025. This would allow the administration to plan over the summer and possibly begin implementation in the fall, and the board may be able to discuss it at next summer's retreat.

SOU Forward: Accountability Matters

Transitioning to the accountability discussion, Chair Clough reminded trustees that this is a governance conversation for the board and questioned what the board needs to do to hold itself and SOU accountable. President Bailey mentioned two ways he hopes the culture of SOU moves: One is from a culture of scarcity, where every answer is no, everyone is worried about their own "piece of cheese" and everyone is defensive--to a culture of opportunity where answers can start with yes or "yes, but." The second is a move to a culture that is about the team or the campus as one community.

President Bailey further explained that during SOU Forward, a popular refrain was that SOU is really good at starting things but not really good at stopping anything. So, when the board authorizes SOU to invest in something, the university needs to provide the results of that investment, even if it is bad news. The president noted how good the students already are at this, although it has been difficult, and they lead by example. The board discussed the completed accountability matrix for Phase 1 of SOU Forward, as provided in the meeting materials. They also examined the uncompleted step 2 of the matrix, which is intended to highlight variances of adding to the budget or investing where it was not previously expected. When that occurs, President Bailey explained, there are five questions that must be answered: How much will it cost? What will SOU get for that? What's the return on investment? What's a reasonable timeline? And, how will SOU measure it? This matrix is a tool to help with that accountability.

Trustees further discussed the spreadsheet noting that the goal is commendable but the matrix highlights reductions, and as a result, is deficit-based. In moving to a culture of opportunity, the board would like to see the revenue side of things. How will SOU know if something works? Currently, it's missing a look toward the positive on things like efficiencies, advancements, Phase 2 of SOU Forward, doing more creative things with revenue, and capturing the ineffective activities that SOU stops. Trustees believed there was a lot that could be done to redesign it.

Shifting the accountability discussion to the university's current financial condition, President Bailey explained that the single fee the board approved in the spring had an incorrect assumption that was not previously known by the plan's architect. The error didn't cost SOU anything but it presented a rosier picture of revenue than what is now expected, especially due to the impacts of the nationwide Free Application for Federal Student Aid (FAFSA). It is an issue, however, because as fiduciaries, the board and the president make decisions based on the projections. Enrollment currently is down 2.8 percent but numbers are far from final. The single fee was approved at \$104.22 but should have been \$131 to meet revenue expectations with the enrollment decline. To fill the budget hole, of \$1.6M, the president plans to sell some of SOU's excess properties. However, if the budget issues exist again next year, that will reveal a structural issue, and different decisions would need to be explored.

To present the most accurate budget picture, President Bailey explained that federal COVID funding has been exhausted and is nonrecurring and that sustainability funding from the HECC is no longer shown on the revenue line, which gave a false sense of confidence because it is one-time money. It is now shown as one-time money, so the ending fund balance is not artificially stable. Responding to trustee questions, President Bailey explained that to fix the revenue issues caused by the single fee, SOU has to do the math (including permutations of credit hours and student types) to figure out how to hold tuition low if the fee amount needs to increase.

Future Meetings

Chair Clough said the next meeting of the board is October 18, 2024, at noon. If trustees have agenda items for a future meeting, she asked trustees to send them to the board secretary.

Adjournment

Chair Clough adjourned the meeting at approximately 4:40 p.m.

Shared Governance Reports

President's Report and Administration Reports



OFFICE OF THE PRESIDENT

Oct 2, 2024

President's Report to the Board – Oct 2024

This memo, in bullet format, captures the main points that I will cover in my president's report to the Board of Trustees on Friday Oct 18, 2024:

- **Team Report Highlights**
 - **Equity, Diversity and Inclusion**
 - KPI Development, Nash Framework, Indigenous People's Day Events
 - **Advancement**
 - Campaign Update, Website Project
 - **Government Relations**
 - TRU/PSU Funding, OCOP Changes
 - **Athletics**
 - Football and Volleyball Season momentum, Softball Field Update
- **SOU Strategic Plan**
 - Goal -- Draft to you by the June 2025 BoT Meeting (Major Effort Areas and Objectives)
 - Website to Garner Inputs from Campus, Use of AI, Facilitator Possible
 - Everyone Has a Voice and Agency in the Process
 - Must be Accessible, Usable, and Actionable
- **Culture of Accountability**
 - We will discuss the results of the SOU Forward Cost Management Initiative, and share a draft matrix of how to manage new investments and track their effectiveness (feedback accountability loop)
 - (Please see next two pages for visual demonstration of these)
- **List and Photos of Community/Government/Business/Partnership Engagements**

Very Respectfully,

A handwritten signature in black ink, appearing to read 'Richard J. Bailey, Jr.'.

Richard J. Bailey, Jr., Ph.D.
President

Churchill Hall, Room 117 • 1250 Siskiyou Boulevard • Ashland, Oregon 97520

(541) 552-6111 • inside.sou.edu • presidentsoffice@sou.edu



CELEBRATING 152 YEARS

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

President Rick Bailey
October 2024

SO | Southern OREGON
U | UNIVERSITY

OVERVIEW

TEAM REPORT HIGHLIGHTS

SOU STRATEGIC PLAN

CULTURE OF ACCOUNTABILITY

ENGAGEMENT

SOUTHERN OREGON
UNIVERSITY

TEAM REPORT HIGHLIGHTS

TEAM REPORT HIGHLIGHTS

- **Equity, Diversity and Inclusion**
 - KPI Development, Nash Framework, Indigenous People's Day Events
- **Advancement**
 - Campaign Update, Website Project
- **Government Relations**
 - TRU/PSU Funding, OCOP Changes
- **Athletics**
 - Football and Volleyball Season Momentum, Softball Field Update

SOU STRATEGIC PLAN

SOU STRATEGIC PLAN

- **Goal Draft by June 2025 BoT Meeting (Major Effort Areas and Objectives)**
- **Website, AI, Facilitator Possible**
- **Everyone Has a Voice and Agency in the Process**
- **Must be Accessible, Usable, and Actionable**

CULTURE OF ACCOUNTABILITY

SOU FORWARD

SOU Forward: Accountability Matrix					
	Proposed FTE Reductions	Actual FTE Reductions	Proposed Cost Reductions	Actual Cost Reductions	Notes
Academic Affairs	32.73	29.83	\$2,342,896 Salary	\$2,388,083 Salary	32.78 is accurate through 25-27. We are on target to hit this total FTE reduction as planned.
Finance and Administration	23.15	18.5	\$1,141,253 Salary	\$851,947 Salary	-Business Services retained 1 line in Payroll and 1 line in the Service Center that were not able to be reduced due to WorkDay. -Campus Public Safety did not reduce the support line by .2 FTE. -Housing did not reduce AD line by .25 FTE. -Anyone who's intention is in facilities when notes indicate a transfer would cover the costs. Need to research.
Enrollment Management and Student Affairs	19.25	18.95	\$955,101 Salary	\$744,532 Salary	Reductions not met in Student Life Resource Centers. However these are self support and the department reduced in other areas.
University Advancement	2.20	2.0	\$132,643 Salary	\$107,923 Salary	Government Relations position was set to reduce down to .80 FTE. Replacement @ .41 FTE
Intercollegiate Athletics	4.0	3.0	\$232,425 Salary	\$173,257 Salary	Athletics shifted positions off the general fund and onto various gifts. Late in the process it was clarified the custodian line was not set to be eliminated, simply shifted to FMP to manage. This was not clarified quickly enough to be updated in the plan.
TOTAL (Salaries):	77.33	67.28	\$4,804,318	\$4,287,308	This analysis only reviewed lines set to be reduced. We will have to continue reviewing to determine how lines added impact the plan. -We still need to analyze SAS changes.
OPE ESTIMATE @ 60%			\$2,882,591	\$2,572,385	In order to be timely, this only includes Salaries with high confidence/match to actual. OPE is estimated at a composite rate of 60% across all labor groups.
Estimated Total (Salary + OPE)			\$7,686,909	\$6,859,693	
		(10.05)		(\$827,216)	---Difference from plan---

DRAFT BUDGET ACCOUNTABILITY MATRIX

	Total Additional Costs for New Initiative (Recurring)	Expected ROI for New Initiative	Timeline to Meet ROI Goals	Metrics Updates (Dates and Update)	Action Pledged if ROI Not Achieved	Next Accountability Check-In Date
NEW INITIATIVE (by University Area)						
Academic and Student Affairs						
Financial and Admin						
Advancement						
Grants Department						
President						
S&S						

ENGAGEMENT

STRATEGIC ENGAGEMENTS SINCE LAST BOARD MEETING (JUN 2024)

- Mayor Elect, City of Guanajuato
- Preschool and K12 Alignment Summit Keynote
- Oregon Tribal Affairs Director Shana Radford
- State Reps Paul Evans, Zach Hudson, & Emily McIntire
- Ashland Chamber of Commerce
- Ashland Mayor and City Council
- SOU President's Business Roundtable Group
- Oregon Council of Presidents
- St. Mary's High School President and Superintendent
- KOBI NBC-TV / JPR/ Ashland.News / East Oregonian Editorial Board / Southern Oregon PBS
- Rogue, Klamath, American Samoa Community College Presidents
- La Clinica / Asante Healthcare / AllCare Health
- Rogue Workforce Partnerships
- Lithia Motors CEO and Senior Staff, Rusted Gate Farm Board
- Ashland, Phoenix-Talent, Grants Pass, and Medford Schools Superintendents
- NAIA National, Cascade and Frontier Council of Presidents
- SOU Alumni Association
- American Institute of Taiwan / Taiwan University Leaders
- SOC Jocks Alumni Association
- Oregon Shakespeare Festival Leadership
- University of Guanajuato President
- Higher Education Coord Commission



QUESTIONS AND DIALOGUE

Thank You!

University Advancement Update

October 2024

Our Mission

University Advancement forges lifelong relationships, inspires philanthropy, and stewards resources to foster excellence within its community.

Our Vision

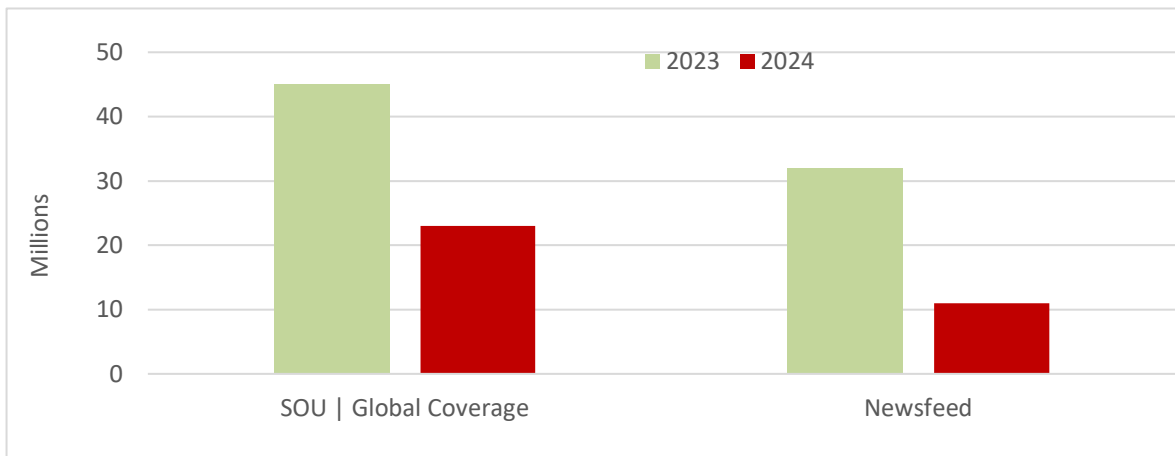
University Advancement will inspire a community connected by a shared love of Southern Oregon University.

MARKETING

- Marketing efforts through the Oregonian continues to help drive potential students to the SOU website. During the period of Aug. 1-Sept. 20, 2024, specific marketing campaigns drove 5,860 new users to the website. The cost-per-wanted action has decrease year over year by 24%, which means the adjustments we are making are having a positive impact.
- On Sept 16, we published a sponsored story about how SOU is answering Oregon’s deficit of Special Ed teachers on HereisOregon.com. It includes a video and can be viewed with this link: https://www.hereisoregon.com/sponsor-article/?prx_t=eFkJA-otqAiWMRA.

COMMUNICATION AND MEDIA RELATIONS

- Unique SOU mentions in all external coverage (including social media) from Oct. 1, 2023, through Sept. 27, 2024, numbered 3,625—an average of 10/day. This represent a 98% increase from this same period last year.
- The highest daily reach of SOU-related stories occurred on Sept. 14, 2024 (with a reach of more than 201 million) which included a story from Forbes (reach of 100 million) about the best places to enjoy retirement, stories about the “coziest college towns,” and SOU’s archaeology project in Maxville, Oregon.
- Mentions of SOU in the news media are the result of casual mentions about the university and also those stories that have been “tagged” for their relevance. The following chart shows a financial value of these stories using an advertising rate of \$.37/column inch:



ALUMNI RELATIONS

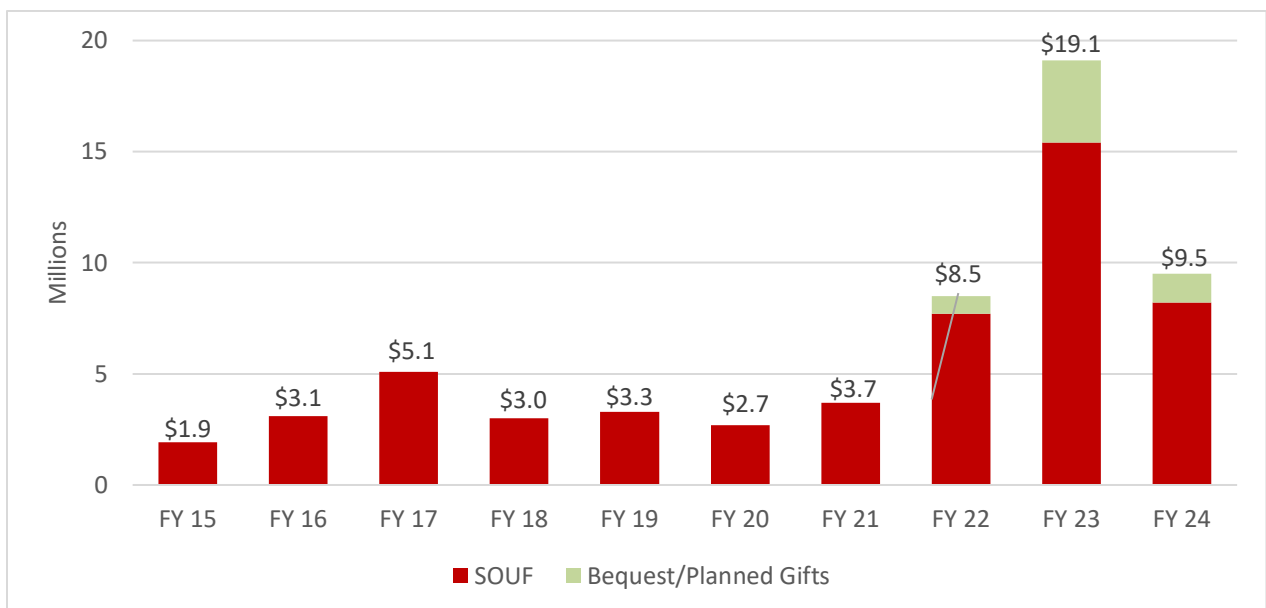
- Distinguished Alumni Awards will be presented to the following during Homecoming week:
 - Emmanuella '82 and Matt Essieh '82 MBA' 83 (Distinguished Alumni Award)
 - Gabriel Howe '12 (Distinguished Young Alumni Award)
 - Jessica Prenni '98 (Alumni Award for Education)
 - Angelica Ruppé '86 (Stan Smith Alumni Service Award)
- Our first 2024-25 Raider Rendezvous event for alumni takes place in Bend on Oct. 24. This will be hosted by new SOU Foundation trustee Tim Williams.

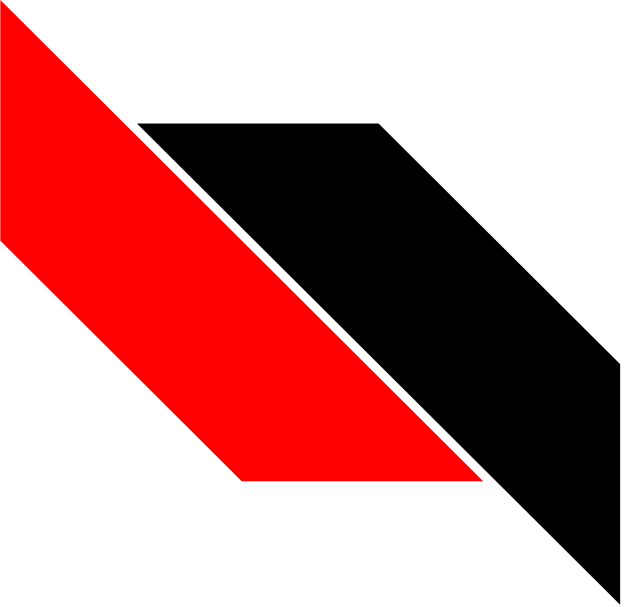
SPONSORED PROGRAMS

- Our Sponsored Programs office continues to rebuild. We recently hired Heidi Gehman as the office's director following an extensive national search. Heidi's immediate priority is to refine the systems that support the lifecycle of grants and contracts.
- SOU was awarded \$9.8 million in grants last fiscal year, and individual projects awarded included the SOULA Chinese Diaspora Project (\$500,000), Clinical Mental Health Counseling graduate program (\$1.8 million), and Solar transformation (\$2 million). More than \$2.5 million in grants have already been awarded this year, with another \$4 million awaiting responses from granting agencies (as of Oct. 1).

FUNDRAISING

- We concluded the FY 2023-24 year having raised \$9.5 million. The average annual fundraising total (over the last three fiscal years) has reached \$10 million. The goal of any significant campaign is to double annual fundraising by the campaign's conclusion; SOU was raising an average of \$3 million in 2015; we have already more than doubled that number.
- The campaign remains on pace; however, our timeline for going public will be determined by our success the next two years. Our current campaign total is just over \$40 million.





EQUITY, DIVERSITY, & INCLUSION

SOUTHERN OREGON UNIVERSITY

Jonathan Chavez Baez M.A.

Assistant Vice President
for Equity, Diversity, & Inclusion



Our Commitment

The Office for Equity, Diversity, and Inclusion takes this opportunity to reaffirm Southern Oregon University's commitment to creating a diverse, equitable and inclusive community where all learners flourish. We believe our mission demands it; we believe a quality education cannot exist in its absence.

**We aspire to create a diverse, equitable, inclusive
community where all learners flourish**



2024-2025 EDI Goals

- Reimagined EDI Policy
- Develop New Religious Accommodation Policy
- Develop Framework for Native Initiates & Efforts
- Developed Key Performance Indicators (KPIs)
- Begin Implementation of NASH Framework
- Create MOUs with Oregon Tribes
- EDI Climate Survey



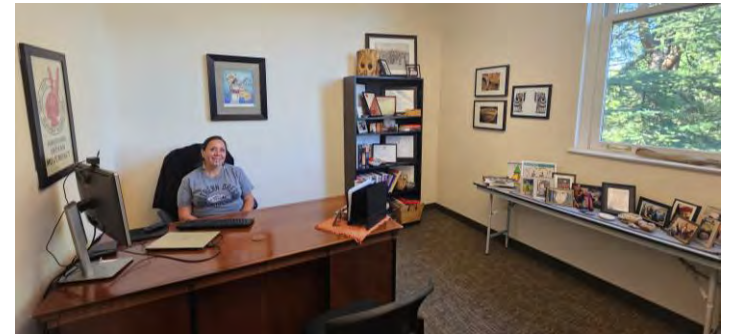
Looking Ahead 2024-2025

- Strategic EDI Campus Programming
- Native Initiates & Efforts
- CED & MOSAIC
- Collaboration with Provost Office
- Collaboration with Engagement & Belonging
- Professional Development & Training
 - Students & Employees
- Student Podcast
- Milestone Letters
- Faculty & Staff Support

Native Initiatives & Efforts

Office for Native Nations Affairs

Churchill Hall 228



Native Initiatives & Efforts

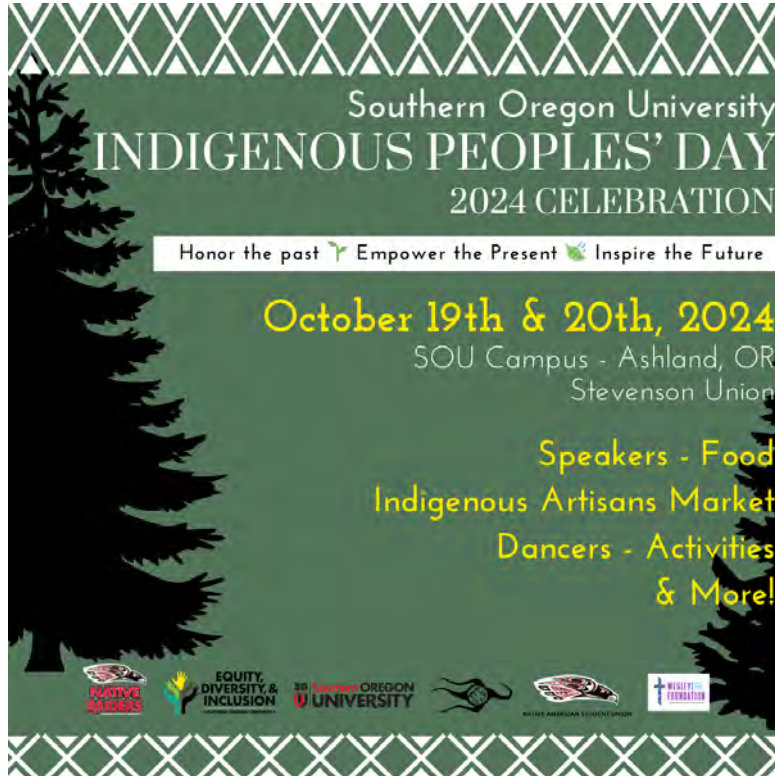
- **Making Connections (On-Campus)**
 - Student Staff (2)
 - Advising Native American Student Union (NASU)
 - Student Support & Mentoring
 - Campus Tours & Group Visits
 - Admissions
 - Youth Programs

- **Making Connections (Community)**
 - Oregon Indian Education Association
 - SOESD Indian Education

- **Education Equity Grant**
 - New Grant Approved & Updated



Join Us!




Southern Oregon University
INDIGENOUS PEOPLES' DAY
2024 CELEBRATION

Honor the past 🌿 Empower the Present 🌿 Inspire the Future

October 19th & 20th, 2024
SOU Campus - Ashland, OR
Stevenson Union

Speakers - Food
Indigenous Artisans Market
Dancers - Activities
& More!



Celebrating
NATIONAL HISPANIC HERITAGE MONTH



Son de Cuba
An Evening of Salsa, Cumbia and More!

SOUTHERN OREGON UNIVERSITY
STEVENSON UNION'S | ROGUE RIVER ROOM

SATURDAY, OCTOBER 26, 2024
8:30 PM - 11:00 PM

SOU STUDENTS: FREE
GENERAL PUBLIC: \$15

SALSA LESSONS
7:30 PM - 8:30 PM





Questions?



Government Relations Update

October 2024



Legislative Interim: Legislative Days September 2024



- SOU met with 16 legislators
- Expanded the collaborative advocacy network with other universities and colleges through many shared meetings
- Positive comments by many legislators on work being done at SOU:
 - Student Health and Wellness Center
 - Employer Roundtable
 - Behavioral Health Workforce Buildout

Oregon Legislature 101

- Oregon has a “long” session and a “short” session
- Even Years = Short Session (5 weeks)
- Odd Years = Long Session (6 months)
- Potential impacts on SOU and Board:
 - Funding for university operations
 - Funding for state programs
 - New legislative mandates
 - Policy changes to make things easier/harder for schools
 - Governance policy affecting Board requirements

Timetable with Key Milestones

- September – Deadline to request legislative concepts
- December – Deadline for new bills to be filed pre-session
- December – Governor’s Recommended Budget published
- January – Co-chairs’ Budget released
- January 26 – Start of Session

- **Legislative Interim: Between now and Session**
- Retooling our Shared Association –Oregon Council of Presidents (OCOP)
 - Be more advocacy-focused
 - Greater strategic perspective for medium and long-range success
- Monitoring elections
 - Watching for state impact
 - Watching for federal impact – both presidency and congress

How Can Board Contribute?

- Provide testimony as requested by Government Relations (GR) staff
- Make phone calls or send notes as requested by GR
- Meetings with legislators or staff coordinated by GR

Note – It's important that we work in coordination – We will provide all you need to be effective!

- **Legislative Interim: Issues of Greatest Note to SOU**
- 2025-27 Funding (Consolidated Funding Request)
 - PUSF request of \$1.275 billion (\$275M increase)
 - OOG request of \$432 million (\$150M increase)
- Capital Construction
 - Creative Industries/Student Success & Leadership Center Capital Project
 - *SOU #2 of ranked university projects on prioritized list*
- Behavioral Health Workforce Expansion
 - Proposal for \$17.92 million* to share among public universities and colleges

* Dollar figure may change as we get closer to session

Questions?

Academic and Student Affairs Committee Report

2024 SOU Educator Equity Plan (Action)



Educator Equity Plan 2024-2026

Submitted to the Higher Education Coordinating Commission

Prepared by

Southern Oregon University: Education Department

Jesse Longhurst, Ph.D.

Chair of Education and Interim Co-Director: School of Education, Leadership, Health and Humanities

Kenwani Kravitz, MLS

Native Nations Liaison

Daniel DeNeui, Ph.D.

Associate Provost and Director of Graduate Studies

Vance Durrington Ed.D.

Former Director: School of Education, Leadership, Health and Humanities



OFFICE OF THE PRESIDENT

July 23, 2024

Dear Higher Education Coordinating Commission (HECC),

The School of Education at Southern Oregon University (SOU) is pleased to submit this proposal for continued Education Equity funding. Acting on delegated authority by the Board of Trustees of Southern Oregon University, I have thoroughly reviewed the SOU Educator Equity Plan 2024-2026 for "adequacy and feasibility" and approve its submission to the HECC.

The plan has been shared with the SOU Board of Trustees and at the board's next regular business meeting, or sooner if practicable, the SOU Board of Trustees is expected to review this plan for "adequacy and feasibility," and act on it as well.

We extend our appreciation to the HECC and the Educator Advancement Council (EAC) for their ongoing commitment to the diversification of our teachers in the State of Oregon.

If you have any questions about this matter, please do not hesitate to contact me.

Very respectfully,

A handwritten signature in black ink, appearing to read 'Richard J. Bailey, Jr.', written in a cursive style.

Richard J. Bailey, Jr., PhD
President, Southern Oregon University

Southern Oregon University's Land Acknowledgment

We acknowledge that Southern Oregon University is located within the ancestral homelands of the Shasta, Takelma, and Latgawa peoples who lived here since time immemorial. These Tribes were displaced during rapid Euro-American colonization, the Gold Rush, and armed conflict between 1851 and 1856. In the 1850s, discovery of gold and settlement brought thousands of Euro-Americans to their lands, leading to warfare, epidemics, starvation, and villages being burned.

In 1853 the first of several treaties were signed, confederating these Tribes and others together – who would then be referred to as the Rogue River Tribe. These treaties ceded most of their homelands to the United States, and in return they were guaranteed a permanent homeland reserved for them. At the end of the Rogue River Wars in 1856, these Tribes and many other Tribes from western Oregon were removed to the Siletz Reservation and the Grand Ronde Reservation. Today, the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians are living descendants of the Takelma, Shasta, and Latgawa peoples of this area. We encourage YOU to learn about the land you reside on, and to join us in advocating for the inherent sovereignty of Indigenous people.

University Mission and Alignment with the Equity Lens

Vision

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

Mission

Southern Oregon University is a regionally-engaged learning community committed to being the educational provider of choice for learners throughout their lives.

- We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.
- We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.
- We foster access, equity, inclusion and diversity in thought and practice.
- We prepare our learners to be responsible, engaged citizens in our democracy.
- We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

SOU Values

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

Oregon's Education Equity Lens "...was adopted by the Higher Education Coordinating Commission (HECC) in 2014 as a cornerstone to the State's approach to education policy and budgeting" (HECC 2024a). Southern Oregon University (SOU) embodies *Oregon's Education Equity Lens* by implementing initiatives and practices aimed at promoting equity, diversity, and inclusion across its campus community. This includes efforts to increase access to higher education for historically marginalized groups, creating a welcoming and inclusive campus environment through affinity groups, multicultural events, and the promotion of diverse curricular perspectives.

Foundational to the Equity Lens is a series of belief statements. SOU's Education Department endorses and supports the entire Equity Lens. The belief statements excerpted below are

particularly relevant to the work we do in educator preparation and to the Focus Goal of our Educator Equity Plan:

We believe that [...] we demonstrate our priorities and our commitment to communities of color, learners experiencing poverty, and other underserved communities, in the ways we allocate resources and make educational investments. We believe in focusing postsecondary education and training resources to serve Oregonians where they are and who they are, with a priority on communities and populations that have been historically underserved.

We believe that communities, students, parents, educators, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with these partners, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

We believe in the critical importance of culturally responsive teaching and workforce diversification. An equitable education system requires providing educators with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon's rapidly changing student population. Our institutions of postsecondary education and training, and the P-20 system, will truly offer the best educational experience when their faculty, staff and students reflect this state, its growing diversity, and the ability for all of these populations to be successful in their educations and ultimately in their careers. (HECC, 2024)

Native American/Alaska Native Students

One of the historically underserved populations that SOU is committed to better serving is Native American/Alaska Native students. SOU is committed to increasing access and retention as well as to reducing systemic barriers for these students. Since the last funding cycle of the Educator Equity Grant, SOU has added a Native Nations Liaison position to our university leadership structure. The role is dual in nature: In addition to serving our student body, the Native Nations Liaison also leads SOU in intentionally and explicitly engaging with tribal nations as sovereign governments.

SOU offers a number of different programs designed to support future and current Native students. We offer both a minor and a certificate in Native American Studies (NAS). The NAS program is interdisciplinary by design and includes two full-time faculty members with dedicated lines and three additional faculty from related programs like Anthropology, English, and History.

SOU hosts an annual Indigenous People's Day Celebration to honor Native American cultural identity and heritage, and builds awareness of the historic and continued presence of

Indigenous peoples in North America and in the Rogue Valley. This large event is open to the whole community and includes dancers, drummers, a salmon lunch and more.

The Southern Oregon University Honors College offers Native students an opportunity to apply for the Tribal Nations Honors Scholar program. The program offers mentorship from Native American students and faculty, opportunities to “Take the Lead” on issues that matter, mentor incoming Tribal Scholars, represent their Tribal nations as a Tribal Honors Scholar, and receive additional funding in support of travel and or training.

The Native American Student Union hosts the annual SOU Powwow which is the largest student led event on the SOU campus. The SOU Powwow has been held annually for 31 years and brings together both Native and non-Native community. It is a social gathering that provides the Native community an opportunity to come together to socialize and honor their culture through traditional song and dance. The powwow also provides the non-Native community an opportunity to learn about Native cultures.

For over 25 years, SOU has offered an on-campus residential academic camp for middle school and high school Native American students – *Konaway Nika Tillicum*, which means “All My Relations” in Chinook Trade Jargon. This event is an eight-day academic program exploring a broad range of classes, lectures, cultural experiences, and recreational activities for Native American students. This program provides not only an enriching and supportive camp experience, but also an introduction to our campus and to college life as well.

In recognition of Tribal sovereignty and that Native students attend SOU as Tribal citizens; the Native American Student Union has a meeting space located in the office of the Native Nations Liaison. This space also provides Native students with a space for mentorship and community. Lastly, the addition of the Native Nations Liaison position will provide much needed focus, energy, and support for SOU’s Indigenous students. This position will provide opportunities to expand existing cultural events and build a sense of belonging and connection to support the mental, emotional and spiritual needs of SOU’s Native students.

In keeping with the work being done on the campus as a whole, the Education Department is committed to increasing the number of Native educators in Oregon public schools. Increasing the diversity of our educator preparation programs and recruiting more Indigenous education students will require us to leverage all of the resources described above. Educator Equity Grant funding will not only help us recruit Native teacher candidates, but also better connect Native preservice educators to the Native community on campus and to campus supports. Community, trust and a sense of belonging are paramount to student retention and to educator persistence.

Overview of SOU Education Department

Mission Statement

We are a community of learners committed to preparing teachers for educational challenges and opportunities of a changing and increasingly diverse society.

The SOU Education Department offers the following programs:

Degree/Program	Licensure	Endorsement
BA/BS: Early Childhood Development		
BA/BS: Education Studies: Holistic Education Concentration		
BA/BS: Education Studies: TESOL Concentration		
BA/BS: Education Studies: Licensure Concentration	Preliminary	Elementary Multiple Subjects
MSEd: Leadership in Early Childhood Education		
MSEd: Various concentrations		
Master of Arts in Teaching	Preliminary	Special Education (SPED): Generalist, Elementary Multiple Subjects, Math, Biology, Physics, Chemistry, Integrated Science, Social Studies, English Language Arts, Health, Physical Education, Art, Music, Drama, Business, World Language
Principal Administrator License (PAL)	Advanced	PAL
Reading Intervention Endorsement	Added Endorsement	Reading Intervention
English for Speakers of Other Languages (ESOL) Endorsement	Added Endorsement	ESOL
Special Education Endorsement	Added Endorsement	SPED: Generalist
Undergraduate Degree + Teaching License Programs beginning Fall 2025 (pending approval)		
Degree/Program	Licensure	Endorsement
Bachelor's: Education Studies	Preliminary	SPED: Generalist
Bachelor's: English + Single Subject License	Preliminary	English Language Arts
Health & Exercise Science + Single Subject License	Preliminary	Health/PE
Math + Single Subject License	Preliminary	Math
Spanish + Single Subject License	Preliminary	World Language: Spanish
Minors, non-licensure certificates and microcredentials		
Minor in SPED		
Minor in Education Studies		
TESOL Certificate		
Adult Education Certificate		

Early Childhood Education Certificate		
Holistic Education Certificate		
Microcredentials: Early Childhood Development Facilitating Adult Learning Foundations of School Mental & Behavioral Health Leadership in Early Childhood Education Leadership in Higher Education Public Health Education		

Rural and Remote Access

A major focus of SOU’s educator preparation programs is improving access and removing barriers to becoming licensed teachers: particularly for rural teacher candidates. The region served by Southern Oregon University includes communities from the Central Oregon Coast (Coos Bay) south to the California border (Brookings) all the way to the rural areas southeast of the Cascades (Klamath Falls, Lakeview). Our students may commute from as far away as Roseburg to the north and Yreka to the south. Increasingly, we serve students who cannot commute and attend class at a distance. While there is some variation in socio-economic level, most of our students are reliant on financial aid to cover the expenses of a teacher preparation program and nearly all also need to maintain some level of employment to support themselves and their families.

The rural teacher shortage is acute and persistent. According to TSPC’s *Oregon Educator Data Dashboard*, during the 2023-2024 school year, there were 428 teachers on restricted or emergency licenses in the six counties surrounding SOU. Of those, only 124 were in Jackson County and therefore within easy driving distance of our campus (TSPC, 2024).

Beginning with the 2023-2024 academic year, SOU now offers all of our preliminary, educator licensure programs via remote technology as well as in-person classes. Students who live and work in rural Oregon can earn their degrees and teaching licenses *without* leaving their home communities. This is particularly important for rural educators who may be teaching on a restricted license as well as completing a degree and educator licensure program. We hope that this model will help rural school districts with staffing shortages while still providing a high-quality, supportive educator preparation program to rural teacher candidates.

For undergraduate students, we do this in partnership with ten community colleges throughout Oregon and Northern California. Students are able to complete their general education requirements and prerequisite coursework at their local community colleges and then transfer to SOU to complete their upper division classes as well as student teaching. Upper division and licensure classes are offered either asynchronously online or via Zoom. Similarly, our MAT students who live outside the Rogue Valley can access their graduate coursework from a distance and student teach in their home communities.

There are several fully-online institutions with a teacher education footprint in Oregon. Those programs may be appealing in terms of convenience and flexibility. However, SOU provides more comprehensive, humane and specific supports than online institutions can do.

This model is still new and we will be refining it for some time. However, we feel that it has great potential to support rural, Native students who may wish to become teachers but who may not wish or be able to move to the Rogue Valley. This plan will allow us to make the case to prospective Native students that distance will not be a barrier to becoming a teacher and that SOU cares about their education, careers and communities.

SOU also hopes to support Native students in maintaining their traditional familial, community, and cultural connections. SOU recognizes, the significant role that family plays in the success of Native students (American Indian College Fund, 2021, p.11). Therefore, SOU seeks to support these students in maintaining traditional familial and community connections and “to imagine and frame their futures and possibilities in a healthy, positive, culturally appropriate way” (p. 7). We also hope that this model will support tribes as they seek to grow their own teaching workforce in tribal communities and serve to strengthen trust and relationships between SOU and Native communities in Oregon.

Southern Oregon University Educator Equity Plan

Past Biennium

SOU’s 2022-2024 Educator Equity Plan was included three strategies:

1. Peer Navigation Coaches and Facilitated Culture Circles
2. Culturally Responsive Teaching Innovation Community
3. Appointment of what was then called a Tribal Nations Liaison for education programs

During the past biennium, we learned that while some populations of culturally and linguistically diverse educators were increasing in our programs (particularly Latinx and Spanish speaking), numbers of Native American/Alaska Native Students had not increased. For the next biennium, we have chosen to focus our efforts on increasing the number of Native American/Alaska Native teacher candidates at SOU.

2024-2026 Focus Goal: Recruitment of Native Educator Candidates: Develop Trusting Relationships with Tribal Nations and Indigenous Students

Purpose and Logic

The underrepresentation of Native American educators within the American education system is a pressing issue that undermines both cultural diversity and educational self-determination for tribes. Native parents want the best for their children, but opinions on what is best differ at both the policy and family level. Some parents may see assimilation as the only path to providing their children opportunity for success, while other parents reject assimilation and the

schooling that has often been complicit in that process. The reasons behind the rejection are understandable when taking into account past experiences with boarding schools, forced assimilation, glaring disparities in punitive discipline rates, and the all-too-common failure of schools to acknowledge or welcome Indigenous families.

Despite these inequities (historical and present-day), according to the National Indian Education Association, “Ninety-three percent of the 650,000 American Indian, Alaska Native, and Native Hawaiian students in schools across the United States attend public schools” (National Indian Education Association, 2024, p.1). The National Indian Education Association also stresses that, “From early childhood through postsecondary education, Native students must have access to programs and resources that provide them the best chance at success” (p.1).

Just as Native students are underrepresented in higher education (National Center for Education Statistics, 2020), they are underrepresented in our teaching workforce. Less than 1% of Oregon educators identify as American Indian/Alaska Native (Educator Advancement Council, 2024). In 2022, the number of Native teachers that would have been required to close the diversity gap between Native students and Native educators was 245 in Oregon alone (Educator Advancement Council, 2022a).

The lack of representation contributes to cultural erasure, marginalization, and a lack of understanding of Native American history and cultures within education settings. It also creates a feedback loop in which Native students are underrepresented in college and underrepresented in the teaching workforce. Therefore, Native students may rarely see teachers like themselves in public schools. Without Indigenous educator role models, young people may be less likely to become educators (American Indian College Fund, 2029). This is particularly relevant for public schools where the vast majority (93%) of the 650,000 American Indian, Alaska Native, and Native Hawaiian students in schools across the United States attend public schools (National Indian Education Association). They also assert that access to high-quality, culture-based education options is critical to the success of those students.

Oregon’s *American Indian/Alaska Native Student Success Plan 2020-2025* includes the following statement:

[...]competent and committed teachers have the greatest influence on AI/AN student achievement beyond the students’ families. The Office of Indian Education knows the primary strategy to recruit and retain committed teachers must be done by supporting teacher preparation programs and professional licensure that include coaching and mentoring so that they are successful in the classroom with their students. (Oregon Department of Education, 2020a, p.15).

In our educator preparation programs at SOU, we want our Native students to learn and experience how their cultural backgrounds and funds of knowledge (Moll et al, 1992) can enrich their teaching practice. We want to not only help them experience a culturally responsive

education environment as students, but to be able to carry that forward in their own classrooms as teachers.

Our first and primary goal must be to recruit Native American/Alaska Native students to SOU; specifically, to our educator preparation programs. This aligns with the objective outlined in Oregon's American Indian/Alaska Native Student Success Plan 2020-2025:

Increase the number of AI/ AN identified teachers, paraprofessionals, and administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon's AI/ AN student population. (Oregon Department of Education, 2020a, p.16)

It also aligns with the work of the Educator Advancement Council's *Tribal Nations Educator Collaborative* work (Educator Advancement Council, 2022a). An important first step toward successful recruitment of Native students is to build relationships and trust with sovereign tribal governments, with Native communities, with prospective students, with school districts and with our community college partners.

Oregon's *American Indian/Alaska Native Student Success Plan* also asks Oregon institutions to:

Support the development of transparent and streamlined pathways from community colleges to university teacher preparation programs [and to] to help AI/AN students navigate the complicated journey through preparation, licensure, job search and employment in Oregon's educator workforce. (Oregon Department of Education, 2020, p.16)

The second step is to help those stakeholders understand what SOU offers and to hear from them what barriers remain and what their needs are. They will be connected with the Native Nations Liaison who will offer cultural and community connection as well as support and mentorship. This happens both formally, through directed outreach, campus events, clubs, and resources and informally through one-on-one outreach and communications. The third step is to smooth the way for prospective educators as they become SOU students and eventually, teachers.

Secondary Goal: Incorporate *Tribal History/Shared History* course into SOU's Master of Arts in Teaching Program Redesign

Purpose and Logic

Oregon is engaged in an ongoing process to bring Native knowledge, history and perspectives to K-12 schools. Oregon Senate Bill 13: *Tribal History/Shared History* is an ambitious effort by the state of Oregon to ensure that all students develop a true understanding of Oregon's history that includes an understanding of the identity, culture, and contemporary contributions of Oregon's Indigenous population. *Oregon's American Indian/Alaska Native Student Success Plan* seeks to "Ensure that educator certification processes result in educators who understand

Essential Understandings regarding tribes in Oregon” (Oregon Department of Education, 2020, p.15).

In light of this work, SOU’s Education Department is in the process of redesigning the curriculum of our Master of Arts in Teaching program. We see this redesign as integrally tied to our focus goal of recruitment and retention of Native educators. Importantly this also dovetails with the imperative to prepare all Oregon educators to meet the requirements of *Tribal History/Shared History* legislation.

Strategies

Focus Goal: Recruitment of Native Educator Candidates: Develop Trusting Relationships with Tribal Nations and Indigenous Students

Strategy: Appoint a Pathways for Native Educators Coordinator (PNEC)

The primary activities of the PNEC are designed to build a pipeline into teaching for Native educators. This will require relationship building with Tribal partners and Indigenous Oregonians. It will also require publicizing SOU’s variety of pathways to educator licensure, particularly the programs that are available at a distance. The PNEC will visit community colleges and school districts to meet with prospective students, school administrators, faculty, and staff.

In addition, the PNEC will hold meetings and events in local communities to provide information and support to prospective Native educators. To develop authentic, lasting, and trusting relationships, it will be important for the PNEC to attend Tribal events and conferences focused on Native issues. The PNEC may also attend cultural and/or educational events to promote SOU’s educator preparation programs.

The PNEC will also play a key role in facilitating students’ entry into SOU. They will mitigate institutional barriers by shepherding students through the administrative complexities of admissions and financial aid. They will also assist with academic onboarding processes including general consultation about transfer credits, degree pathways, and navigating the intersections between family, work, and school obligations. They will provide students with a warm hand-off to existing SOU support systems but will remain as a primary point of contact and advocate for student concerns during their time at SOU.

We recognize that many of the existing resources and events for Native American/Alaska Native students at SOU are geared primarily toward our Native students who attend classes on campus, in Ashland. While those resources would still be available to Native students who pursue coursework and/or full degrees remotely, they will inevitably be harder to access. Consequently, part of our efforts will be directed toward identifying the specific needs of our remote students and connecting with them to make sure that they are supported adequately and to look for ways to build community for students who attend classes remotely (Berg et al, 2018). This will be one of the primary responsibilities of the Pathways Coordinator. The PNEC

will meet with remote student periodically through zoom calls and in person when visiting Tribal communities.

Position Summary: Under the direction of and in coordination with SOU's National Nations Liaison the Pathways for Native Educators Coordinator (PNEC) will:

- Build relationships with Tribal communities and governments.
- Serve as the main point of contact for Indigenous students and educator preparation programs at SOU.
- Recruit Indigenous students to SOU's educator preparation programs
- Serve as liaison to community colleges, school districts, and tribal partners in service of developing a Native teacher pipeline. This includes promoting SOU's educator preparation programs, particularly remote access options.
- Identify, track and connect Native students to educator preparation programs, to the Native Nations Liaison and to additional resources as needed.
- Meet with students periodically via Zoom or in-person
- Attend cultural and community events as SOU's educator preparation program representative
- Hold events in service of grant goals
- Participate in the Educator Equity Grant Community of Practice: Attend meetings and convenings as appropriate.
- Work in partnership with SOU's Office of Sponsored Programs to administer and oversee grant activities, gather data, track grant outcomes, and produce reports as required

Connection Between Strategy and Evidence

SOU's American Indian/Alaska Native students made up around 1% the student body for 2022-2023 which reflects the statewide rate at the other public universities (Higher Education Coordinating Commission, 2024b). In actual headcount, our students identifying as American Indian/Alaska Native have dropped from 81 in 2018 to 61 in 2023 (Southern Oregon University, 2023). However, declining general enrollments and a sharp increase in students identifying as Unknown/Other may complicate attempts to explain this trend.

We are encouraged that Education consistently ranks in the top three most popular majors for AI/AN students at SOU which is higher than all but one of our sister institutions (Higher Education Coordinating Commission, 2024b). We hope to build on the relative popularity of Education as a major and to continue to increase the number of both undergraduate Education majors and graduate students in our graduate programs.

As we collect data concerning the progress of this plan, we also intend to follow the advice of the Institute for Higher Education Policy's recent research brief that recommends that institutions collect information on students' tribal affiliation in addition to their identification as AI/AN. Additionally, the authors recommend that institutions:

[...]clearly document limitations they encounter with AI/AN data and explain how those limitations were addressed. In cases where AI/AN student data are excluded from findings, provide a clear explanation for the decision” (Santos & Tachine, 2024, p. 11).

SOU’s Educator Preparation Programs conduct completer surveys every year to comply with AAQEP and TSPC reporting requirements and to drive our continuous improvement practices. We will track the numbers of Native American/Alaska Native students who are in the pipeline and who graduate and achieve licensure over the next biennium. We will also leverage these surveys to ask our students about their pathways into teacher preparation at SOU and about their experiences as preservice educators. While the numbers of Native students will likely be too small to be statistically significant and disaggregating by tribal affiliation could jeopardize confidentiality of the survey, we can see if there are patterns of response about community outreach and support.

The PNEC will also gather qualitative data from partners and stakeholders about outreach efforts and relationship building. This may take the form of surveys or of qualitative interviews/documenting conversations.

Connection Between Strategy and Standards of Practice

The Association for Advancing Quality in Educator Preparation’s *Accreditation Standard 3d* requires that educator preparation programs to enact “...admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards” (Association for Advancing Quality in Educator Preparation, 2022). The State of Oregon has made the recruitment, admission and graduation of culturally and linguistically diverse educators a priority. We see our focus goal of recruiting Native educators to SOU’s educator preparation programs as aligning with both this standard and with Oregon priorities.

Connection Between Strategy and Culturally Sustaining Learning Experiences

One of the goals outlined in the HECC’s 2017 report: *Strengthening Oregon’s Higher Education Landscape: Tribes, American Indian/Alaska Native Students, and Institutions of Higher Education* is that the HECC:

Encourage Culturally Relevant Academic Programs, Courses and Curriculum at Post-Secondary Institutions [...]A growing body of scholarship supports the idea of culturally relevant curriculum and educational programs as a positive influence on Native students particularly through enrollment, retention and completion metrics. (Newmark, 2017)

Importantly, Native educators need to experience culturally sustaining classrooms in their own learning contexts, including in educator preparation programs. SOU Education faculty and staff

becoming more connected to Native students, building relationships with tribes and convening and participating in culturally sustaining events for outreach and support will serve that goal.

Connection Between Strategy and District Needs to Reduce or Eliminate Disproportionality, Disparity, and Predictability in Student Outcomes

While SOU’s educator preparation programs work with school districts around the state, we work most closely with the districts in the table below.

Table 1. Partner Districts and NA/AN Representation			
District	Percentage NA/AN Students	Percentage NA/AN Teachers	Demographic Parity between NA/AN Students and Teachers?
Medford SD 549-C	1%	1%	Yes
Ashland SD 5	1%	2%	No (more teachers)
Central Point SD 6	1%	0%	No
Phoenix-Talent SD 4	1%	0%	No
Eagle Point SD 9	1%	0%	No
Grants Pass SD 7	1%	0%	No
Three Rivers SD	2%	2%	Yes
Klamath Falls City School	6%	1%	No
Klamath County SD	6%	2%	No
Rogue River SD 35	1%	0%	No
North Bend SD 13	2%	1%	No
Brookings-Harbor SD 17C	5%	1%	No
Coos Bay SD 9	3%	2%	No

(Oregon Department of Education, 2023)

ODE data show that in a majority of our partner-districts there is a significant mismatch between the populations of Native students and Native teachers. The Oregon Department of Education identified disproportionalities in the attendance rates, discipline rates, graduation rates and tested academic proficiency of Oregon’s Native students (Oregon Department of Education, 2020b). Egalite (2024) reviewed the research concerning the interactions between teacher race and student outcomes. Egalite found that increases in the diversity of teacher populations helped mitigate negative outcomes for Native students but was also correlated with positive outcomes for all students. We hope that increasing the number of Native students in SOU’s educator preparation programs will ultimately help to increase diversity of Oregon’s teacher workforce and help support Native K-12 students.

One role of the PNEC will be to connect with Native educators in our partner-districts and to connect them with each other. Our district partners tell us that it is just as important to retain teachers as it is to recruit them and that they need teachers who will thrive and stay in their jobs over the long term. Unfortunately, teachers of color in Oregon are disproportionately likely

to have less than five years of experience teaching (Educator Advancement Council, 2022b). As the work of this Educator Equity Plan continues, we will work to help retain Native teachers and to facilitate collegial and community connections between those teachers and their new colleagues.

Secondary Goal: Redesign of MAT program to include a required course focused on Tribal History/Shared History

Strategy: Develop syllabus and course materials for MAT course in Tribal History/Shared History

Teachers cannot create classroom communities, curricular experiences and pedagogical practices that are culturally sustaining for Indigenous students unless they have been taught what that entails. They need to understand context and background. They need access to appropriate curricula and they need to see models of this work done well. In our educator preparation programs at SOU, we have been working to better incorporate Indigenous knowledge perspectives and to educate our students about Tribal History/Shared History.

However, what we now recognize is that incorporating Tribal History/Shared History into our curricula must be intentional and explicit. We must build a curriculum that includes foundational elements, requirements, and learning objectives. In addition, we seek to educate teachers on why these elements are important. Attempting to build a culturally sustaining curriculum without these more formal elements makes them vulnerable to being watered down or excluded altogether. During the 2024-2025 school year, faculty will collaborate to redesign the MAT program. This redesign will include a required course focused on Tribal History/Shared History. The timeline for program redesign is slow since changes must be approved at the department, university and state level. However, we hope to have this course in place for the cohort entering the MAT in Fall Term, 2026.

Connection Between Strategy and Evidence

In October of 2023, The Comprehensive Center Network published a report on the ongoing implementation of Tribal History/Shared History Curriculum in Oregon. They found that only 14% of teachers surveyed were aware of the curriculum being either piloted or implemented in their schools (Christian & Larson, 2023). They also found that over 56% of those surveyed said that their teacher preparation programs did not prepare them for this work. The survey did not disaggregate by when those teachers completed their educator preparation programs and many of them likely did so prior to Tribal History/Shared History becoming law. However, even taking that into account, it is clear that many Oregon teachers feel unprepared to incorporate this curriculum into their practice. This does a disservice to all students and all Oregonians, but particularly to Native students and tribal communities.

At SOU we wish to ensure that our teacher candidates enter the field with a firm grounding in the requirements and the essential understandings of Tribal History/Shared History. Redesigning

our MAT program (and eventually all of our educator preparation programs) to explicitly require coursework in Tribal History/Shared History is one step toward that goal.

Connection Between Strategy and Standards of Practice

This strategy directly aligns with the INTASC standards that teacher candidates and licensed teachers are held to in Oregon schools, specifically, INTASC Standard #9:

The teacher engages in ongoing professional learning and uses evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Each INTASC Standard is further broken down into teacher *performances*, *essential knowledge*, and *critical dispositions*. Of those, we have identified the following as connecting to this strategy.

Performance:

9(e) The teacher reflects on [their] personal biases and accesses resources to deepen [their] own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

Essential Knowledge:

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Critical Disposition:

9(m) The teacher is committed to deepening understanding of [their] own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. (Council of Chief State School Officers, 2011)

Similarly, AAQEP Expectations *Framework Standard 1* states that:

Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including: [...]1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and

expression, sexual identity, and the impact of language acquisition and literacy development on learning. (Association for Advancing Quality in Educator Preparation, 2021, p. 11)

Connection Between Strategy and Culturally Sustaining Learning Experiences as well as District Needs to Reduce or Eliminate Disproportionality, Disparity, and Predictability in Student Outcomes

According to the National Indian Education Association:

Incorporating culturally responsive teaching practices has been proven to enhance the academic outcomes of Native American students. Studies have shown that Native American students with a strong sense of cultural identity are more likely to graduate from high school and pursue higher education. Therefore, prioritizing the promotion of wellbeing and cultural identity can help ensure that Native American students have a positive and rewarding educational experience. (National Indian Education Association, 2024, p.2)

The full incorporation of Tribal History/Shared History into our educator preparation programs is not only a legal imperative but a moral one. It is also a vital element of education for both Native and non-Native children in Oregon. We are committed to the Essential Understandings of Native Americans in Oregon:

- Essential Understanding 1: Since Time Immemorial
- Essential Understanding 2: Sovereignty
- Essential Understanding 3: History
- Essential Understanding 4: Tribal Government
- Essential Understanding 5: Identity
- Essential Understanding 6: Lifeways
- Essential Understanding 7: Language
- Essential Understanding 8: Treaties with the United States
- Essential Understanding 9: Genocide, Federal Policy and Laws (Oregon Department of Education, 2020c)

In addition, the following Critical Orientations for Indigenous Studies Curriculum will drive this redesign: *Place, Presence, Perspectives, Political Nationhood, Power, and Partnerships* (Oregon Department of Education, 2020c).

Table 2. 2024-2026 Goals, strategies, and success indicators		
Goal	Strategy	Success Indicator and Date
Focus Goal: Recruitment of Native Educator Candidates: Develop Trusting Relationships with Tribal Nations and Indigenous Students	Development of comprehensive database of point of contact for local, regional and other relevant school districts, community colleges* and tribal entities.	Database shared with Native Nation Liaison and School of Education Director-anticipated Spring 2025
	Work with relevant on-campus entities to develop culturally appropriate recruitment materials	Increased awareness of Teacher Preparation Programs as measured by Survey data-anticipated Fall 2025
	Site visits to school districts, community colleges and, in consultation with Native Nations Liaison, tribal entities to introduce PNEC as main point of contact for SOU	Progress report including accounts of all site visits-anticipated Spring 2025
	Develop printed and web-based materials and procedures to streamline entry into SOU for Native students	Survey of admitted students-anticipated spring 2026
Secondary Goal: Redesign of the Master of Arts in Teaching Program to center Tribal History/Shared History teacher preparation	Development of course syllabus and supporting materials for MAT course concerning Tribal History/Shared History	Shared evaluation of syllabus performed by Education Chair, MAT Coordinator, and Native Nations Liaison anticipated Spring 2025

**Primary focus will be those community colleges with which SOU has existing articulation agreements*

Table 3. Budget Plan					
Category	Item	Description	Schedule	Amount	Percent Of Grant Total
Strategy 1: Recruit Native students into Educator Preparation Programs					
Personnel	.5 FTE position	Pathways for Native Educators Coordinator	Yearly	\$85,506	57%
Travel	Travel to sites	Tribal Events Conferences Recruiting Trips to Community Colleges, Tribal Organizations and School Districts Travel to Convenings	Ongoing as needed	\$19,494	13%
Technology	Classroom tech for distance learning	Microphones, cameras, and related tech to improve remote teaching/learning experience	Year 1	\$18,500	12%
Materials	SOU branded materials	SOU branded materials to assist with recruiting and relationship building	Ongoing as needed	\$3,500	2%
Strategy 1 Total				\$127,000	85%
Strategy 2: Redesign of the MAT program to include culturally sustaining learning experiences					
Stipends	Curriculum Development Stipends	Compensation for existing faculty to redesign MAT program	Yearly	\$8,000	5%
Strategy 2 Total				\$8,000	5%
Administrative Costs					
Indirect Cost Recovery	Administrative		One-time	\$15,000	10%
Total Administrative Costs				\$15,000	10%
Total				\$150,000.00	100%

References

- American Indian College Fund. (2019). *Creating visibility and healthy learning environments for Native Americans in higher education: Declaration of Native purpose in higher education: An Indigenous higher education equity initiative*. Denver, CO: American Indian College Fund.
- Association for Advancing Quality in Educator Preparation. (2021). *Guide to AAQEP accreditation*. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://aaqep.org/files/2021%20Guide%20to%20AAQEP%20Accreditation.pdf
- Association for Advancing Quality in Educator Preparation. (2022). *AAQEP expectations framework*. Retrieved from AAQEP: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://aaqep.org/files/AAQEP-Expectations-Framework-2022.pdf
- Berg, P., Cruz, K., Duening, T. and Schoenberg, S. (2018), "Disrupting Higher Education in Alaska: Introducing the Native Teacher Certification Pathway", Altmann, A., Ebersberger, B., Mössenlechner, C. and Wieser, D. (Ed.) *The Disruptive Power of Online Education*, Emerald Publishing Limited, Leeds, pp. 147-166.
- Council of State Chief State School Officers. (2011, April). *Interstate teacher assessment and support consortium*. Retrieved from Council of Chief State School Officers: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ccsso.org/sites/default/files/2017-11/IntASC_Model_Core_Teaching_Standards_2011.pdf
- Christian, S. & Larson, R. (2023). *Implementation of the Tribal History/Shared History curriculum: Lessons learned*. Comprehensive Center Network.
- Educator Advancement Council. (2022a). *2022 Oregon educator equity report*.
- Educator Advancement Council. (2022b). *Data brief: Teacher workforce demographic changes over the last 10 years*.
- Educator Advancement Council. (2024). *Tribal Nations educator collaborative*.
- Egalite, A. (2024, Winter). What we know about teacher race and student outcomes A review of the evidence to date. *Education Next*, pp. 42-48.
- Moll, L., Amanti, C. & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 132-141.
- National Center for Education Statistics. (2020). *Digest of education statistics*. Retrieved from IES: NCES: https://nces.ed.gov/programs/digest/d21/tables/dt21_203.50.asp?current=yes

- National Indian Education Association. (2019). *Education sovereignty: Native education for all*. National Indian Education Association.
- National Indian Education Association. (2024). *Native learning systems and the whole child initiative*. Retrieved from NATIONAL INDIAN EDUCATION ASSOCIATION NATIVE LEARNING SYSTEMS & THE WHOLE CHILD INITIATIVE WCI+2024.pdf (squarespace.com)
- National Indian Education Association. (2024). *Native education for all*. Retrieved from National Indian Education Association: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://static1.squarespace.com/static/5cffb319973d7000185377f/t/65d669bfa169a735dc8e64ad/1708550591237/NEFA+2024.pdf
- Newmark, M.Y. (2017). *Strengthening Oregon's higher education landscape: Tribes, American Indian/Alaska Native Students, and institutions of higher education*. Oregon Higher Education Coordinating Commission.
- Oregon Department of Education. (2020a). *American Indian / Alaska Native student success plan 2020-2025*. Salem, OR: Oregon Department of Education.
- Oregon Department of Education. (2020b). *American Indian/Alaska Native Students in Oregon: A review of key indicators*.
- Oregon Department of Education. (2020c). Tribal history/Shared history. <https://www.oregon.gov/ode/students-and-family/equity/nativeamericaneducation/pages/senate-bill-13-tribal-historyshared-history.aspx>
- Oregon Department of Education. (2023). At-a-glance school and district profiles and accountability details. <https://www.ode.state.or.us/data/ReportCard/Reports/Index>
- Oregon Higher Education Coordinating Commission. (2024a). *Oregon HECC equity lens*. Retrieved from Higher Education Coordinating Commission: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.oregon.gov/highered/strategy-research/Documents/Strategic-Plan/Equity-Lens.pdf
- Oregon Higher Education Coordinating Commission. (2024b). Public University Data Dashboard. <https://www.oregon.gov/highered/strategy-research/Pages/dashboard-public-universities.aspx>
- Post-Secondary National Policy Institute. (2023). Native American students in higher education. Post-Secondary National Policy Institute. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pnpi.org/wp-content/uploads/2023/11/NativeAmericanFactSheet-Nov-2023.pdf

Santos, J. & Tachine, J. R. (2024). *Layers of identity: Rethinking American Indian and Alaska Native data collection in higher education*. Institute for Higher Education Policy.

Southern Oregon University. (2023). *Factbook 2023*.

Teacher Standards and Practices Commission. (2024, July). *Your Oregon Educator Dashboard*. Retrieved from Oregon Education Department: <https://www.oregonedd.com/>

Finance and Administration Committee Report

Fiscal Year 2025 Budget (Action)

FY2024 Estimate to Close and Detailed Review of Pro Forma

Education and General (E&G) Revenues

Education and General (in thousands of dollars)	2023-25 Biennium			2025-27 Biennium	
	2023-24 Actual (000's)	2024-25 FY25 Budget (000's)	2024-25 Est FY25 (000's)	2025-26 FORECAST (000's)	2026-27 FORECAST (000's)
REVENUES					
Total State Funding (SSCM,ETSF,SELP)	27,883	28,706	28,706	29,963	31,170
Tuition	33,948	34,845	34,845	35,079	35,607
Fees	3,921	4,247	4,247	4,238	4,321
Raider Aid (remissions)	(3,963)	(4,000)	(4,000)	(4,027)	(4,088)
<i>Oth tuition & fee adjustments</i>		(1,100)	(1,100)		
Tuition, net of Raider Aid	33,907	33,992	33,992	35,290	35,841
Misc. Other Revenue	3,645	3,742	3,742	3,767	3,824
TOTAL REVENUES	65,436	66,439	66,439	69,020	70,835

OCTOBER UPDATE TO REVENUE PROJECTIONS & OBSERVATIONS

Tuition revenue budgets increased from June estimate by \$400k

- State Funding slightly declined from June estimate but is higher than July's SSCM
 - Net impact from updated true-up (July to Oct) = **+\$265,820**
- Single Fee impact showing in 'Other Tuition & Fee Adjustments'
- Remissions increased to \$4M

E&G Labor

Education and General

(in thousands of dollars)

	2023-25 Biennium			2025-27 Biennium	
	2023-24 Actual (000's)	2024-25 FY25 Budget (000's)	2024-25 Est FY25 (000's)	2025-26 FORECAST (000's)	2026-27 FORECAST (000's)
EXPENSES & TRANSFERS					
<u>Personnel Services</u>					
Faculty	(14,371)	(14,678)	(14,678)	(14,917)	(15,375)
Unclassified Staff	(9,920)	(9,896)	(9,896)	(9,780)	(10,002)
Classified Staff	(7,036)	(7,426)	(7,426)	(7,779)	(8,119)
Students, GA's, etc	(1,334)	(1,499)	(1,499)	(1,589)	(1,603)
Salaries Sub-total	(32,662)	(33,499)	(33,499)	(34,066)	(35,099)
PERS & ORP (Retirement Pgms)	(7,490)	(7,534)	(7,534)	(7,746)	(8,083)
PEBB (Healthcare)	(7,580)	(7,793)	(7,793)	(8,058)	(8,332)
Other (FICA, SAIF, OPL, etc.)	(2,978)	(3,184)	(3,184)	(3,274)	(3,416)
OPE Sub-total	(18,049)	(18,511)	(18,511)	(19,078)	(19,832)
<i>Vacancy Adj.</i>					
<i>Other Adj. to Labor</i>				(377)	(842)
Net Personnel Services	(50,710)	(52,010)	(52,010)	(53,521)	(55,772)

OCTOBER UPDATE TO LABOR PROJECTIONS & OBSERVATIONS

- One very nice enhancement in Adaptive – Classified projection modeling!
- Much more fidelity on a person-by-person basis for allowances like differentials
- OPE Concerns: Composite rates applied for this model but Workday calculations are not currently functioning as intended;
 - Very rudimentary estimates applied for modeling currently

Supplies and Services (S&S)

Education and General

(in thousands of dollars)

	2023-25 Biennium			2025-27 Biennium	
	2023-24 Actual (000's)	2024-25 FY25 Budget (000's)	2024-25 Est FY25 (000's)	2025-26 FORECAST (000's)	2026-27 FORECAST (000's)
Supplies & Services (S&S)					
S&S Expenses	(13,860)	(12,231)	(12,231)	(12,527)	(12,840)
AP Program Share (AP)	(1,336)	(1,249)	(1,249)	(1,427)	(1,476)
Capital Expenses (CapEx)	(70)	(125)	(125)	(128)	(131)
Total S&S, CapEx, AP	(15,267)	(13,605)	(13,605)	(14,082)	(14,447)
<i>Personnel and S&S before Transfers</i>	<i>(65,977)</i>	<i>(65,615)</i>	<i>(65,615)</i>	<i>(67,603)</i>	<i>(69,469)</i>

OCTOBER UPDATE TO S&S PROJECTIONS & OBSERVATIONS

- Current S&S Budgets in Workday Adaptive require more analysis
- S&S to be revisited on a case-by-case basis with each Cost Center Manager
- Many budgets will require updates based on actuals
 - Actuals are still be entered into Workday and early entries may require updates

E&G Transfers

Education and General (in thousands of dollars)	2023-25 Biennium			2025-27 Biennium	
	2023-24 Actual (000's)	2024-25 FY25 Budget (000's)	2024-25 Est FY25 (000's)	2025-26 FORECAST (000's)	2026-27 FORECAST (000's)
Budgeted Transfers (In & Out) <i>Transfers Adjustments</i>	(2,529)	(2,706)	(2,706)	(2,785)	(2,902)
Transfers Net (excluding relief funds)	(2,529)	(2,706)	(2,706)	(2,785)	(2,902)
Federal Relief Funds Transferred to E&G	2,879				
Transfers Net (In & Out of E&G)	350	(2,706)	(2,706)	(2,785)	(2,902)

OCTOBER UPDATE TO TRANSFER PROJECTIONS & OBSERVATIONS

- Transfers are handled differently Workday
- Accounting is still considering other options/updates to the configuration
- Estimates based on historical used for modeling/budget this fiscal year
- Some transfer actuals are still forthcoming; using estimates
- **NO MORE FEDERAL HELP**
 - HEERF monies obscured some structural issues during COVID

E&G Fund Balance

Education and General

(in thousands of dollars)

	2023-25 Biennium			2025-27 Biennium	
	2023-24 Actual (000's)	2024-25 FY25 Budget (000's)	2024-25 Est FY25 (000's)	2025-26 FORECAST (000's)	2026-27 FORECAST (000's)
TOTAL EXPENSES & TRANSFERS	(65,627)	(68,321)	(68,321)	(70,388)	(72,371)
TOTAL EXPENSES (excluding Federal Relief)	(68,156)				
FUND BALANCE					
Non-Recurring 1-Time Revenue	1,022	1,458	1,458	334	
Non-Recurring 1-Time Expense					
Adjusted Ending Fund Balance	6,478	5,031	5,031	3,997	2,461
% Operating Revenues (Adjusted)	9.90%	7.57%	7.57%	5.79%	3.47%
Change in Fund Balance	(191)	(1,882)	(1,882)	(1,368)	(1,536)
Beginning Fund Balance	5,647	5,456	5,456	3,574	2,206
Ending Fund Balance	5,456	3,574	3,574	2,206	670
% Operating Revenues (Regular Ops)	8.34%	5.38%	5.38%	3.20%	0.95%
Days of Operations	29.07	19.09	19.09	11.44	3.38
Months of Operations	0.97	0.64	0.64	0.38	0.11

OCTOBER UPDATE TO FUND BALANCE PROJECTIONS & OBSERVATIONS

NEW LAYOUT!

- President's Cabinet requested a change to the Fund Balance section
 - 'Adjusted' showing before 'Regular' Ops
 - Easier to see ending impact, similar to prior model
 - Changes happening weekly
- FY2024 actuals still coming into the model

Fiscal Year 2025 Budget



Southern Oregon University

Board of Trustees-Finance and Administration Committee

October 17, 2024

SOU FY25 E&G PROPOSED BUDGET OVERVIEW

This report summarizes Education and General operating expense and revenue budgets for fiscal year 25. This proposed budget is being presented as informational only, a final budget will be presented at the October 18, 2024 meeting.

Tuition revenue is based on Board approved 2024-25 tuition rates for all modalities and residency. Tuition revenue budgets are based on projected student credit hours for fall term, with attrition rates built in for winter and spring terms and actuals from summer 2024.

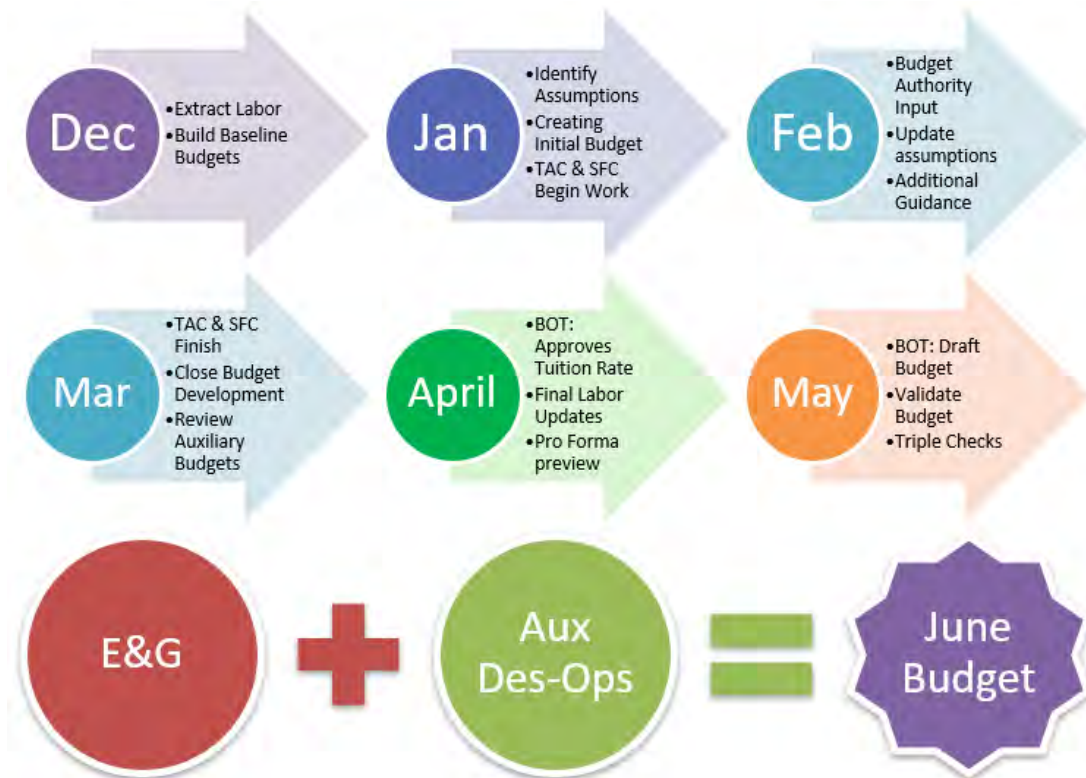
The FY25 state funding budget is built on the level of state funding anticipated for second year of the biennium per the SSCM released October 7th, 2024 and includes the “true up” calculated values.

Remissions (presented as contra-revenues) are annually evaluated and set as a percent of expected Tuition and Fee revenues.

The E&G expenditure budget addressed only mandatory or obligatory increases associated with the mission of the university. Increases include known salary/benefit updates and any known budget expenditure increases as of October 2024.

The Budget Process

FY25 E&G Operating Budget discussions and review began in fall 2023. A request for a delay in budget adoption was granted in June so that administration could continue work on building the new Adaptive Planning software and FY25 budget concurrently. That work is still progressing as of October 2024. Typically, the process follows the timeline outlined below:



FY25 PROPOSED OPERATING BUDGET: EDUCATION AND GENERAL (E&G)

The proposed E&G revenue budget \$66.4M includes tuition, state allocations from Student Success and Completion Model (SSCM), behavioral health funding and Energy Loan Payments (SELP). In addition to the revenue received as part of the state allocation and tuition, SOU receives revenue through indirect cost recoveries from grants and contracts, interest and other revenue (primarily fee based and the land lease from CHF). The revenue budget also includes fee remission allocations of \$4.0M. Fee remissions are applied as a reduction of tuition revenue.

The combined E&G expense budget is comprised of salaries and other payroll expenses (OPE), services and supplies (S&S) and net transfers. SOU's largest category of expense is personnel, consisting of approximately 76.1% or \$52.0M of the overall E&G budget.

The expense budget includes increases for faculty as prescribed by the APSOU Collective Bargaining Agreement and a general salary increase for Administrative Professionals of 1%, which went into effect July 1st, 2024.

Based on the 2022-26 OPU-SEIU Collective Bargaining Agreement reopener, classified staff received a 6.5% increase in April 2024, plus a one-time bonus of \$1,500 in the fiscal year ending June 30, 2024. For fiscal year 2025, Classified staff will receive a 2% increase in November 2024 and a 3.5% increase in June 2025. These table increases were also applied to any allowances (such as longevity or differentials). Labor budgets also include increases associated with retirement costs using the new Workday composite rate calculations.

Direct expenses, generally considered service and supplies, include utility and facility operations and maintenance, general office supplies, professional services contracts, information technology services, insurance as well as services payments for treasury and labor relations support provided by University Shared Services Enterprise (USSE) and the revenue share agreement for the Academic Partners MBA and MS.Ed programs. The direct expense category is budgeted at \$13.6M for FY25, excluding all transfer activity within the E&G fund. Net transfers add \$2.7M to that total for a combined \$16.3M S&S and Transfers expense budget.

FY25 E&G PROPOSED OPERATING BUDGET ASSUMPTIONS

- Revenue budget is based on fall student credit hour projections with attrition for winter and spring and summer 2024 actuals
 - Projected SCH generation for Academic Year 24/25 is -2.2% from AY 23/24.
- Additional revenue over FY24 associated with tuition is budgeted at \$886k gross
- Invest a minimum of 10% of gross tuition revenue in fee remissions (negative impact on revenue)
- State allocation through the Student Success and Completion Model: \$28,317,282
- State allocation of \$179,160 for State Energy Loan Program (SELP)
- Engineering Technology Support Funding (ETSF): \$209,067
- Behavioral Health Funding: \$667,000
- Benefits Navigator (reimbursement) \$125,000 – removed from E&G budget
- Increases for faculty salaries, classified salaries and unclassified staff
- SOU Forward planned expenditure reductions of \$754k

FY25 SOU FORWARD YEAR 2 OF 3

SOU Forward planned reductions and labor savings have been incorporated into the budget. In some cases, these have been offset by other labor increases of contracts that were ratified subsequent to the adoption of the SOU Forward plan. This has resulted in growth of labor budgets.

The proposed revenue budget was built on forecasted enrollments using early Fall numbers, a moderate increase in state funding, a decrease in expected fee revenues stemming from the single-fee, and a modest increase in miscellaneous revenue based on expected enrollment. However, the revenue budget combined with increases in the expenditure and transfer budget, will result in a budget shortfall of \$1.88M.

Because of the shortfall, non-academic departments and academic divisions and colleges will need to be mindful of cost overruns in the immediate term. Going into the next FY26 budget cycle, further aspects of the SOU Forward plan will be coming into play that may help alleviate the shortfall.

While expenditure budget increases are going to be necessary for FY25, all tuition increase scenarios have been intentionally planned outside of the SOU Forward process, as we strongly desired to not “fix” the budget issue on the backs of our students.

COMPENSATION OVERVIEW

Effective 9/16/24, the base faculty salary table has increased 2%. Likewise, the guaranteed minimum raise for those faculty above table increased 2%. The Academic Year 24/25 updates to pay depend on year-in-rank (YIR), disciplinary (field specific) adjustment, and other factors as outlined Article 12 of the CBA. Not all faculty will have the exact same increases in their pay and should consult the CBA for details.

Classified will receive a guaranteed step for those that are eligible on their anniversary date, plus a 2% increase in November 2024 and a 3.5% increase in June 2025.

Unclassified Staff received a 1.0% increase on 7/1/24.

Student Employees are impacted by Oregon’s minimum wage. The hourly rate for the ‘Standard’ area where SOU is classified will be \$14.70, effective July 1, 2024. SOU has 5 levels of student positions, each

level has a higher hourly rate. SOU budgets \$1.5M across all departments based on need for student wages; these wages are those not covered by federal work study funds.

Health Care, Retirement and 'Other' personnel expenses (e.g. FICA, SAIF, taxes) are now *budgeted* using an institutional composite rate per employee classification. These rates are as follows:

Faculty – 64% | Classified – 78% | Unclassified – 61.5%

Health Care coverage is provided annually per eligible employee. This includes faculty and administrative professionals with an FTE of .5 and above, classified employees with an FTE of .75 and above, and those employees that may qualify under the Affordable Care Act (ACA).

On July 1, 2023, retirement rates increased for all plans, except ORP Tier 1/2. The new retirement rates for SOU's contribution based on the employee's salary are PERS Tier 1/2 – 32.58%, Tier 3 – 29.08%, ORP, Tier 1/2- 32.68%. ORP Tier 3 16.93% and ORP Tier 4 – 8-12%. At this time, these rates will remain in effect until June 30, 2025. Retirement is *paid to the plan* based on the employee's tier.

FY25 PROPOSED E&G OPERATING BUDGET VARIANCE ANALYSIS

Revenue Budget Variances from FY24 Budget

FY24 \$66,846,000 (excluding 1-time Sustainability funding)

FY25 \$66,439,000 (including single-fee adjustment down -\$1.1M)

Net Decrease of \$407K from FY24 budget, includes:

- PUSF State Allocation increase of \$826K estimated based on fall true up,
 - Plus 51% of allocation for 2nd year of the biennium
- ETSF Funding \$5K
- Tuition increase of \$134K
- Fee and Other revenue \$67K
- Fee Remissions reduced -\$55K

Expense/Transfer Budget Variances from FY24 Budget

FY24 \$70,667,094 (excluding federal HEERF dollars)

FY25 \$68,321,000

Decrease of \$476K, includes:

- Wage changes, net of SOU Forward position reductions and negotiated updates:
 - -\$2,231 total salary and OPE
- Decrease in general direct expenses -\$60K
 - Mostly derived from fewer students in revenue share programs (AP MBA or AP MS.Ed)
- Transfers, decrease -\$116K
 - Anticipated reduction based on Student Fee support to Athletics

1-time Revenue/Expense/Transfer Budget Variances from FY24 Budget

FY24 \$1,022,214 (as 1-time revenue)

FY25 \$1,457,500 (as 1-time revenue)

Increase of \$435K, includes:

- Expense offset of \$102K from TRU +PSU Second Tranche specific to CISR coverage
 - Total of \$1,124,000 FY25 for E&G (\$1.02 in FY24)
- ½ of Behavioral Health Funding (\$667K): \$334K

FUND BALANCE STATEMENT

Responsible fiscal management requires keeping adequate funds in reserve to fulfill the following purposes:

- 1) Risk Mitigation – To mitigate unexpected financial events, whether unanticipated cost increases or revenue declines
- 2) Investment Capital – To pursue strategic objectives, prepare for future investment in new initiatives, facilities investments, equipment and other such expenditures, and
- 3) Working Capital – to provide organizational liquidity to fund ongoing operations and annual cost escalation.

The fund balance is the difference between the assets and liabilities of a fund. Given this definition, fund balance can be described as the available resources of the fund. Fund balance is expressed in the form of a percent of total revenue. The GOAL level of the fund balance has not yet been adopted; FY25 is Budgeted at 5.37% or roughly 19 days of operations.

Future Modeled Budget Assumptions



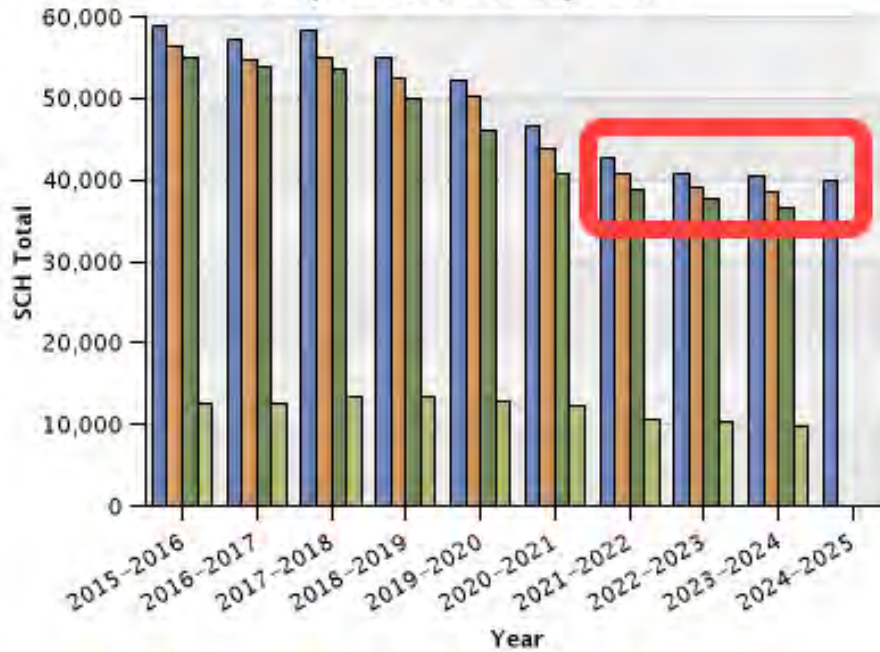
Revenues

- SSCM based on average of 5 years of biennium change
- 5% Tuition Increases
- Remissions modeled at historical levels to tuition

Expenses

- Labor agreements & COLAs
- PERS retirement: modeled to 3.5% increase per recent meeting
- PEBB benefits: standard model increases
- Supplies and Services (S&S) requires updated model for smoothing inflation
- Transfers increasing with growth in Athletics

SCH per Quarter by Year



Term
■ 1, Fall ■ 2, Winter ■ 3, Spring ■ 4, Summer

Credit Hours Total	Fall	Winter	Spring	Summer	Total
2024-2025	39,950	0	0	0	39,950
2023-2024	40,583	36,504	36,653	9,669	125,409
2022-2023	40,719	39,070			
2021-2022	42,768	40,803	38,000		
2020-2021	46,534	43,844	40,000		
2019-2020	52,250	50,326	46,140	12,795	161,511

**Admitted
-1.56%**

Report: StudentSCH - HTML Run Date: 10/8/24
 Institutional Research - iReports Data Last Updated: 10/7/24

- SCH generation better than expected but still declining
- Longer-term trend points to future flat enrollment or slight declines
- Enrollment strategies should consider a focus on growth in key areas where organic growth is occurring

*Source: iReports, Enrollment Summary, SCH Dashboard (excludes Advanced Southern Credit/OLLI)

FY25 Summary of Expenditures by Fund

PLEASE NOTE:

1. The following slides do NOT match the pro forma for Budgeted Operations
2. Data for estimated year-end actuals was pulled at two different intervals
3. Remaining transactions are still making their way into the system
4. Similarly, actuals for non-E&G fund types are estimates as of 10/1/2024

FY25 Summary of Expenditures by Fund

FY25 Summary of Expenditures by Fund				
FUND	2023 Actuals	FY24 Adopted + Adjustments	FY24 Year End Est Projection	FY25 PROPOSED Budget
Budgeted Ops (Fund Type 11)	\$ 68,914,837	\$ 70,724,159	\$ 68,506,008	\$ 68,321,258
Auxiliary Ops (Fund Types 20 thru 29)	\$ 12,107,721	\$ 17,292,993	\$ 11,767,833	\$ 17,568,013
Designated Ops & Service Centers (Fund Types 12 & 13)	\$ 5,232,075	\$ 6,005,450	\$ 4,709,805	\$ 5,618,519
Combined Ops	\$ 86,254,633	\$ 94,022,602	\$ 84,983,646	\$ 91,507,790

- Budgets are subject to change during the fiscal year as more data becomes available and audit activities commence.

Southern Oregon University Budgeted Operations

	2023 Actuals	FY24 Adopted + Adjustments	FY24 Year End Est Projection	FY25 PROPOSED Budget
REVENUES				
Tuition, Fees (net of Remission)	33,430,255	35,013,418	33,907,036	33,991,675
State Funding	27,000,945	28,157,230	27,879,497	28,782,240
Misc. Other Revenues	3,933,119	3,675,136	3,645,487	3,741,806
REVENUES Total	64,364,319	66,845,784	65,432,020	66,515,721
LABOR				
Unclassified (Faculty & Admin)	(24,854,703)	(24,723,305)	(24,290,992)	(24,573,595)
Classified	(6,845,047)	(7,335,000)	(7,036,365)	(7,426,153)
Student, Grad Assistants, etc	(1,365,417)	(1,786,565)	(1,334,183)	(1,498,891)
Benefits & OPE	(18,480,164)	(20,396,790)	(18,048,653)	(18,511,231)
LABOR Total	(51,545,331)	(54,241,660)	(50,710,193)	(52,009,870)
SUPPLIES AND SERVICES	(13,966,593)	(13,419,942)	(15,196,477)	(13,480,380)
CAPITAL EXPENSES	(99,247)	(240,463)	(70,443)	(125,000)
Cost Reductions	0		1,022,214	1,457,500
TRANSFERS				
Transfers In (excluding Federal Relief Funds)	0	0	0	0
Transfers Out (excluding Federal Relief Funds)	(3,303,666)	(2,822,094)	(2,528,895)	(2,706,008)
TRANSFERS Total	(3,303,666)	(2,822,094)	(2,528,895)	(2,706,008)
Total Expenses	(68,914,837)	(70,724,159)	(68,506,008)	(68,321,258)
Federal Relief Funds	3,311,689	2,879,038	2,879,038	-
Total Revenue - Expenses	(1,238,829)	(999,337)	827,264	(348,037)

Southern Oregon University Designated and Service Center Operations

	2023 Actuals	FY24 Adopted + Adjustments	FY24 Year End Est Projection	FY25 PROPOSED Budget
REVENUES				
Enrollment Fees	1,209,995	1,158,572	782,180	1,157,132
Gov't Resources and Allocations	-	-	-	-
Misc. Other Revenues	4,566,496	4,688,337	3,144,845	4,683,337
REVENUES Total	5,776,491	5,846,909	3,927,025	5,840,469
LABOR				
Unclassified	(1,500,636)	(1,824,495)	(1,438,556)	(1,629,659)
Classified	(397,852)	(499,836)	(413,432)	(598,100)
Student Labor	(156,210)	(225,740)	(160,245)	(160,245)
Benefits & OPE	(1,146,533)	(1,471,461)	(1,117,221)	(1,283,152)
LABOR Total	(3,201,231)	(4,021,532)	(3,129,454)	(3,671,156)
SUPPLIES AND SERVICES	(2,307,885)	(2,434,717)	(1,813,810)	(2,433,277)
CAPITAL EXPENSES	(214,493)	(12,086)	(211,696)	(12,086)
TRANSFERS				
Transfers In (excluding Federal Relief Funds)	876,465	605,142	493,155	611,505
Transfers Out (exlcuding Federal Relief Funds)	(384,931)	(142,257)	(48,000)	(113,505)
TRANSFERS Total	491,534	462,885	445,155	498,000
Total Expenditures	(5,232,075)	(6,005,450)	(4,709,805)	(5,618,519)
Federal Relief Funds	-	-	-	-
Total Revenue - Expenses	544,416	(158,541)	(782,780)	221,950

Southern Oregon University Auxiliary Operations				
	2023 Actuals	FY24 Adopted + Adjustments	FY24 Year End Est Projection	FY25 PROPOSED Budget
REVENUES				
Enrollment Fees	5,273,546	5,194,868	4,646,223	5,306,168
Gov't Resources and Allocations	1,257,759	1,396,015	1,396,015	1,396,015
Misc. Other Revenues	6,492,730	7,184,010	4,978,828	9,729,658
REVENUES Total	13,024,035	13,774,893	11,021,066	16,431,841
LABOR				
Unclassified	(3,056,300)	(3,020,111)	(2,577,175)	(2,877,119)
Classified	(869,322)	(1,042,397)	(712,558)	(580,759)
Student Labor	(908,276)	(1,209,353)	(923,979)	(1,236,563)
Benefits & OPE	2,392,215	(2,763,683)	(2,022,487)	(1,917,880)
LABOR Total	(2,441,683)	(8,035,544)	(6,236,199)	(6,612,321)
SUPPLIES AND SERVICES	(9,015,851)	(8,347,019)	(7,066,657)	(13,344,215)
CAPITAL EXPENSES	0	0	0	0
TRANSFERS				
Transfers In (excluding Federal Relief Funds)	4,789,864	3,447,608	2,219,629	3,433,256
Transfers Out (excluding Federal Relief Funds)	(5,440,051)	(4,358,038)	(684,606)	(1,044,733)
TRANSFERS Total	(650,187)	(910,430)	1,535,023	2,388,523
Total Expenditures	(12,107,721)	(17,292,993)	(11,767,833)	(17,568,013)
Federal Relief Funds	0	0	0	0
Total Revenue - Expenses	916,314	(3,518,100)	(746,767)	(1,136,172)

Southern Oregon University Combined Operations

	2023 Actuals	FY24 Adopted + Adjustments	FY24 Year End Est Projection	FY25 PROPOSED Budget
REVENUES				
Enrollment Fees	39,913,796	41,366,858	39,335,439	40,454,975
Gov't Resources and Allocations	27,000,945	29,553,245	29,275,512	30,178,255
Misc. Other Revenues	14,992,345	15,547,483	11,769,160	18,154,801
REVENUES Total	81,907,086	86,467,586	80,380,111	88,788,031
LABOR				
Unclassified	(29,411,639)	(29,567,911)	(28,306,723)	(29,080,373)
Classified	(8,112,221)	(8,877,233)	(8,162,355)	(8,605,012)
Student Labor	(2,429,903)	(3,221,658)	(2,418,407)	(2,895,699)
Benefits & OPE	(17,234,482)	(24,631,934)	(21,188,361)	(21,712,263)
LABOR Total	(57,188,245)	(66,298,736)	(60,075,846)	(62,293,347)
SUPPLIES AND SERVICES	(25,290,329)	(24,201,678)	(24,076,944)	(29,257,872)
CAPITAL EXPENSES	(313,740)	(252,549)	(282,139)	(137,086)
TRANSFERS				
Transfers In (excluding Federal Relief Funds)	5,666,329	4,052,750	2,712,784	4,044,761
Transfers Out (excluding Federal Relief Funds)	(9,128,648)	(7,322,389)	(3,261,501)	(3,864,246)
TRANSFERS Total	(3,462,319)	(3,269,639)	(548,717)	180,515
Total Expenditures	(86,254,633)	(94,022,602)	(84,983,646)	(91,507,790)
Federal Relief Funds	3,311,689	2,879,038	2,879,038	0
Total Revenue - Expenses	(1,035,858)	(4,675,978)	(1,724,497)	(2,719,759)

FY25 Budgeted Transfers



Transfer Details by Fund		10FD	12FD	13FD	21FD	22FD	23FD	27FD	Grand Total
		Educational and General Fund	Designated Operations	Service Departments	Housing	Student Centers and Activities	Athletics	Other Auxiliaries	
			-300,000						-300,000
							-1,793,801		-1,793,801
	1028CC Men's NAIA Travel						-175,000		-175,000
	1042CC Women's NAIA Travel						-125,000		-125,000
	1052CC Sports Band						-48,455		-48,455
	1126CC Youth Programs		-18,000						-18,000
	1128CC Digital Media Center		-180,000						-180,000
	1142CC IT Campus Operations			-11,100					-11,100
	1158CC FMP Administration and Services			-102,405					-102,405
	1170CC Director of Housing and Operations				-306,000				-306,000
	1181CC Student Recreation Center Operations					-132,000		-134,000	-266,000
	1182CC General Institution	-108,188							-108,188
	1903CC Family Housing Rental Administration				-324,500				-324,500
	1904CC Housing and Dining Services				-394,500				-394,500
9980:Transfers In Total		-108,188	-498,000	-113,505	-1,025,000	-132,000	-2,142,256	-134,000	-4,152,949
9985:Transfers Out	1010CC JPR Administration	300,000							300,000
	1016CC Athletic Director's Office	2,142,256							2,142,256
	1128CC Digital Media Center	180,000							180,000
	1142CC IT Campus Operations			11,100					11,100
	1158CC FMP Administration and Services			102,405					102,405
	1170CC Director of Housing and Operations				306,000				306,000
	1181CC Student Recreation Center Operations	112,000						19,733	131,733
	1182CC General Institution	108,188							108,188
	1903CC Family Housing Rental Administration				324,500				324,500
	1904CC Housing and Dining Services				394,500				394,500
9985:Transfers Out Total		2,842,444		113,505	1,025,000			19,733	4,000,682
Grand Total		2,734,256	-498,000	0	0	-132,000	-2,142,256	-114,267	-152,267

**Southern Oregon University
Board of Trustees**

**Resolution
Recommended Adoption of Fiscal Year 2024-2025 Budget**

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 352.087(1)(a) provides that the Board of Trustees may acquire, receive, hold, keep, pledge, control, convey, manage, use, lend, expend and invest all moneys, 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 moneys without appropriation or expenditure limitation approval from the Legislative Assembly; and

Whereas, the budget of Southern Oregon University is prepared in accordance with generally accepted accounting principles, as required by ORS 352.087(2) requires; Now, therefore,

Be it resolved, on the recommendation of the Finance and Administration Committee, the Board of Trustees hereby adopts the Fiscal Year 2024-2025 budget in the sum of \$91,507,790, inclusive of Education and General [budgeted operations] in the sum of \$68,321,258; an Auxiliaries budget in the sum of \$17,568,013; and Designated Operations and Service Centers in the sum of \$5,618,519.

VOTE:

DATE: October ____, 2024

Recorded by,

Sabrina Prud'homme,
University Board Secretary

Delegation of Authority for the University Master Plan (Action)

sou.edu/master-plan/

**Southern Oregon University
Board of Trustees**

RESOLUTION

Delegation of Authority for the University Master Plan

Whereas, Southern Oregon University (SOU) has a strong desire to communicate with students, faculty, staff, our local community, and the State about the future vision and plans for SOU, and the adoption of a campus master plan is one element in communication and planning;

Whereas, the previous campus master plan was submitted by SOU and adopted by the City of Ashland in 2010;

Whereas, actual campus development since 2010 has naturally differed somewhat from what was previously approved;

Whereas, SOU is currently engaged in a public input related to a master plan update consistent with the maps attached hereto as Attachment A;

Whereas, a master planning process is dynamic, iterative, and at times a negotiated process with local government which includes the planning commission and city council, and is not efficient or conducive to bringing changes back to the Board of Trustees on multiple occasions; and

Whereas, the Board of Trustees, in accordance with the Bylaws and Board Statement of Delegation of Authority, may delegate the submission, negotiation, and final adoption of a campus master plan to the President of the University or his designee;

Now, therefore, on the recommendation of the board's Finance and Administration Committee, the Board of Trustees of Southern Oregon University approves the following:

1. Resolved, the Board of Trustees authorizes the President or his designee to submit, modify, and negotiate and request that the City of Ashland adopt a master plan for SOU substantially in accordance with the forms of the maps listed in Attachment A to this resolution;
2. Be it further resolved that the President or his designee is authorized to negotiate and enter into contracts or agreements they believe will be in the best interests of SOU in the adoption of the Master Plan; and

3. Be it further resolved that the President or his designee may take all necessary direct, indirect, and ancillary actions necessary to facilitate the adoption of a campus master plan, including but not limited to working with the City of Ashland and any neighboring or impacted landowners regarding land use designations and property line adjustments and setbacks.

VOTE:

DATE: October ____, 2024

Recorded by,

Sabrina Prud'homme
University Board Secretary

SOU Campus: Academic Facilities



To comment on SOU's 2025 Master Plan Amendment, please scan the QR Code.

DRAFT



Building Key:

INSTRUCTIONAL

AB	Art Building	LG	Learning Garden
DB	Art East (DeBoer Sculpture)	MA	Marion Ady
BR	Britt Hall	MUS	Music Building / Creative Industries
CC	Campbell Center (OLLI)	NG	Native Garden / Greenhouse
CE	Central Hall	NN	Native Nations Gathering Space
CH	Churchhill Hall	SCH	Schneider Art Museum
CK	Commercial Kitchen / Processing	SC	Science Building
CS	Computing Services	SCG	Sours Life Sciences Greenhouse
DMC	Digital Media Center	SUS	Susanne Homes Hall
EP	Education / Psychology	TA	Taylor Hall
FH	New Farmhouse	THA	Thalden Pavilion
FO	Farm Operations	THTR	Theatre (Oregon Center for the Arts)

SUPPORT

ASB	Athletics Services Building	MOT	Motor Pool Shop
BKS	Book Store	NTB	North Ticket Booth
CPS	Campus Public Safety	OFC	Offices (521 South Mountain)
CUP	Central Heat Plant	PLC	Plunkett Center
ECP	Extended Campus Programs	REB	Recreation Equipment Building
FMP	Facilities Management & Planning	REC	Recycling Center
HAWK	Hawk Dining	SPB	Softball Practice Building
HAZ	Hazardous Materials Storage Building	SRB	Stadium Retail Booth
IRR	Irrigation Filter Building	STAD	Stadium Facility
JPR	Jefferson Public Radio	STOR	Stadium Storage Facility
MOD	Modular Office Building	SHWC	Student Health & Wellness Center



SOU Campus: Athletic Facilities



To comment on SOU's 2025 Master Plan Amendment, please scan the QR Code.

DRAFT



Color Key:

- Athletic Facility
- Expansion / Renovation
- Future Development
- Pedestrian Promenade

Building Key:

ATHLETICS

- ASB Athletics Services Building
- NTB North Ticket Booth
- PR Practice Building
- SPB Softball Practice Building
- STAD Stadium Facility
- SRB Stadium Retail Booth
- STOR Stadium Storage Facility
- SVB Sand Volleyball
- TG Tailgate Area / Food Trucks

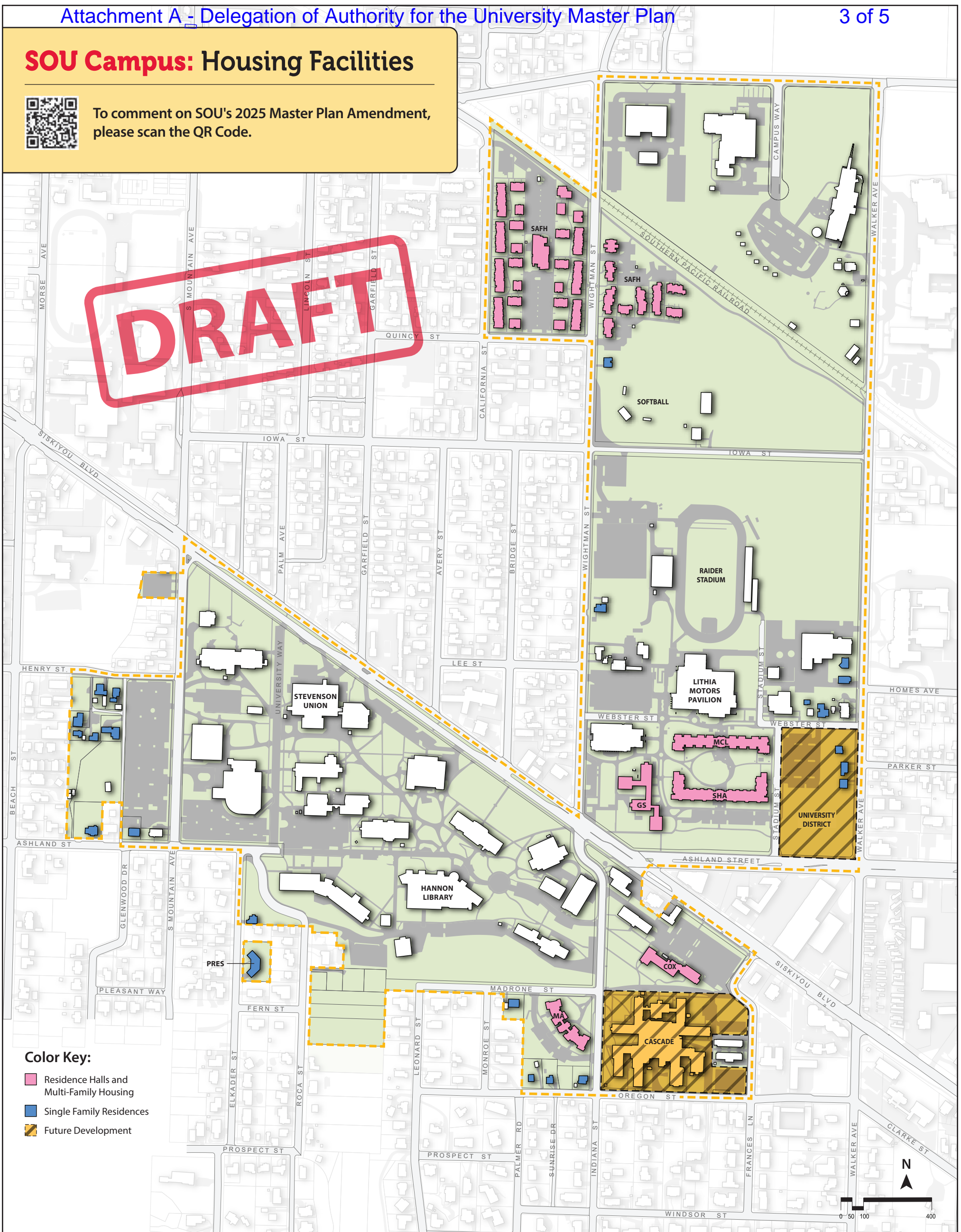


SOU Campus: Housing Facilities



To comment on SOU's 2025 Master Plan Amendment, please scan the QR Code.

DRAFT



Color Key:

- Residence Halls and Multi-Family Housing
- Single Family Residences
- Future Development

Building Key:

HOUSING

- COX Cox Residence Hall
- GS Greensprings Residence Hall
- MCL McLoughlin Residence Hall
- MA Madrone Residence Hall
- PRES President's Residence
- SAFH Student Apartments and Family Housing
- SHA Shasta Residence Hall

HOUSING TYPE	QUANTITY	NOTES
Residence Halls		
Total Beds Available	962	Unrestricted
Greensprings Beds Available	178	Seasonal (4 Months)
Student Apartments and Family Housing		
Studios	8	
One Bedroom	5	
Two Bedroom	97	
Three Bedroom	52	
Four Bedroom	4	
Single Family Residences		
Total Houses	23	13 Rented



SOU Campus: Photovoltaic (PV) Arrays



To comment on SOU's 2025 Master Plan Amendment, please scan the QR Code.

DRAFT



SOU Campus: Zoning If Transferred



To comment on SOU's 2025 Master Plan Amendment, please scan the QR Code.

DRAFT



Color Key:

- R-1-7.5
- R-2
- R-3

ZONING IF TRANSFERRED: R-1-7.5

LOCATION	MAP	TAX LOT
Roca St.	39 1E 15BB	1500
"	"	1501
"	"	1502
"	"	1503
"	"	1600
"	"	6800
"	"	Fern St R.O.W.
Madrone St.	39 1E 15BB	9200
Oregon St.	39 1E 15BA	1200
"	"	1201
"	"	1700
"	"	1701

ZONING IF TRANSFERRED: R-2

LOCATION	MAP	TAX LOT
Parking Lot 34	39 1E 09DD	400
"	"	500

ZONING IF TRANSFERRED: R-3

LOCATION	MAP	TAX LOT
Henry St.	39 1E 09DD	5300
"	"	5500
"	"	5600
"	"	5700
"	"	5800
"	"	5801
"	"	6000
"	"	6100
"	"	6198
"	"	6199
"	"	6200



Delegation of Authority for the Sale of Real Property (Action)

[Executive Session Pursuant to ORS 192.660(2)e]

No action will be taken in executive session

2021 Board Approvals Based on Task Force Recommendations

Phase One:

1. Sell single family homes adjacent to residential zoning
 - Homes and parking lot on South Mountain
 - Home and some portion of open space on Roca
 - Homes on Indiana, Oregon and Madrone
2. Consider using a portion of the revenue from sales to raze dilapidated houses on Walker Street
3. Study the possibility of developing multifamily housing on the Henry St properties through a partnership with a private entity

Phase Two:

- Integrate additional discussion of properties into the revision of University Master Plan

SOU Properties Task Force

***Members:** David Wright, Laz Ayala, **Steve Vincent, Barry Thalden, Paul Nicholson**. **Staff:** Greg Perkinson, Noah Hurley, Cynthia Ferrendelli

April 7, 2021

Charge: To identify properties that are not certain to the core of the University’s mission and propose their highest and best future use. This information will be provided to the committee updating the SOU Campus Master Plan and the Board of Trustees.

In evaluating the properties on the periphery of campus, the Task Force looked at what would be called “low hanging fruit”. Those properties that could be sold and/or utilized in a partnership that also appear not to be critical to the University’s core mission in the future.

Listed below is a list of properties and their highest and best use along with recommendations for selling in the future or holding. The first on the list are those that are perceived as the “easiest” to sell down to what would take more time and resources. The City of Ashland was consulted and although the zoning is currently Southern Oregon University, a zoning change could be accomplished. The Task Force recommends the University not going through that process; however, when ready, list the property and the buyer can take it through that process. Those properties that are listed in the residential category best fit that use or already have that underlying use. The Task Force believes that those properties where the highest and best use is multifamily, the City will look upon that favorably due to the shortage of housing in the area.

Also included is a price opinion for the properties established by David Wright, Principal Broker with RE/MAX Platinum. This is not an appraisal, but mainly a baseline for evaluation purposes derived from comparable sales.

Residential

668 Roca	0.91 acres	Home on the property. Looks to be vacant. In rough shape; however, could be rehabbed. Usable portion of the land is limited due to slope. Current price opinion is \$380,000.
620 Roca	0.13 acres	Open land. Current price opinion is \$130,000.
624 Roca	0.16 acres	Flag lot open land. Current price opinion is \$160,000.

628 Roca	0.25 acres	Flag lot open land. Current price opinion is \$250,000.
630 Roca	0.22 acres	Raw land. Current price opinion is \$175,000.
	0.45 acres	Directly south of 620 through 630 Roca parcels. Current price opinion is \$350,000. The front section of the parcel appears to be buildable; however, the property slopes off into a ravine.

The above listed parcels (620, 624, 628, 630 and the 0.45 acres) could be combined in a way to sell off for residential homes. The land slopes to the East into a ravine, but it appears you could build on the front part of the lot.

648 Roca	0.89 acres	Open land. Appears to be a good parcel to sell for residential. Current price opinion is \$450,000. The front section of the parcel appears to be buildable; however, the rest slopes off into a ravine.
580 Elkader		Home used as a rental. Looks to be in good condition. Could easily be sold off. Triangle piece of land below it could possibly be sold and built upon. Current price opinion is \$400,000.
1349 Oregon Street	0.27 acres	Occupied rental home on the property. Small home on a decent view lot. Good opportunity to sell individually. Current price opinion is \$315,000.
1383 Oregon Street	0.19 acres	Vacant home. House needs exterior paint. Good opportunity to sell individually. Current price opinion is \$535,000.
681 Indiana	0.52 acres	Corner of Indiana and Oregon. Vacant house on 0.52 of an acre that extends down into the parking lot of student housing. Blue house that looks to have a newer roof but paint peeling and shed is in disrepair. Could be sold for a rehab project. Current price opinion is \$450,000.
1352 Madrone	0.23 acres	Rental home on the property. Looks to be in good condition and could be sold. Current price opinion is \$460,000.

Multi-family

1038 Henry Street	0.28 acres	Open Land
1038 Henry Street	0.14 acres	County has it as the same address. Home on the property, boarded up.
1040 Henry Street	0.33 acres	Home boarded up.
1056 Henry Street	0.19 acres	Home boarded up. Blue house.
1058 Henry Street		Home boarded up. Grey house.
1060 Henry Street	0.24 acres	Home on property. Appears to be occupied.
1066 Henry Street	0.22 acres	Corner lot. Vacant home that is in rough condition.
1066 ½ Henry Street		Small home on property. Appears to be occupied.
	1.08 acres	Community garden.
	0.46 acres	Community garden.
1049 Ashland Street	0.46 acres	1600 square foot single family rental, could be combined for multifamily if you combined with the garden and Henry Street. Occupied.

The Henry Street parcels make the most sense as multifamily. You could combine all of the parcels including the Community Garden and 1049 Ashland Street and have 3.43 acres to build a large multifamily project. Due to open space requirements, it may be worth providing a condition to the developer to provide garden spaces in the development. This may keep some of the community goodwill as well.

Combining all parcels to form 3.43 acres and assuming you would be in a high density zoning (approximately 20 units per acre), pricing would be approximately \$35,000 to \$40,000 per unit. Looking at the average cost per acre of comparable sales, the price per acre was \$870,000. Looking at an average of the two methods, current price opinion based on combining all 3.43 acres is approximately \$2,450,000.

381 S Mountain	0.26 acres	Single family vacant home. Highest and best use is to combine this lot with 391 S Mountain and build multifamily. Current price opinion is based on multifamily land comparables and is approximately \$200,000. As a single family, price would be approximately \$300,000.
391 Mountain	0.26 acres	Single family vacant home. Highest and best use is to combine this lot with 381 S Mountain and build multifamily. Current price opinion is approximately \$200,000. As a single family, price would be approximately \$300,000. Had trouble verifying square footage of the home.
349 S Mountain Parking Lot	0.18 acres.	349 S Mountain and adjacent parking lot could be combined to build multifamily. Current price opinion is approximately \$150,000.
S Mountain Parking Lot	0.20 acres	S Mountain parking lot and 349 S mountain Parking lot could be combined to build multifamily. Current price opinion is \$140,000 to \$160,000.
1554 Webster Parcel		Corner of Walker and Ashland. This is the corner section of the large lot of 1554 Webster would be a great place for a multifamily or mixed-use development featuring commercial/retail on the bottom floor and residential above. The Task Force felt that this property should not be sold, but look for opportunities for a Public/Private partnership in the future.
435 Walker		Vacant home on the large 1554 Webster lot. Home is near the corner of Webster and Walker. In disrepair, needs exterior paint, siding and older roof. Recommendation is to keep this land for future housing needs. Too many issues to fix the home or value.
455 Walker		Vacant home on the large 1554 Webster lot. Just south of 435 Walker and in disrepair. Needs exterior paint, siding issues and an older roof. Recommendation is to keep this land for future housing needs. Too many issues to fix the home or value.
467 Walker		Vacant house on the large 1554 Webster lot. Just south of 455 Walker and in disrepair. Needs exterior paint, various siding issues and an older roof. Recommendation is to keep this land for future housing needs. Too many issues to fix the home or value.

Multi Family

The Task Force felt that the properties listed below have a highest and best use in the future as multifamily. However, the current use and their contiguous nature to the University makes more sense to keep as is and not sell off. Price opinions are included for evaluation purposes only.

519 S Mountain	0.16 acres	Faculty Writing building may partially be on this lot as well.
521 S Mountain	0.14 acres	Faculty Writing Building. Good condition. Current price opinion is \$500,000. Could be used as part of a multifamily development but price opinion was based on selling off as single family dwelling.
1079 Ashland Street	0.18 acres	Rental home occupied. Current price opinion is \$450,000. Price opinion is based on selling as a single family dwelling.
495 S Mountain	0.23 acres	Parking lot. Current price opinion is approximately \$185,000 as multifamily land.
495 S Mountain	0.23 acres	Parking lot. Current price opinion is approximately \$185,000 as multifamily land.
495 S Mountain	0.23 acres	Parking lot. Current price opinion is approximately \$185,000 as multifamily land.
485 S Mountain		2.01 acres. Large Parking lot. If needed, maybe could utilize this for a large Multifamily project in conjunction with the parcels South of it. Pricing based on 20 units per acre at \$35,000 to \$40,000 a unit. Current price opinion is approximately \$1,600,000.

Other

The Task Force felt that the properties listed below have use to the University and should be held and/or look at partnerships to maximize their value. Price opinions are still listed for evaluation purposes.

1551 Webster		Rental home currently occupied. The recommendation is for the University keep this property due to its proximity to other University operations. Current price opinion is \$300,000.
--------------	--	--

1555 Webster	Rental home currently occupied. The recommendation is for the University keep this property due to its proximity to other University operations. Current price opinion is \$400,000.	
421 Walker Avenue	Southern Oregon Head Start. The recommendation is for the University keep this property due to its proximity to other University operations. Current price opinion is \$450,000.	
Indiana/Madrone	Cascades Student Housing. Currently not occupied. The recommendation from the Task Force is for the University to keep this property. Highest and best use is multifamily and could be a great Public/Private partnership opportunity. Future Multi-generational or Affordable housing potentially. Many options. Too many variables to value at this time.	
155 Walker	3.16 acres	The Farm. Located between Science Works and the train tracks. The recommendation is for the University to keep this property due to its importance to the University and the potential to partner in other ways with Science works. The Task Force did recommend looking into carving off a portion of the lot where Science Works is that fronts E Main for potential Multifamily Public/Private partnership in the future. Current price opinion is \$1,500,000.
610 Elkader	0.48 acres	President's residence. 4 Bedroom, 4 bath. 3,587 square feet. Excellent condition. Definitely has value and highest and best use is residential. The Task Force felt that there are many intangible reasons to keep this property as part of the University as well. The recommendation is to keep. Current price opinion is approximately \$850,000.

**Southern Oregon University
Board of Trustees**

RESOLUTION

Delegation of Authority for the Sale of Real Property

Whereas, Southern Oregon University (SOU), on July 1, 2015, became a university with a governing board and an independent public body;

Whereas, the State of Oregon has substantially changed its investment in Oregon universities and their ability to obtain funding for capital construction during the last decade;

Whereas, SOU has experienced a shift in student population over the past decade, including a significant number of students taking online courses that do not require the same level of academic facilities;

Whereas, upon an evaluation of current real estate owned by SOU, it has determined that there are specific properties in the university's portfolio that have no near-term or long-term revenue-generating plans to be used by the university;

Whereas, the university is facing a one-time revenue downturn related to the failure of the Federal Government's Free Application for Federal Student Aid (FAFSA) systems update, which has adversely impacted our ability to recruit new students;

Whereas, SOU has the lowest financial reserves of any university in the State of Oregon and has less than twenty-five days of operating expenses, which places the SOU in an insecure financial condition;

Whereas, Oregon Revised Statute 352.113 (2) provides that the Board of Trustees may authorize the disposal of real property; and

Whereas, the Board of Trustees may delegate the disposal of real property to the President of the University or his designee in accordance with the Bylaws and Board Statement on the Delegation of Authority; Now, therefore,

Be it resolved, on the recommendation of the board's Finance and Administration Committee, the Board of Trustees approves the following:

1. Resolved, the Board of Trustees authorizes the President or his designee to dispose of and sell for the financial benefit of the university the properties listed in Attachment A to this resolution;

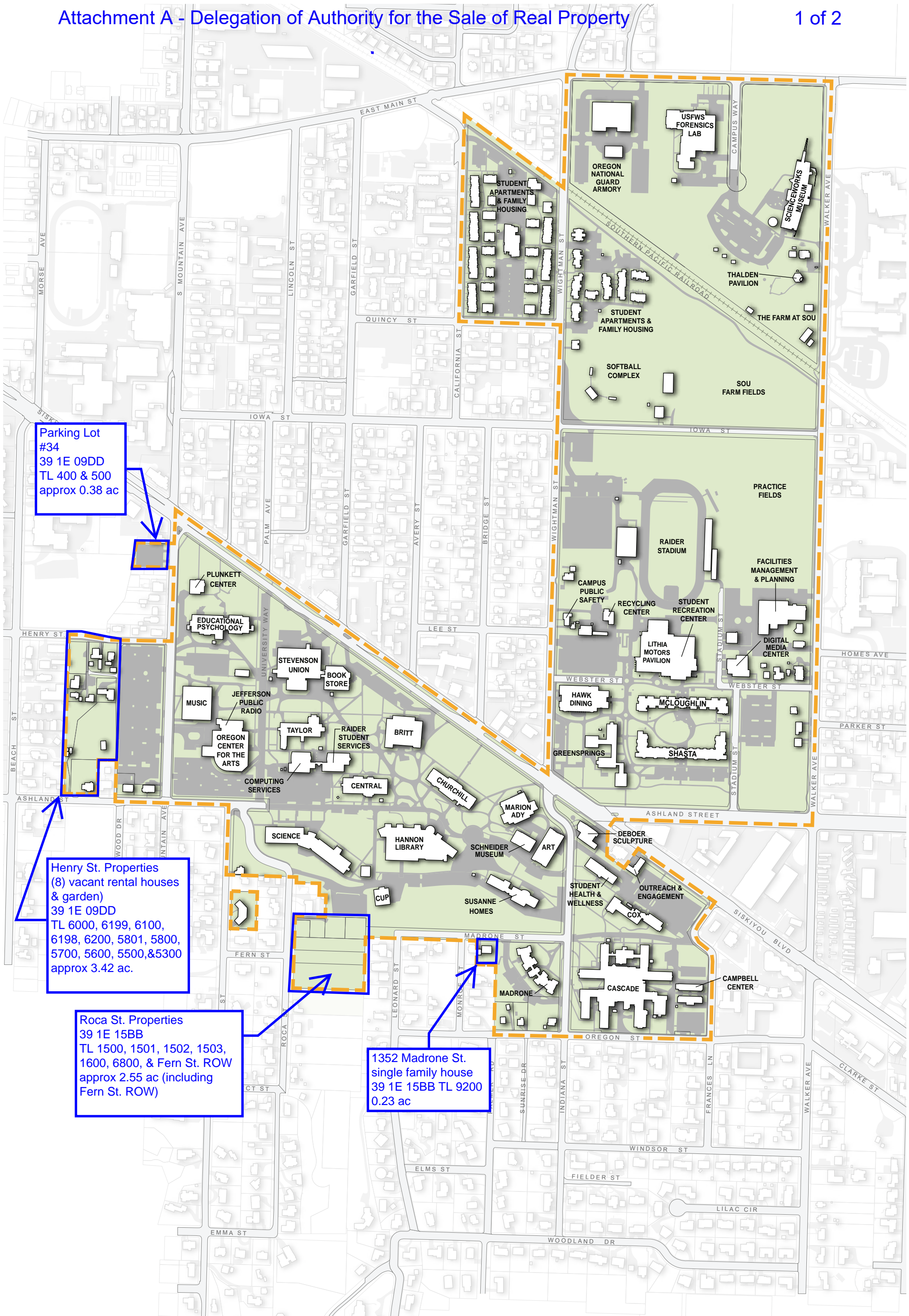
2. Be it further resolved that the President or his designee is authorized to negotiate and enter into transactions they believe will be in the best interests of the university in disposing of properties in Attachment A;
3. Be it further resolved that the President or his designee may take all necessary direct, indirect, and ancillary actions necessary to facilitate the sale of the property, including but not limited to working with the City of Ashland, Jackson County, and any neighboring or impacted landowners regarding land use designations, property line adjustments, and property vacations that may be required to facilitate a sales transaction; and
4. It is further resolved that any proceeds generated by the sale of the properties listed in Attachment A may be used only to close a current-year budget gap of any budget approved by the Board of Trustees; for the university's ending fund balance reserves; or for any short-term or one-time expenditure deemed necessary by both the university and the Board of Trustees.

VOTE:

DATE: October ____, 2024

Recorded by,

Sabrina Prud'homme,
University Board Secretary



	ADDRESS	TAX LOT	ACCOUNT #	ACREAGE
<u>PARKING LOT #34</u>				
Parking Lot #34	S Mountain Avenue	391E09DD 400	1-007530-1	0.20
Parking Lot #34	349 S Mountain Ave	391E09DD 500	1-007531-9	0.18
Total Parking Lot #34 Acreage				0.38
<u>HENRY STREET PROPERTIES</u>				
Single Family Home (Rental)	1049 Ashland St	391E09DD 5300	1-007579-8	0.46
Vacant (Garden)	Ashland St	391E09DD 5500	1-007581-1	1.08
Vacant (Garden)	Beach St	391E09DD 5600	1-007582-0	0.46
Single Family Home	1060 Henry St	391E09DD 5700	1-007583-8	0.24
Single Family Home	1040 Henry St	391E09DD 5800	1-007584-6	0.33
Single Family Home	1038 Henry St	391E09DD 5801	1-007585-2	0.14
Vacant Lot	1038 Henry St	391E09DD 6000	1-007587-9	0.28
Single Family Home	1056 Henry St	391E09DD 6100	1-007589-5	0.19
Right of Way	Henry St	391E09DD 6198	1-098869-0	0.01
Right of Way	Henry St	391E09DD 6199	1-098868-9	0.03
Single Family Home	1066 Henry St	391E09DD 6200	1-007590-1	0.22
Total Henry Street Acreage				3.44
<u>ROCA STREET PROPERTIES</u>				
Vacant Lot	630 Roca St	391E15BB 1500	1-008887-0	0.22
Vacant Lot	620 Roca St	391E15BB 1501	1-082901-6	0.13
Vacant Lot	624 Roca St	391E15BB 1502	1-082902-4	0.16
Vacant Lot	628 Roca St	391E15BB 1503	1-082903-2	0.25
Vacant Lot	Fern St	391E15BB 1600	1-008888-8	0.45
Vacant Lot	648 Roca St	391E15BB 6800	1-008938-1	0.89
Total Roca Street Acreage				2.10
<u>1352 MADRONE</u>				
Single Family Home (Rental)	1352 Madrone	391E15BB 9200	1-008962-4	0.23
Total Madrone Street Acreage				0.23

Executive, Audit, and Governance Committee Report

Board Statement on Trustee Emeritus Status (Action)

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.

DRAFT

2025-2026 Board of Trustees Meeting Schedule (Action)

**SOU Board of Trustees
2025-2026 Board and Committee Meeting Schedule**

MEETING	Academic and Student Affairs	Finance and Administration	Executive, Audit, and Governance	Board of Trustees
DAY	Third Thursdays (Unless Otherwise Indicated)	Third Thursdays (Unless Otherwise Indicated)	Third Fridays	Third Fridays
FREQUENCY	Four Times Per Year	Six Times Per Year	Four Times Per Year	Five Times Per Year
TIME	12:00-3:30 p.m.	5:00-7:00 p.m.	9:30-11:30 a.m.	12:00-5:00 p.m.
	January 16, 2025	January 16, 2025	January 17, 2025	January 17, 2025
		March 20, 2025 (Budget Focus)		
	April 17, 2025	April 17, 2025	April 18, 2025	April 18, 2025
		May 16, 2025 (Budget Focus)		
	June 18, 2025*±	June 18, 2025*±	June 20, 2025*	June 20, 2025*
				Retreat September 18, 2025 September 19, 2025 All Day, Time TBD
	October 16, 2025	October 16, 2025	October 17, 2025	October 17, 2025
	January 15, 2026	January 15, 2026	January 16, 2026	January 16, 2026
		March 19, 2026 (Budget Focus)		
	April 16, 2026	April 16, 2026	April 17, 2026	April 17, 2026
		May 14, 2026 (Budget Focus)		
	June 17, 2026±	June 17, 2026±	June 18, 2026	June 18, 2026
				Retreat September 17, 2026 September 18, 2026 All Day, Time TBD
	October 15, 2026	October 15, 2026	October 16, 2026	October 16, 2026

* Meeting occurs the week following SOU Commencement

± In observance of Juneteenth, this meeting will occur on a WEDNESDAY

University President's AY 2023-24 Evaluation

[Executive Session Pursuant to ORS 192.660(2)(f) and (i)]

University President's AY 2024-25 Goals (Action)



President's Draft Goals 2024-2025



(As a Reminder)

Draft Goals 2023-2024

- Student Enrollment, Support and Success
- Fiscal Sustainability
- Equity, Diversity and Inclusion
- Maintain Momentum for University's Inaugural Comprehensive Campaign
- University Communications (Internal/External)

Draft Goals 2024-2025

- Lead University-Wide Cultural Transformation
 - From a Culture of Scarcity to a Culture of Opportunity
 - From a Culture of Individualism to a Culture of One Team One Campus Community
 - From a Culture of Blame to a Culture of Accountability
 - Key Focus Areas – Student Retention and Fiscal/Budget Processes



Draft Goals 2024-2025

- Craft a University-Wide Strategic Plan for 2025-2028
 - Goal Draft by June 2025 BoT Meeting (Major Effort Areas and Objectives)
 - Website for Inputs, Consider AI Assistance, Utilize Facilitator Where Feasible and Useful
 - Everyone Has a Voice and Agency in the Process
 - Resulting Product Must be Accessible, Usable, and Actionable



Draft Goals 2024-2025

- University Communications and Engagement (Internal/External)
 - Continue to Institutionalize Super Cabinet Structure for Diverse and Robust Strategic Decision-Making
 - Utilize Campus Conversations for Constructive Feedback
 - Continue Intentional Robust Communications with Business / Labor / Government / Community Leaders
 - Legislative Advocacy (SOU, OCOP, Higher Ed, Continuum of Education)



Delegation of Authority to Negotiate University President's Employment Contract (Action)

Future Meetings

Adjournment