



OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 13, 2017

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.

There will be a lunchtime presentation on student debt, tuition and affordability. The president's report will include discussion and action on the strategic planning process. Additional reports will be from board committees, student leadership and faculty senate. There will be discussions and action on each of the following items: adoption of the president's evaluation policy and goals; 2016 audited financial statements; proposed revisions to board meeting schedules; a proposed amendment to the "Board Statement on Board Committees" to add board governance, expressly, as a responsibility of the Executive and Audit Committee; transfer of property [sale of the Cascade Theater] to the JPR Foundation and related bond defeasance; and a proposed endowment investment policy. Other agenda items include updates on legislative priorities, enrollment and completions, the HECC, accreditation, and the board's internal governance work group.

The meeting will occur as follows:

Friday, January 20, 2017

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

(Lunch to be provided for the board and selected staff members.)

Hannon Library, DeBoer Board Room, 3rd Floor, Room #303

Visit sou.edu/video to stream the meeting proceedings.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **To arrange special accommodations or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Churchill Hall, Room 107 • 1250 Siskiyou Boulevard • Ashland, Oregon 97520-5015

(541) 552-8055 • governance.sou.edu • trustees@sou.edu



Board of Trustees
January 20, 2017

Call to Order and Preliminary Business



Board of Trustees Meeting

Friday, January 20, 2017

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

DeBoer Room, Hannon Library

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.

Please note: times are approximate and items may be taken out of order.

- | | | | |
|-----------|----------|--|---|
| | 1 | Call to Order and Preliminary Business | Chair Thorndike |
| | 1.1 | Welcome and opening remarks | |
| | 1.2 | Roll call | Sabrina Prud'homme,
SOU, Board Secretary |
| | 1.3 | Agenda Review | Chair Thorndike |
| | 1.4 | Consent Agenda: Approval of minutes from the following meetings: June 13, 2016; September 15, 2016; and Retreat on October 21, 2016 (Action) | Chair Thorndike |
| | 2 | Public Comment | |
| ~ 45 min. | 3 | Lunch and Campus Update | |
| | 3.1 | Student Tuition, Debt and Affordability | Mark Denney, Associate
Vice President for Budget
and Planning |
| ~ 20 min. | 4 | President's Report | President Linda Schott |
| | 4.1 | Strategic Planning Process (Action) | |
| ~ 20 min. | 5 | Committee Reports | |
| | 5.1 | Executive and Audit | Chair Thorndike |
| | 5.2 | Finance and Administration | Trustee Nicholson |
| | 5.3 | Academic and Student Affairs | Trustee Sayre |
| ~ 5 min. | 6 | Student Leadership Report | Tyler Takeshita, ASSOU,
President |
| ~ 5 min. | 7 | Faculty Senate Report | Deborah Rosenberg, SOU,
Faculty Senate Chair |

Board of Trustees Meeting

Friday, January 20, 2017

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

DeBoer Room, Hannon Library

AGENDA (Continued)

~ 30 min.	8	Adoption of President’s Evaluation Policy (Action)	Chair Thorndike; President Schott
	8.1	President’s Goals (Action)	
~ 30 min.	9	Audited Financial Statements (Action)	Chair Thorndike; Craig Morris, SOU, Vice President for Finance and Administration; Jean Bushong, CliftonLarson-Allen, Principal, Assurance Services
~ 10 min.	10	Proposed Revisions to Board and Committee Meeting Schedules (Action)	Chair Thorndike; Trustee Sayre; Trustee Nicholson
~ 10 min.	11	Proposed Amendment to “Board Statement on Board Committees” to Add Board Governance to the Express Responsibilities of the Executive and Audit Committee (Action)	Chair Thorndike
~ 30 min.	12	Transfer of Property: Sale of Cascade Theatre to JPR Foundation and Related Bond Defeasance (Action)	Paul Westhelle, JPR, Executive Director; Jason Catz, SOU, General Counsel; Craig Morris
~ 10 min.	13	Proposed Endowment Investment Policy (Action)	Trustees Nicholson and Sevcik
~ 10 min.	14	Legislative Update	Craig Morris
~ 20 min.	15	Enrollment and Completions Update	Dr. Matt Stillman, SOU, University Registrar, and Kelly Moutsatson, SOU, Director of Admissions: Co-Executive Directors of Student Enrollment

Board of Trustees Meeting

Friday, January 20, 2017

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

DeBoer Room, Hannon Library

AGENDA (Continued)

~ 15 min.	16	HECC Update	Dr. Susan Walsh, SOU, Provost; Craig Morris
~ 15 min.	17	Accreditation Update	President Schott; Dr. Susan Walsh; Dr. Jody Waters, SOU, Associate Provost
~ 30 min.	18	Board Governance Work Group Update	Trustee Shih
	18.1	Board Self-evaluation Summary Report	
	18.2	Board Self-evaluation Survey Amendments	
	18.3	Board of Trustees Handbook – Review of Table of Contents	
	18.4	Board Composition Matrix	
	19	Future Meetings	Chair Thorndike
	20	Adjourn	Chair Thorndike



Board of Trustees Emergency Meeting

Monday, June 13, 2016

4:30 - 5:30 p.m. (or until business concludes)

Meese Room, Hannon Library

MINUTES

Call to Order and Preliminary Business

Chair Thorndike called the meeting to order at 4:33 p.m.

The following trustees were present: Bill Thorndike, April Sevcik, Paul Nicholson, Jeremy Nootenboom, Judy Shih, Dennis Slattery, Joanna Steinman and Shea Washington. Trustees Les AuCoin, Lyn Hennion and Steve Vincent participated via teleconference. The following trustees were absent: Filiberto Bencomo, Teresa Sayre and Roy Saigo (ex officio). Dr. Linda Schott joined the meeting via videoconference.

Other meeting guests included: Jason Catz, General Counsel; Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Janet Fratella, Vice President for Development; Craig Morris, Vice President for Finance and Administration; Chris Stanek, Director of Institutional Research; Ryan Degan, The Siskiyou; Torii Uyehara, ASSOU President; Colin Davis, ASSOU; Ryan Brown, Director of Community and Media Relations; Jennifer Athanas, Executive Assistant; Dr. Jody Waters, Associate Provost; John Stevenson, User Support Manager; John Darling, The Tidings; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Public Comment

There was no public comment.

Discussion Regarding Appointment of the New President of Southern Oregon University (including discussion regarding terms of appointment) (Action)

Chair Thorndike opened the meeting and said the purpose was to appoint the next president of SOU. He thanked Trustee Hennion and the members of the Presidential Search Ad Hoc Committee for all their hard work. Trustee Hennion also praised the efforts of the committee.

Chair Thorndike gave trustees an opportunity to provide any comments they had regarding the candidacy of Dr. Schott. No comments were made.

Jason Catz said the proposed contract is very similar to the one that has governed the employment of the past several SOU presidents. He discussed the key terms in the Employment Agreement and Notice of Appointment: \$240,000 annual salary; three-year term; housing; \$1,000 monthly vehicle stipend; and \$30,000 moving expense allowance. July 29, 2016 was the proposed first day of employment, with August 1, 2016 being the new president's first day on campus. Chair Thorndike said Dr. Schott

has had the opportunity to discuss other employee benefits with the Human Resources Office.

Trustee AuCoin asked about the provision regarding the president's return to SOU's faculty upon the termination of employment; Mr. Catz said that provision is standard in many contracts. Responding to Trustee Nicholson's inquiry about the salary for the second and third years, Mr. Catz said it was traditional in the Oregon University System for the salary to remain the same for the term of the contract and added that the Board could adjust the salary at a later date if desired.

Chair Thorndike said he and the proposed candidate had a good discussion on the metrics that would be used at the end of the first year to evaluate the president's performance. Mr. Catz added that SOU has not adopted a policy on the presidential evaluation; after the new president's arrival, she will have the opportunity to provide input on the policy. Chair Thorndike then described the steps in the presidential search process since November 2015.

Trustee Sevcik read the proposed resolution appointing the thirteenth president of Southern Oregon University. Whereas, ORS 352.096(1) authorizes the Board of Trustees of Southern Oregon University to appoint and employ a president of the university, which is one of the most important responsibilities of the Board; whereas, an open search process engaged a broad cross-section of the SOU community in a variety of ways on numerous occasions; whereas, a robust, nationwide search resulted in the development of a strong and qualified pool of candidates for the position; whereas, the next president of Southern Oregon University will need to guide the institution and campus community toward greater access, inclusivity, student success, intellectual growth, responsible global citizenship and excellence; whereas, Dr. Linda Schott's qualifications, experience and interactions with the SOU community demonstrate the necessary skills, knowledge, experience, intellect and passion to be the clear choice for this position. Now, therefore, it be resolved, that the Board of Trustees of Southern Oregon University hereby appoints Dr. Linda Schott as the thirteenth president of Southern Oregon University, effective July 29, 2016, with all of the authorities and responsibilities delegated to that position and further approves the terms of Dr. Schott's appointment and employment as outlined in the Exhibit A attached in the meeting materials.

Trustee Slattery seconded the motion. At Chair Thorndike's request, the Board Secretary conducted a roll call vote.

Trustee	Ayes	Nays	Other
Shea Washington	X		
Steve Vincent	X		
Joanna Steinman	X		
Dennis Slattery	X		

Judy Shih	X		
Teresa Sayre			Absent
Jeremy Nootenboom	X		
Paul Nicholson	X		
Lyn Hennion	X		
Les AuCoin	X		
April Sevcik	X		
Bill Thorndike	X		

Chair Thorndike announced Dr. Linda Schott as the thirteenth president of SOU. Dr. Schott said she was very honored and she and her family were very excited about this opportunity to lead SOU and join the campus and the community. Both Chair Thorndike and Dr. Schott then signed the Employment Agreement and Notice of Appointment.

Adjourn

Chair Thorndike adjourned the meeting at 4:57 p.m.



Board of Trustees Special Meeting

**Thursday, September 15, 2016
2:15 – 3:45 p.m. (or until business concludes)
DeBoer Room, Hannon Library**

MINUTES

Call to Order and Preliminary Business

Chair Thorndike called the meeting to order at 2:15 p.m. and welcomed President Schott, as this was her first meeting with the full board. Chair Thorndike mentioned the untimely loss of Senator Alan Bates.

The following trustees were present: Bill Thorndike, April Sevcik, Lyn Hennion, Paul Nicholson, Jeremy Nootenboom, Teresa Sayre, Judy Shih, Dennis Slattery and Joanna Steinman. President Linda Schott (ex officio) was also present. The following trustees were absent: Les AuCoin, Steve Vincent and Shea Washington.

Other meeting guests included: Jason Catz, General Counsel; Craig Morris, Vice President for Finance and Administration; Dr. Susan Walsh, Provost and Vice President for Academic and Student Affairs; Janet Fratella, Vice President for Development; Dr. Jody Waters, Associate Provost; Melinda Joy, ASSOU; Olena Black, League of Women Voters; Tom Moyer; Gordon Carrier, Computing Coordinator; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Trustee Slattery moved to approve the June 17, 2016, meeting minutes, as drafted. Trustee Sevcik seconded the motion and it passed unanimously.

Public Comment

There was no public comment.

President's Report

Highlighting the first 34 days of her presidency, President Schott said she has spent much time getting to know the Ashland and Medford campuses; trustees, students, faculty and staff; ASSOU and SEIU leadership; and the communities. She has also met with educational, civic and business leaders; the RCC president; HECC leadership; her new presidential colleagues; and legislators. President Schott said she emailed faculty members offering private meetings and many have already scheduled appointments.

Enrollment is a high priority for President Schott. She said all seven public universities are reporting that they are down in new resident freshmen. Rogue and Klamath Community Colleges are also reporting decreased numbers. Portland Community College is reporting flat enrollment at best. There is no explanation for the decrease. There is also no clear understanding of the impact the Oregon Promise will have but it has not resulted in a flood of students to the regional community colleges.

The SOU Office of Admissions continues to work with students in all stages of the pipeline and resolve issues for those having difficulties. Efforts around continuing student enrollment have been going strong, primarily through a calling campaign and social media. Although it is difficult to gauge the effectiveness of such efforts, there has been a gradual increase in enrollment. President Schott reminded trustees that many students register late and SOU is still waiting to add the Advanced Southern Credit numbers. Final numbers will not be available until well into October.

President Schott mentioned some of her team-building efforts: filling vacancies; cabinet meetings and retreat; resurrecting the Executive Council (associate vice presidents, division directors, extended direct reports, etc.); creating a transparent culture of performance assessment and continuous improvement; and discussions on vision, mission and planning. She has also participated in friend and fund raising activities.

Naming of SOU Pavilion at the Farm (Action)

Chair Thorndike introduced this item by reminding the trustees that, in the Board Statement on Delegation of Authority, the board retains sole authority for gifts to the university requiring naming of a university building or outdoor area. The agenda item before the board is to consider the naming of a building and outdoor area in conjunction with a major gift, a proposed pavilion at the sustainability farm.

President Schott and Janet Fratella discussed the pledge commitment from some friends of SOU and the process the SOU Foundation and campus follow in such cases. Barry and Kathryn Thalden committed to fund all costs to build a pavilion, which can be used for performances and as educational space for SOU and the community.

President Schott proposed the motion: Southern Oregon University wishes to recognize Barry and Kathryn Thalden for their meaningful support, dedication and interest in the university and its future. Through the Thalden Foundation, they have committed to design and construct a performance and education pavilion at The Farm at SOU. The Board of Trustees of Southern Oregon University hereby approves the naming of this pavilion, the “Thalden Pavilion Dedicated to Outrageous Innovation in Sustainability and the Arts.” Trustee Slattery seconded the motion and it passed unanimously.

Appointment of Governance Working Group (Action)

Chair Thorndike reminded the trustees of earlier conversations regarding governance issues. It was decided that the board would appoint a work group to do some of the preliminary work of defining the functions of governance for the board, which is the purpose of this agenda item. The work group will bring recommendations back to the board for consideration.

Trustee Shih previously volunteered to serve on the work group. Trustee Steinman also volunteered. Given Trustee AuCoin’s interest in this topic, he was added, in absentia, as the final member of the work group.

Trustee Sevcik moved that the board establish a governance work group chaired by Trustee Shih, with Trustees AuCoin and Steinman as additional members, to work

with the board secretary in defining the internal governance structure and function for the board and bring that information back to the full board for consideration and action. Trustee Nicholson seconded the motion and it passed unanimously.

Accreditation Report Update

President Schott reiterated that the accreditation process is extremely important for the institution and provided some history on the process. Recognizing this is a time- and resource-consuming process, she said when it is done well it really helps the institution learn about itself and identify how it can get better. On behalf of the board, Chair Thorndike thanked Dr. Jody Waters and her team for all the great work they have done to create the year 7 report.

Dr. Waters reminded the trustees that accreditation is crucial to the institution's access to federal financial funds, transferability of credit hours between institutions, attracting faculty and helping students move on to graduate programs. It also provides a good opportunity to learn about the university.

Highlighting one of the main findings, Dr. Waters said this report came at an ideal time because of retrenchment, changes at the state level, SOU's relationship with the HECC, the new board, movement toward a strategic plan and adaptation of the mission. SOU now has a good foundational groundwork to help define the institution moving forward.

Dr. Waters said the NWCCU report will come with commendations and recommendations. Recommendations are items that will need to be addressed; they are not necessarily shortcomings, but may be actions in process that need to be completed. One potential recommendation may be the absence of a strategic plan. However, SOU can gather evidence to demonstrate it has been making plans that are strategic, informed by data and are inclusive, despite changes in leadership at various levels. Other potential recommendations could include that SOU is not hitting all targets in academic learning outcomes and student assessments and how well it is able to gauge progress toward achieving certain goals; SOU is falling short in the integration strand in general education objectives; and that SOU's website is a work in progress.

One potential commendation may include an institutional commitment to assessment and improvement, which was noted in a previous report. Dr. Waters and Dr. Walsh pointed out, however, that the accreditors will not read the previous report but there are areas in the current report where SOU noted improvements. Other commendations may include strong evidence of collecting, analyzing and making transparent data and demonstration of the fulfillment of core themes and mission across the institution.

Responding to Trustee Shih's inquiry, Dr. Walsh said SOU has never lost its accreditation. Mr. Morris added that SOU has never been on probation and there is no risk of that happening this time.

Dr. Waters informed the board about campus-wide expectations for the October 24-26 site visit. Responding to Trustee Slattery's inquiry, Dr. Walsh said the final report will appear on SOU's website.

Presidential Evaluation Discussion

Chair Thorndike said the board needs to have expectations around the president's performance on items that are important to her and to the board. President Schott said it is too common to hear about boards and their presidents being at odds, which is not good for either party or the institution. She said she appreciates the openness to think together about the presidential evaluation process. She and the chair will need to agree on annual goals, sooner rather than later. She hopes to come to the board no later than the January meeting with a fully fleshed out proposal for a process and policy.

President Schott discussed her thoughts about common components of presidential evaluations. An annual evaluation is standard and usually consists of the president formulating goals, discussing them with the chair and getting them set. Near the end of the year, the president would do a self-evaluation and discuss it with the full board. The chair writes the evaluation, which is shared with the president, and the president has the opportunity to respond. At some interval (e.g., three, four or five years), a full 360 degree evaluation is also done, usually by an external entity that seeks input from all internal constituent groups and from some external constituent groups.

President Schott also mentioned the annual survey the faculty senate sends to faculty and staff to obtain their evaluation of the president, provost, vice president for finance and administration and vice president for development. In the past few years, the survey results have not been shared with the staff member being evaluated. However, President Schott said she plans to share the results with the individual evaluated.

Responding to Trustee Steinman's question regarding possible ramifications if the external evaluation of the president is less than sterling, President Schott said that, from personal experience with the chancellor's evaluation at the University of Maine system, the board counseled the chancellor. Rather than being a firing decision, such evaluations are normally formative assessments.

To prevent a situation from getting to the point that a president's performance cannot be remediated, Trustee Nicholson asked if universities do a regular snapshot survey to get a sense of any performance trends. President Schott said it was important to have clear communication between the president and the board regarding goals. She would not be in favor of pulse taking; the nature of a president's work can take a long time to deliver, which is why evaluations cover longer periods. Not being a fan of popularity contests, Trustee Sayre recommended developing a rubric with standards and goals.

Chair Thorndike ended the discussion by asking anyone with additional comments on the evaluation process to direct them to him, President Schott or the board secretary.

Adjourn

Chair Thorndike adjourned the meeting at 3:51 p.m.



Board of Trustees Retreat

Friday, October 21, 2016

8:00 a.m. – 5:00 p.m. (or until business concludes)

Callahan's Mountain Lodge, 7100 Old Highway 99 South, Ashland, Oregon

MINUTES

Call to Order and Preliminary Business

Chair Thorndike called the meeting to order at 8:30 a.m. He thanked the group for dedicating significant time over two days of meetings and welcomed everyone to the retreat.

The following trustees were present: Bill Thorndike, April Sevcik, Lyn Hennion, Jeremy Nootenboom, Danny Santos, Teresa Sayre, Linda Schott (ex officio), Judy Shih, Dennis Slattery, Joanna Steinman, Steve Vincent and Shea Washington. The following trustees were absent: Les AuCoin and Paul Nicholson.

Other meeting guests included: Dr. Ellen Chaffee, Association of Governing Boards of Universities and Colleges; Sabrina Prud'homme, Board Secretary; and Kathy Park, Executive Assistant.

Public Comment

There was no public comment.

Retreat Overview

The day's four major time blocks focused on the board's roles and responsibilities; the board-president relationship and strategic planning; the board's culture and shared governance; and developing action plans to follow up on the retreat discussions. Due to the non-linear nature of the trustees' discussions, the attached report serves as a record of the items discussed at the retreat.

Administrative Note: On November 11, 2016, Dr. Chaffee provided a summary of this retreat to and facilitated the discussion for Trustees AuCoin and Nicholson who were unable to attend the retreat. Chair Thorndike and President Schott participated in the presentation. Ms. Prud'homme also was present.

Adjourn

Chair Thorndike adjourned the meeting at approximately 4:45 p.m.

Southern Oregon University
Board of Trustees
October 21, 2016
Retreat Report

Summary and Observations

Facilitator: Ellen Chaffee, Ph.D., Senior Fellow, Association of Governing Boards of Universities and Colleges

The SOU Board of Trustees is beginning its second year of operating as a free-standing governing board, following the decentralization of governance from the state level. Its first year was consumed with conducting a highly consultative and successful presidential search. The purposes of the retreat were to focus the board's attention on its roles and responsibilities, establish mutual expectations for the board's partnership with its new president, and identify ways of facilitating the board's work.

The retreat began with a presentation by Sabrina Prud'homme, board professional, reviewing the board's achievements to date and setting the stage for envisioning the next phase of board development.

The four major time blocks during the day focused on the board's roles and responsibilities, the board-president relationship and strategic planning, the board's culture and shared governance, and developing action plans to follow up on the retreat discussions. The agenda was designed to focus and facilitate discussion while relying on participants to use the slides, handouts, and their own perspectives to determine the specific content of discussion.

ACTION PLANS

By consensus, the group made these plans:

1. Strategic Planning Process. The president described her current thinking and work with Cabinet members and others to develop a process and timeline for the university's next strategic plan. She assured trustees that they will be kept apprised of the plans and asked to participate along the way, details not yet formulated. Trustees enjoy and appreciate discussing the strategic future of the university; the administration appreciates their interest and respects their authority. The process may take about a year because widespread involvement by campus, community, and other constituencies is essential and because understanding current and potential future conditions in the state and higher education generally is required for effective participation. The idea is to review the plan annually and potentially make revisions and additions based on substantive indicators of progress and goal achievement.
2. Review of Board Structure and Schedules. The Internal Governance Work Group (IGWG) (Trustees Shih, Steinman and AuCoin with the board secretary) will collaborate with the president and her team as well as Chair Thorndike and

Committee Chairs Sayre and Nicholson to discuss and bring recommendations to the board regarding the board's structure and schedules. Relevant topics raised at the retreat include committee structure, number of meetings, agenda structure, calendar of board agenda items, and trustees' access to major educational or strategic agenda topics (e.g., Title IX, budget pro forma) without requiring multiple presentations.

3. Board Policies: Integrating and Expanding. The president and her team, including the university's general counsel, will work with the IGWG to develop a proposed model for a policy manual for board operations that will help the board define its expectations and operations while (a) respecting uncertainties due to the HECC policy transition and (b) incorporating, revising or deleting appropriate existing board statements and policies. They will bring a proposed model and a proposed implementation plan/timeline to the January board meeting for discussion.
4. Internal Governance Working Group. Trustees Shih, Steinman and AuCoin will continue as a working group on governance, reporting to the Executive/Audit Committee on the items identified in their 10/20/16 report to the committee (such as board self-evaluation results, reconsideration of terms and term limits, a trustee characteristics matrix, orientation). The group also may carry forward the work identified in item #2 above.
5. Board Education and Upcoming Agenda Items. Trustees would like a process that ensures they are aware of both scheduled and projected agenda items, especially those that they may have proposed or that relate to upcoming major board discussions and decisions. Among the topics on which trustees would like to discuss are: student debt, strategic plan, alumni employment and graduate enrollment outcomes, campus safety protocols, legislative and advocacy priorities, emergency operations in the event of a data breach, enterprise risk management, funding formula, HECC role, diversity and inclusion, higher education trends, retention and academic support, and "quick, cheap, simple changes that could cut costs and increase quality."

DISCUSSION ITEMS

Other notable discussion items included:

- The board is in the process of creating an important legacy of culture and operations for those who follow - members are open, cohesive, collaborative – solid foundation for a constructive board culture
- Desire to get to know trustees from other institutions in the region
- Request to keep information provided by staff at the "helicopter level"
- Trustees responding to constituents' comments/complaints by educating the person on the role of the board and perhaps referring them to the president or [board secretary], not by offering to take any kind of action on their behalf
- How to handle comments at public comment period on the board's agenda: discretion of the chair, but generally thanking commenters for their input and on to the next person or item

- Desire to develop confidence that trustees are aware of what they should be aware of – to ensure that they will not be blind-sided by things they should have known (trust and verify)
- Shared governance is important for good reasons; it is important for trustees to understand and respect that

FACILITATOR OBSERVATIONS

The facilitator offered the following comments for consideration.

Overall impression. I have great confidence in this board and administration. There is ample evidence of competence, commitment, and collegueship on all fronts. The board's willingness to set aside time for its own housekeeping needs is commendable and likely will pay off significantly in board effectiveness and efficiency. The planned board self-evaluation survey provides another opportunity for introspection and board development. The survey is quite detailed, which can be helpful at this early stage of board development as long as it does not become overwhelming. It may be desirable to select a smaller number for the required annual review in the future. The open, respectful dialogue that invites all to participate and welcomes diverse views augurs well for good governance at SOU and a strong board-president partnership. Trustees should help bridge communication about the session with the two trustees whose health prohibited attendance.

Communication. Trustees want a more systematic approach to ensuring that they have the advance notice and information they need in order to fulfill their roles, and they prefer to have it done in a way that eliminates the need for duplicate presentations between committee and board meetings. Sometimes people speak of "board meetings" when they are actually referring to committee meetings. Becoming more precise with terminology could help everyone ensure awareness that not everyone is present at committee meetings so additional or different measures may be required to ensure that everyone knows what they need to know.

Preparation. Trustees who accept responsibility for faithfully reading messages, familiarizing themselves with board and appropriate university policies, and studying meeting materials in advance are in a better position to perform their roles, plan visits to committees on which they may not serve, and advise or provide guidance to staff on needed improvements.

Board staff personnel policy. Ensure that the board has an effective policy regarding hiring, evaluating, compensating, and releasing any personnel who report solely or partly to the board itself. This may be evident in existing human resources policies, but the board should be aware of their responsibility, if any, in these processes.

Constituency trustees. Faculty, staff, and student trustees have clear and appropriate understandings of their roles as trustees, not constituency representatives. Back on campus and in the community they may occasionally find themselves in awkward conversations. Sometimes it may be helpful and appropriate to explain the strategic,

policy, and fiduciary (aka “high level”) roles of the board and remind people of the internal policies and procedures available to them regarding their concerns. So long as trustees abide by applicable laws, all trustees should feel comfortable conferring with one another, including the chair and the president, as well as the board secretary or general counsel to raise issues or discuss appropriate strategies for dealing with various situations. In these situations however, care should be exercised not to circumvent the public meeting process if the needs presents to confer with multiple trustees on items which the board may deliberate and act on at some future date.

Education and engagement. Trustees’ eagerness for greater understanding of major issues and time for discussion is commendable. All too often, boards become bogged down in transactional decisions to the point that there is no time for strategic and transformational trustee engagement. Systematically addressing this matter through the planned follow-up activities will help prevent that here.

Multi-focal education. Trustee education and engagement should encompass diverse kinds of topics including university issues, effective governance, higher education trends, and state needs.

Board materials and Cabinet members/presenters. Those who address and inform trustees can provide significant service by such means as: (a) providing trustees with succinct, high-level advance information that explicitly ties the material to why trustees are receiving it (e.g., in preparation for an upcoming event or decision, as a strategic matter that trustees have said they want to understand better), (b) assuming trustees have read the advance information and providing only a 1-2 minute reminder of key contents, and (c) engaging trustees in discussion, for example by identifying one or more key questions board members may want to explore further.

The helicopter: governance versus management. The most common board error is micromanaging or “getting into the weeds.” Avoiding this error is the single most important way boards can ensure that they are adding value, making a difference in the life and future of the university. Trustees are not operational or tactical problem-solvers. People inside the institution have more expertise for that. Even in terms of the strategic plan, the primary role of trustees is not to chart the future, but to ensure that with the president’s leadership, the university has defined and gained broad acceptance of a credible, promising, realistic pathway to a desirable long-term future. For example, if increasing enrollment is a strategic concern, trustees do not decide whether one method is better than another; instead trustees should require the administration to provide credible plans and monitor progress. Asking good questions is among the most useful tools trustees have.

Public Comment

Lunch and Campus Update

Student Tuition, Debt and Affordability

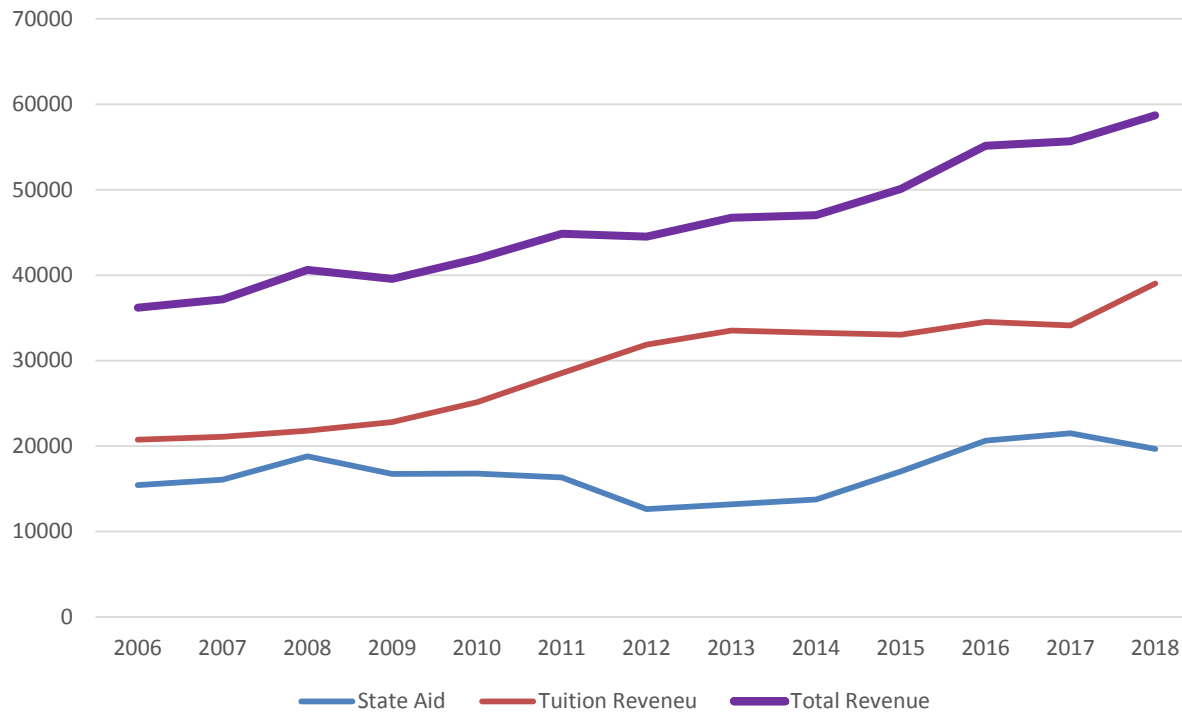
Background

- Operating costs are increasing 5% annually
- Two primary revenue sources: State Aid and Tuition
- Decline in State Aid and Impact of SSCM
- Combination of these events creates upward pressure on Tuition

Historical Look at State Funding vs. Tuition



Comparison: State Aid vs. Tuition Revenue



- Historically, total funding from State Aid and Tuition has increased at a fairly consistent average of 4% per year since 2006
- Each corresponding decline in State Aid has been met by corresponding tuition increases

Market Comparison

- SOU tuition and comparator schools

Resident UG Tuition Rate (Normalized to 180 credits to completion)	Models at 12 Credits/Term		
	FY17 Tuition rates	Oregon: 10%, Oth = 5%	SOU=15%, OR = 10%, Oth = 5%
Fort Hays State, KS	\$84	\$88	\$88
Southeast Missouri State	\$133	\$139	\$139
Eastern Oregon	\$146	\$161	\$161
Southern Oregon University - Resident	\$151	\$167	\$174
Cal State - Any Campus	\$152	\$160	\$160
Western Oregon	\$156	\$172	\$172
U Mary Washington, VA	\$160	\$168	\$168
Southern Utah	\$160	\$168	\$168
Eastern Washington U	\$170	\$178	\$178
SUNY, Fredonia	\$180	\$189	\$189
U of Wisconsin - Parkside	\$205	\$215	\$215
Southern Oregon University - WUE	\$227	\$250	\$261
U of Michigan - Flint	\$275	\$289	\$289
Plymouth State, NH	\$306	\$321	\$321
U of California - Any Campus	\$342	\$359	\$359
SOU Resident Tuition Rank (Least Expensive)	4	5	8
SOU WUE Tuition Rank (Least Expensive)	12	12	12
Test SOU Tuition Increase	0%	10%	15%

Impact to an Individual Student

- Individual impact of a 10% tuition and 5% mandatory fee, Rm/Brd increase:
 - Resident Undergraduate: Tuition and Fees @ 13 Credits/term + Rm/Brd
 - FY17: \$20,379
 - FY18: \$21,686
 - Increase: **\$1,307**
 - Western Undergraduate Exchange: Tuition and Fees @ 13 Credits/term + Rm/Brd
 - FY17: \$23,333
 - FY18: \$24,936
 - Increase: **\$1,603**

Impact on Financial Aid “Package”



<u>Oregon Resident High Need (\$0 EFC) Early Filer</u>		
	Dependent Freshman	Independent Junior
Grants/Job >>	13,065	13,065
Student Loans >>	<u>5,500</u>	<u>10,369</u>
Available Aid >>	18,565	23,434
	On Campus	Off Campus
Cost of Attendance	26,935	23,434
Alternative Student Loan	-	-
Parent PLUS Loan	<u>8,370</u>	-
Financial Aid Offer >> \$	26,935	\$ 23,434

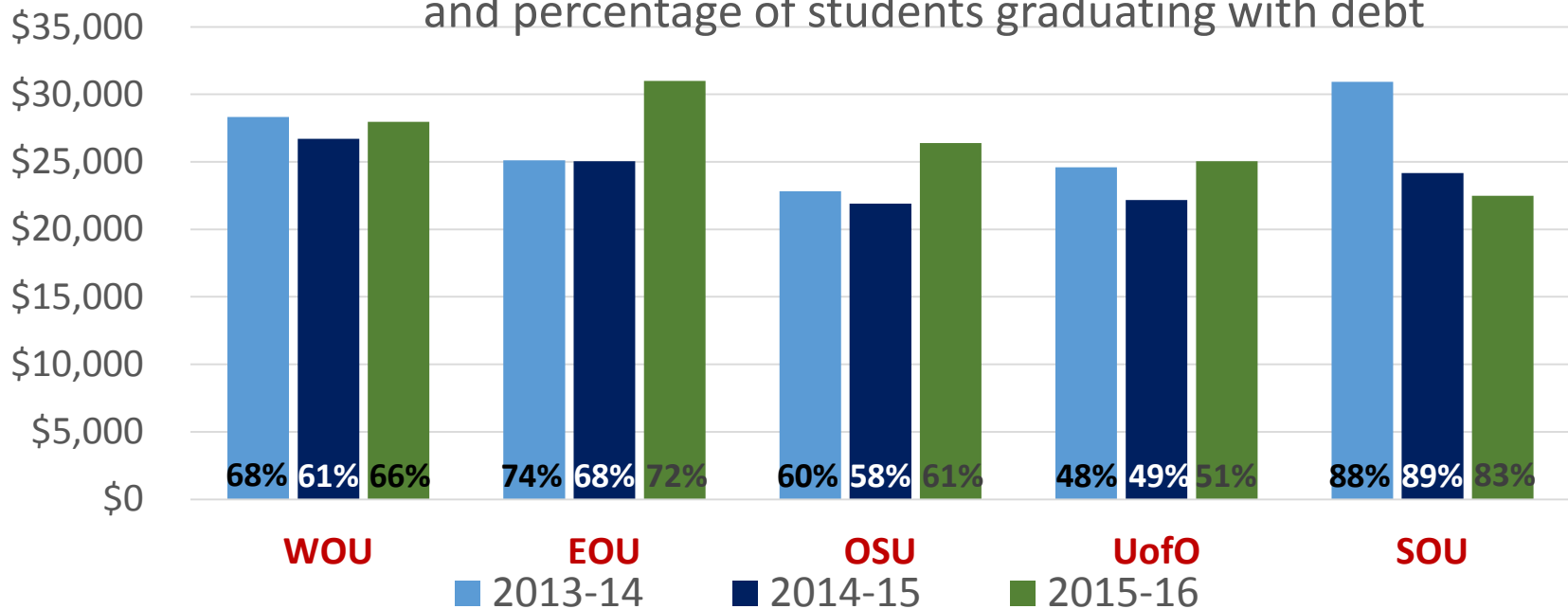
<u>Oregon Resident High Need (\$0 EFC) Regular Filer</u>		
	Dependent Freshman	Independent Junior
Grants/Job >>	5,815	5,815
Student Loans >>	5,500	12,500
Available Aid >>	11,315	18,315
	On Campus	Off Campus
Cost of Attendance	26,935	23,434
Alternative Student Loan	-	5,119
Parent PLUS Loan	15,620	-
Financial Aid Offer >> \$	26,935	\$ 23,434

<u>Oregon Residents with Middle/Low Income (Just out of Pell Range 5200 to 8000 EFC)</u>		
	Dependent Freshman	Independent Junior
Grants/Job >>	5,100	5,100
Student Loans >>	<u>5,500</u>	<u>12,500</u>
Available Aid >>	10,600	17,600
	On Campus	Off Campus
Cost of Attendance	26,935	23,434
Alternative Student Loan	-	5,834
Parent PLUS Loan	<u>16,335</u>	-
Financial Aid Offer >> \$	26,935	\$ 23,434

<u>WUE Student with High Need</u>		
	Dependent Freshman	Independent Junior
Grants/Job >>	9,615	9,615
Student Loans >>	<u>5,500</u>	<u>12,500</u>
Available Aid >>	15,115	22,115
	On Campus	Off Campus
Cost of Attendance	30,683	27,182
Alternative Student Loan	-	5,067
Parent PLUS Loan	<u>15,568</u>	-
Financial Aid Offer >> \$	30,683	\$ 27,182

Average Student Debt

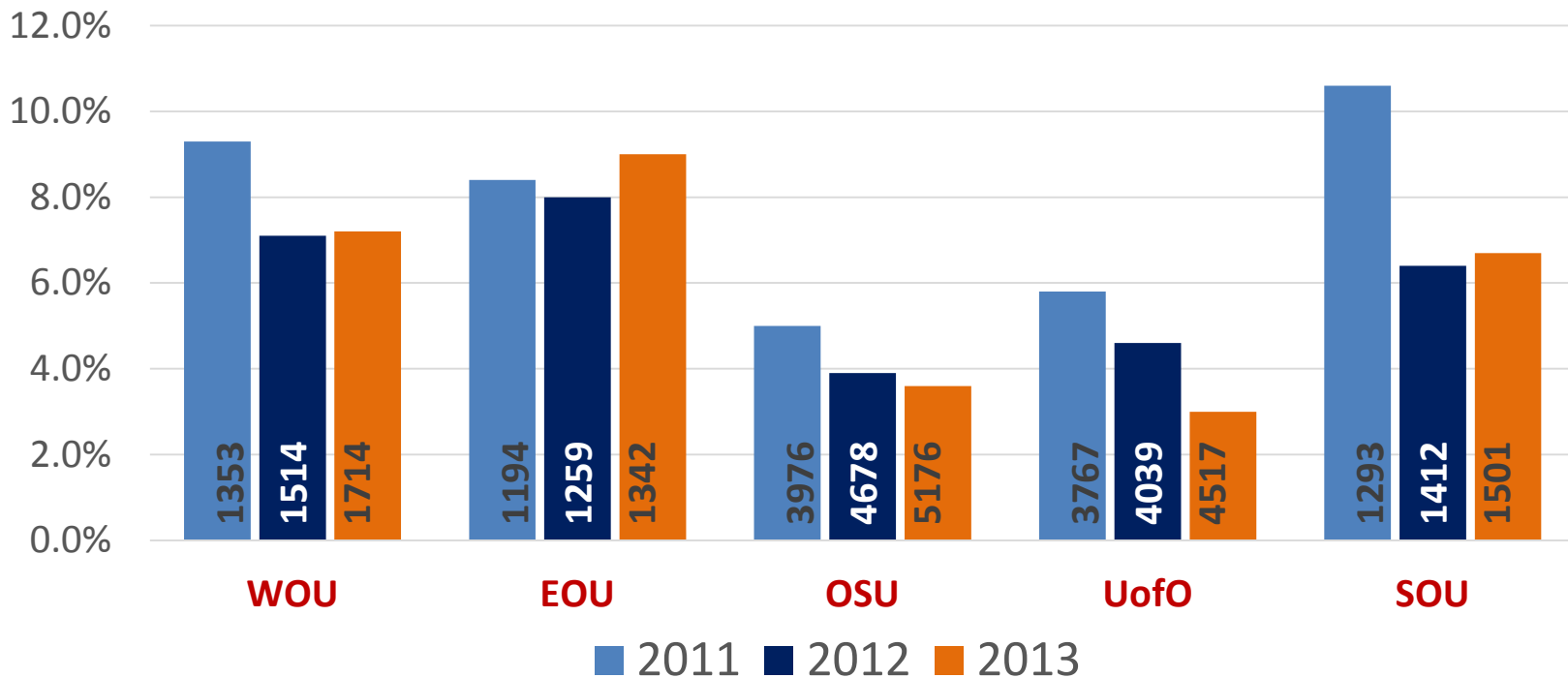
Debt Load in Selected OR Universities and percentage of students graduating with debt



The current national avg. student debt ranges from **\$30,000 to \$35,000**,

Federal Loan Defaults

“Cohort Default Rate” in Selected OR Universities
and the number of students in repayment



The current CDR for all Oregon universities (private and public) is
4.4% with 33,447 in repayment.

How is SOU Helping Students With Rising Costs?



- Improved financial aid support at SOU
- Programs designed to lower the total cost of attendance
- Foundation support

Summary

- Low tuition is a factor that makes SOU attractive
- Low tuition makes us more reliant upon State funding
- State funding has not kept pace
- SSCM does not fund SOU equally to other institutions
- Need to continue to support students' financial needs

President's Report



STRATEGIC PLANNING The Planning Process

General Principles

- a. Transparent, collaborative, and iterative
- b. Model: College of William and Mary:
<http://www.wm.edu/about/administration/strategicplanning/about/index.php>

Stage One: (Winter 2017) Understanding our current reality and thinking about what a sustainable, productive future looks like

- c. Form Strategic Planning Committee - University Planning Board (currently 21 members, broadly representative). Add Institutional Research, Budget Office, IT, Foundation. Others?
- d. Use data to develop a common understanding of the profile of our students, their motivations and distractions, and what they do when they graduate.
- e. Clarify our fundamental values, our ethical commitments that should guide us as we move forward.
- f. Think about the future of higher education and this region.
- g. Form Professional Learning Communities to explore relevant questions (see below). Form groups of 7-10 people by nomination or self-nomination. PLC's will come together in an "expo" to share their research, written summaries of their work, and bibliographies so that others may explore.

Stage 2: (Spring 2017) Building on what we learn, analyze our strengths, weaknesses, opportunities and threats; then articulate our vision for the future, our clarified mission, and our guiding values

- h. Facilitated focus groups – faculty, staff, students, Board of Trustees, Foundation Board, donors, Alumni Board, alumni, community members. Others?
- i. Presentation of results to campus before the end of spring term.
- j. Report progress to the SOU Board of Trustees.

Stage 3: (Summer 2017) Formulation of draft goals

- k. The Strategic Planning Committee and university leadership will draft goals to share with campus and others for feedback.
- l. No “summer surprise” – work will continue but everything will be shared with campus when everyone is back in September 2017.

Stage 4: (Fall 2017, early Winter 2018) Finalization of goals and formulation of objectives to achieve goals

- m. Form sub-committees focused on each goal – may include outside members for their expertise.
- n. What do we need to do in order to achieve each goal and how will we know when/if we succeed?
- o. Report progress to the SOU Board of Trustees in fall; present for approval in January.

Stage 5: Annual assessment and review (ongoing)



Executive Summary Strategic Planning Process Survey

This is a summary report of the results from a survey regarding the proposed process underpinning SOU's forthcoming strategic plan. The purpose of the survey was to engage SOU employees to obtain both input and feedback regarding the process itself, timing of the plan, and recommendations from the campus on various components of the process. The university board secretary (UBS) designed the web-based evaluation survey. This evaluation survey was approved for use by the SOU president and her cabinet and was programmed using Qualtrics, an on-line survey hosting tool commonly used to administer surveys at SOU. In December 2016, the president's office distributed the evaluation survey via hyperlink provided in an email to the campus and placed a link to the survey on the "Feedback" page of SOU's strategic planning website: <http://www2.sou.edu/strategic-planning>. The eight-question survey included three scaled selection questions and four open-ended questions. The following represents a brief summary of the findings of the evaluation survey.

A total of 62 respondents took the survey. Of those, approximately 66 percent (n=41) identified themselves as faculty and 34 percent (n=21) identified themselves as staff. Eighty-eight percent of respondents (n=56) answered "probably yes" or "definitely yes," they found the proposed multi-stage strategic planning process to be comprehensive. One respondent answered "definitely not," one responded "not familiar with the process," and 6 percent (n=4) responded "probably not."

Regarding the proposed timeline to complete the strategic plan—from January 2017 to approximately January 2018—55 percent (n=34) of respondents thought "it is just right," 34 percent (n=21) thought the timeline "is somewhat fast;" and 11 percent (n=7) thought the timeline is somewhat slow or extremely slow.

Regarding the areas of inquiry for the proposed Professional Learning Communities to pursue, additional suggestions primarily were in the general areas of: university mission and purpose; how best to prepare students for the workforce and the world; the role of SOU in the community; SOU's locus in and service to the region; and equity, diversity and inclusion.

When analyzing the university's strengths, weaknesses, opportunities, SOU plans to conduct focus groups. The following additional constituent groups were suggested as those who also should be included: various groups of students; staff and faculty; individuals outside of the usual "go-to" people on campus; advising and auxiliary staff; key business leaders and employers including broader representation from the medical community; sustainability constituents; and low-income and first-generation students as well as staff who serve them. These ideas were expressed in varying degrees of specificity.

The University Planning Board is proposed as the core group for the Strategic Planning Committee, along with several additional members. When asked to list any other constituency groups they feel should be represented among the proposed membership, respondents identified several, which have been grouped into major classifications: good thinkers; sustainability representatives; diversity and inclusion representatives; K-12 representatives; university

advising; various faculty; facilities representatives; and low-income, first generation students and staff who serve them.

Lastly, an open-ended question soliciting any additional feedback yielded various responses. Some of the most commonly occurring themes are listed below, supported by excerpts from responses.

- Strategic Planning Process: “Thank you for outlining a thoughtful approach to strategic planning. I look forward to participation in the process.” “This sounds like a good process. I hope we can continue to provide feedback along the way.”
- Participants: “Please ensure that sustainability, equity diversity and inclusion, and community-based learning experts/campus leaders are involved in the planning process. Focus groups with community members should include representatives from a broad range of the community, not just ‘big players’ with money and power, but also leaders from the public services sectors, diverse alumni, etc.” “Inclusivity is most important here if it is truly to be OUR strategic plan . . .”
- Previous planning processes: “I’m still afraid that this will turn out to be the same data collection someone seems to do every year (or it feels like it) and then is never used (or only the “good” parts).” “During the last retrenchment many people spent hours compiling data for prioritization on every program in at SOU only to have the results applied in a predetermined way or ignored.”
- Timeline: “This timeline might be ambitious . . .” “I also like the timeline, although it seems aggressive . . .”
- Use of resources: “I am concerned about the efficient use of space on this campus . . .” “In our ever tightening budget, I find it impossible to understand how we continue to overlook the best opportunity available to us. [. . .] We continue to overlook night and weekend classes and do very little to further the opportunities for classes being offered to locals at the Medford Higher Ed Center.”
- Organizational structure and programs: “Are we structurally organized in the best way possible to achieve the strategic plan?” “Maybe cut out the programs that had the final recommendations [in the previous prioritization process] of “nobody uses this but it’s important for a lib arts college to have.”

Committee Reports

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

Student Leadership Report

Faculty Senate Report

Adoption of President's Evaluation Policy (Action)

Proposed Board Statement on Evaluation of the University President

It is the policy of the Board of Trustees of Southern Oregon University (“Board”) to review the performance of the President annually.

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

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

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

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

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

- A copy of the mutually-agreed upon goals, with a description of efforts to meet them and the President’s progress assessment.
- A description of other personal or institutional achievements of which the Board should, or might, be informed by the President as aspects of performance or accomplishment.
- Identification of significant institutional or personal challenges the President faced over the course of the review year that affected progress toward goals, with particular focus on those that are likely to persist into the upcoming year or beyond.
- Comments regarding the vice presidents and other equivalent University officers who report directly to the President.
- Key areas in which the Board has been especially supportive.

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

- Goals the President proposes for their individual performance and the institution over the course of the upcoming year and for three to five years.

- The President’s professional development plans and any associated requests of the Board.
- The President’s assessment of the University’s principal current opportunities and challenges.
- Key areas in which the President would especially benefit from Board support.

Review Process

The President will submit their self-assessment to the Board Chair by July 31 of each year. The Board Chair and the President will then meet to discuss the self-assessment. The Board Chair shall, in a timely manner, seek confidential input and comments from trustees and, as the Board Chair deems appropriate, from members of the University community selected by the Board Chair, as the Board Chair deems appropriate.

The President’s self-assessment will be provided to the Board, along with any other information determined by the Board Chair. The Executive and Audit Committee may meet in executive session for the purpose of evaluating the President, during which the President is to present their self-assessment and engage in a discussion with the Committee regarding both the retrospective and prospective elements of the assessment. The President may be excluded from any portion of such an executive session at the discretion of the Board Chair.

Following the meeting of the Executive and Audit Committee, the Board Chair will prepare an evaluation of the President and a summary of the Committee’s comments. The evaluation and self-assessment will be shared with the full Board prior to any Board’s meeting in which the Board will discuss the evaluation.

At the **Board’s October or fall term meeting**, or as soon thereafter as the Board’s calendar will reasonably allow, the full Board may go into an executive session to discuss the evaluation of the President. The President may be excluded from any portion of such an executive session at the discretion of the Board Chair. After the Board discusses the evaluation of the President, the President will then present to the Board for approval the goals that the President proposes for their individual performance and for the institution for the upcoming year and for three to five years. The President’s presentation of their goals and the Board’s consideration of such goals shall take place in public session.

After the **October or fall term meeting**, the Board Chair will meet with the President to communicate verbally and/or in writing to the President the conclusions of the evaluation and any recommendations, concerns, or priorities arising out of the evaluation.

The Executive and Audit Committee may, at its discretion, perform a comprehensive performance review of the President, including a 360-degree review. A comprehensive review of

this nature should generally be performed prior to consideration of the renewal of the President's contract. When a comprehensive review is performed, it is to be incorporated into the annual review process described above, with such adjustments to the schedule as may be necessary.

Pursuant to ORS 351.065, documents regarding the President's performance, including the Board's evaluation, the 360-degree review, and the President's self-assessment, are faculty personnel records and are not public records.

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

Approved on _____, 2017

Chair, Board of Trustees

University Board Secretary

President's Goals (Action)

Goals, 2016-17
Dr. Linda Schott
President
Southern Oregon University

1. To work with the Board of Trustees to strengthen the governance of the University. This entails developing good working relationships with Board members, facilitating the further development of the Board's knowledge of SOU and of higher education in general, and ensuring that management provides the Board with all it needs to govern SOU responsibly and effectively.
2. To build a strong leadership team and to cultivate relationships with faculty, staff and students on campus through clear communication and interpersonal interactions.
3. To develop and begin implementation of a strategic planning process that will establish a new (or revised) vision, mission and values for SOU as well as clearly articulate the primary objectives, goals, and strategies for advancing the University and ensuring its financial sustainability.
4. To conduct a comprehensive review of SOU's student recruitment processes and programs as well as efforts to enhance student success and retention with the goal of more efficiently utilizing resources and increasing overall enrollment.
5. To work closely with the Vice President for Development to develop relationships with donors and alumni and assist with achieving SOU's annual fundraising goal of \$3.3 million dollars. Efforts will include individual meetings with SOU's top 15 donors and connecting with alumni at events throughout Oregon and other western states.
6. To enhance my knowledge of the political landscape of Oregon and working effectively with state legislators and local government officials in support of SOU and higher education in the state.
7. To build relationships with other leaders of higher education in Oregon, business leaders, employers, and other constituents of SOU.
8. To ensure that SOU continues to meet the financial and academic targets established in the 2014 retrenchment plan.

2016 Audited Financial Statements (Action)
[\(Click Here to View\)](#)

**Southern Oregon University
Board of Trustees
RESOLUTION**

**Acceptance of the Audited Financial Statements of
Southern Oregon University for the Year Ended June 30, 2016
Seconded Motion from the Executive and Audit Committee**

Whereas, the independent certified public accounting firm of CliftonLarsonAllen, LLP has completed its review of the financial statements of the Southern Oregon University for the fiscal year ended June 30, 2016; and

Whereas, the Executive and Audit Committee of the Board of Trustees has (1) reviewed the audited financial statements and report; (2) met with the external auditors and performed a satisfactory review of these documents; and (3) recommends acceptance of the audited financial statements;

Now therefore, be it resolved, on seconded motion, that the Board of Trustees accepts the audited financial statements of the 2016 Annual Financial Report for the University for the fiscal year ended June 30, 2016.

VOTE:

DATE: _____, 2017

University Board Secretary:

Proposed Revisions to Board and Committee Meeting Schedules (Action)

**SOU Board of Trustees
Proposed Board and Committee Meeting Schedule**

MEETING:	Board of Trustees	Executive and Audit	Academic and Student Affairs	Finance and Administration
DAY	Third Fridays	Third Fridays	Third Thursdays	Third Thursdays
FREQUENCY	Once per quarter	Once per quarter (Interim meetings as needed for governance or audit)	Once per quarter (Interim meetings as needed for curriculum approvals)	Once per quarter: July – Dec. Monthly: Jan. – June
TIME:	12:00 – 5:00 p.m.	9:30 – 11:30 a.m.	12:00 - 3:30 p.m.	4:00 p.m. to 6:00 p.m. Qtr. 4:00 p.m. to 5:00 p.m. Others
DATES:	January 20, 2017	January 20, 2017	January 19, 2017	January 19, 2017
				February 16 (1hr: Budget focus only)
		March 17, 2017 (Governance Infrastructure)		March 16, 2017 (1hr: Budget focus only)
	April 21, 2017	April 21, 2017	April 20, 2017	April 20, 2017
		May 19, 2017 (Governance Infrastructure)		May 18, 2017 (1hr: Budget focus only)
	June 16, 2017	June 16, 2017	June 15, 2017	June 15, 2017
	September 29, 2017 (Fifth Friday, term starts 9/25)	September 29, 2017 (Fifth Friday, term starts 9/25)	September 29, 2017 (Fifth Friday, term starts 9/25)	September 29, 2017 (Fifth Friday, term starts 9/25)
	or			
	October 20, 2017	October 20, 2017	October 19, 2017	October 19, 2017
	January 19, 2018	January 19, 2018	January 18, 2018	January 18, 2018
				February 15, 2018 (1hr: Budget focus only)
	March 16, 2018	March 16, 2018	March 15, 2018	March 15, 2018
				April 19, 2018 (1hr: Budget focus only)
				May 17, 2018 (1hr: Budget focus only)
	June 22, 2018	June 22, 2018	June 21, 2018	June 21, 2018

Description of Proposed Amendments to Board and Committee Meeting Schedule

Board of Trustees: Once per quarter, spring meeting in March

Vice President of Finance and Administration requests the board's consideration of moving the earlier spring meeting from April to March beginning in 2018 to allow greater time for tuition decisions to be included in the budget formation process. This also will better align the timing of SOU's tuition decision with that of other Oregon Public Universities. The meetings would remain on third Fridays and would continue to take place from noon to 5:00 p.m.

Executive and Audit: Once per quarter for a longer duration with interim meetings as needed

The quarterly one-hour meeting would be extended to two hours. A single interim meeting may be convened between quarterly meetings for deep dives into governance or auditing based on need, taking into account the calendar of events affecting these areas. The meetings would remain on third Fridays and the time would be 9:30 -11:30 a.m.

Academic and Student Affairs: Once per quarter for a longer duration with interim meetings as needed

The committee would meet once per quarter, with dates coinciding with those of the full board. However, the duration of these meetings could be extended up to four hours if needed. These meetings also could occur earlier in the day. The meetings would remain on third Thursdays and 12:00 – 3:30 p.m. is the proposed time. (Start time could occur later if a shorter agenda warrants it.)

Finance and Administration: Monthly January through June for a shorter duration during months between quarterly meetings; once per quarter July through December

It was determined that the FAC needs frequent meetings to carry out its work, but the need for this is greatest during the budget cycle. So, their proposed schedule would be more complicated, though still less frequent. The meetings would remain on third Thursdays from 4:00 to 6:00 p.m. (End time could occur earlier when a shorter agenda warrants it.)

1. **Where there is no change in the day, time or occurrence:** The committee would continue to hold its two-hour meetings in conjunction with quarterly board meetings on Thursdays from 4:00 to -6:00 p.m.
2. **Proposed change to meetings in the 1st half of the calendar year:** During the most active budget months of January through June, in months in which no quarterly meeting of the board takes place (e.g. February), committee meetings would still take place, but would only be for one hour and would only deal with budget items (i.e., no investment report, no periodic management report, etc.).
3. **Proposed change to meetings in the second half of the calendar year:** From July through December, there would be no intermittent monthly meetings – only quarterly meetings to coincide with those of the full board (e.g. October).

**Proposed Amendment to “Board
Statement on Board Committees” to Add
Board Governance to the Express
Responsibilities of the Executive and
Audit Committee (Action)**

Board Statement on Board Committees Board of Trustees of Southern Oregon University

1.0 Standing Committees and Ad Hoc Committees

Subject to the requirements of applicable law, the Board may establish such Standing Committees and Ad Hoc Committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, membership and reporting requirements of such committees. The Standing Committees of the Board shall be the Executive and Audit Committee, Finance & Administration Committee, and Academic and Student Affairs Committee. Standing Committees may consist only of Trustees, continue until terminated by the Board, and develop a charter for approval by the Board. The term of Ad Hoc Committees, if any, shall be one year or less. An Ad Hoc Committee shall include at least one Trustee, engage in information gathering and reporting only, and make any report or recommendation to the Chair of the Board or the Chair of a Standing Committee.

2.0 Executive and Audit Committee

2.1 There shall be a six-member Executive and Audit Committee (EAC) of the Board of Trustees, which shall sit as the Executive Committee of the Board and the Audit Committee of the Board. The Chair and Vice Chair of the Board and the chairs of the Finance & Administration Committee and Academic and Student Affairs Committee shall each be an ex officio voting member of the EAC, and the Chair of the Board shall select the fifth and sixth voting members. The University President may not serve on the EAC. The Chair of the Board shall be the chair of the committee. During the absence or incapacity of the Chair, the Vice Chair shall be the chair. During the absence or incapacity of the Chair and the Vice Chair, the chair of the Finance & Administration Committee shall be the chair.

2.2 When sitting as the Executive Committee, the EAC shall represent and, except as prohibited by applicable law, may act for the Board on any matter, except for the hiring or removal of the President of the University. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall submit reports on its actions to the Board.

2.3 When sitting as the Executive Committee, the EAC shall consider matters pertaining to the hiring, employment, and removal of the President of the University. Such matters, except for the hiring or removal of the President, shall be referred to the Board as seconded motions. The hiring or removal of the President shall be referred to the Board as a proposed motion.

2.32.4 When sitting as the Executive Committee, the EAC shall consider matters pertaining to governance of the Board such as structure, composition, engagement and assessment. The committee should generally endeavor to refer matters to the Board, but it is expected that the committee will act for the Board when the committee determines it to be necessary or appropriate. The committee shall submit reports on its actions to the Board.

2.4.2.5 When sitting as the Audit Committee, the EAC may consider matters pertaining to audits, compliance and risk management. Matters that may be brought before the committee include, but are not limited to, the following examples:

2.4.12.5.1 Audits and Internal Controls-matters relating to external and internal auditors, audit plans and reports, and internal controls.

2.4.22.5.2 Compliance-matters relating to compliance with legal and regulatory requirements.

2.4.32.5.3 Risk Management-matters relating to risk management, insurance, and risk transfer devices.

2.52.6 All matters considered pursuant to section 2.4 by the EAC sitting as the Audit Committee that require action by the Board shall be referred to the Board as a seconded motion unless authority to act on behalf of the Board has been delegated expressly to the EAC. Subsequent to the transaction of any business under such express delegated authority, the committee shall render a report on the business to the Board.

2.62.7 Any of the examples of matters brought before the EAC sitting as the Audit Committee pursuant to section 2.4 may be directed to any other committee or the Board for consideration.

3.0 Finance & Administration Committee

3.1 There shall be a seven-member Finance & Administration Committee (FAC). At the Board's second regular meeting of each odd-numbered calendar year or such other time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the FAC. The Chair and Vice Chair of the Board shall not be appointed to the FAC but may act as alternates, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.

3.2 All matters considered by the FAC that require action by the Board shall be referred, as appropriate, to the Board or the Executive Committee for action as a seconded motion unless authority to act on behalf of the Board has been delegated expressly to the FAC. Subsequent to the transaction of any business under express delegated authority, the FAC shall render a report on the business to the Board.

3.3 The FAC may consider matters pertaining to the financial, capital, and other assets of the University. Matters that may be brought before the Committee include, but are not limited to, the following examples:

3.3.1 Budget-matters relating to the University's operating and capital budgets

- and requests for appropriation of state funds.
- 3.3.2 Investments and Finances-matters relating to the University's investments, finances, financial accounts, and debt finance.
- 3.3.3 Tuition and Fees-matters relating to tuition and mandatory enrollment fees.
- 3.3.4 Real Property-matters related to the acquisition, management, development and disposal of real property.
- 3.3.5 Personal Property-matters related to the acquisition, management, development and disposal of personal property, tangible and intangible.

Any of the above enumerated examples of matters brought before the FAC may be directed to any other committee or the Board for consideration.

4.0 Academic and Student Affairs Committee

4.1 There shall be a seven-member Academic and Student Affairs Committee (ASAC). At the Board's second regular meeting of each odd-numbered calendar year or such other time that the Board Chair determines is necessary to the orderly operation of the Board's business, the Board Chair shall appoint the chairperson and other members of the ASAC. The Chair and Vice Chair of the Board shall not be appointed to the ASAC but may act as alternates, including voting, in the event of the absence of any committee member at any regular, special or emergency meeting.

4.2 All matters considered by the ASAC that require action by the Board shall be referred, as appropriate, to the Board or the Executive Committee for action as a seconded motion unless authority to act on behalf of the Board has been delegated expressly to the ASAC. Subsequent to the transaction of any business under express delegated authority, the ASAC shall render a report on the business to the Board.

4.3 The ASAC may consider matters pertaining to the teaching, research, and public service programs of the University and to its faculty, staff, and students. Matters that may be brought before the Committee include, but are not limited to, the following examples:

- 4.3.1 Faculty and Staff Affairs-matters relating to the faculty and the professional and classified staff, including their status and responsibilities, discipline and welfare.
- 4.3.2 Educational Policy-matters relating to educational policy, including admissions requirements, instruction, curriculum, degrees, research, educational technology, distance learning, public services activities, and the establishment and disestablishment of educational and research organizational units.
- 4.3.3 Student Welfare-matters relating to the general welfare of students, including housing and food services, health services and health insurance, safety, extracurricular activities, sports programs, and policies governing student discipline and student organizations.

Any of the above enumerated examples of matters brought before the ASAC may be

directed to any other committee or the Board for consideration.

5.0 Notice of Meetings of Standing Committees

Meetings of Standing Committees of the Board shall be held at such times and places as may be fixed by each committee or its chair. The Secretary shall cause the required notices of meetings of Standing Committees to be sent to each member of the Board. The Secretary shall also cause the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of the meeting. The Secretary shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements.

6.0 Quorums

A majority of the members of a Standing Committee shall be necessary to constitute a quorum. The faculty and non-faculty staff members of any committee may not participate in any discussions or action by the committee or attend any executive session of the committee involving collective bargaining issues that affect faculty or non-faculty staff at the University.

7.0 Information Gathering and Investigation

The Chair of the Board or the Vice Chair during the Chair's absence or incapacity, may appoint one to three members of the Board or one or more other persons to gather information and provide it to the Board or a Board Committee. The Chair of a Standing Committee may appoint one to three members of the Standing Committee or one or more other persons to gather information and provide it to the Standing Committee.

Approved on January 30, 2015

Revised on _____, 2017

Chair, Board of Trustees

University Board Secretary

Transfer of Property: Sale of Cascade Theatre to JPR Foundation and Related Bond Defeasance (Action)

To: SOU Board of Trustees

From: Linda Schott, President Southern Oregon University

Re: Proposal to Execute Option to Purchase the Cascade Theatre by the JPR Foundation

Date: January 12, 2017

Background: Southern Oregon University’s (“SOU”) regional public radio network, Jefferson Public Radio (JPR), serves as one of SOU’s most visible and highly regarded outreach programs, extending the University’s mission, programs and brand to a large regional audience via one of the largest public broadcasting networks in the U.S. As JPR began expanding to communities that wanted to receive its service and raised funds to construct transmission facilities, JPR initiated public radio service to Shasta County, California in the late 1980s. In 1993, JPR began operating a satellite radio studio facility in downtown Redding to support its Northern California operations. In 1999, JPR partnered with SOU and the JPR Foundation (“JPRF”), with the support of a group of Shasta County business and civic leaders, to acquire the Cascade Theatre in downtown Redding with the goal of renovating commercial space located in the building into new studio space for JPR while restoring the auditorium and theatre support spaces as a non-profit performing arts venue. SOU assisted this project by securing \$800,000 of proceeds from State of Oregon general obligation bonds issued by the State of Oregon at the request of the Oregon State Board of Higher Education (“OUS”) for the purpose of purchasing the building and renovating JPR’s radio studio facility. All funds to restore the Cascade Theatre auditorium were raised through a capital campaign conducted by the JPRF. This \$5.5 million campaign was successfully completed in 2004 and the theatre opened for the benefit of the community in August of that year. SOU developed and executed a 30-year lease with the JPRF to operate the building consistent with SOU’s regional educational mission and the JPRF’s public service mission. This lease established the project as a self-supporting undertaking with the JPRF being responsible for all costs necessary to run the facility, including lease payments to SOU equal to the principal and interest payments required to service the bonds issued by the State. The JPRF has fulfilled all its obligations, without exception, related to restoring and operating the facility since it was purchased in 1999.

In 2012, SOU engaged in discussions with the JPRF to more precisely define the scope of the JPRF’s activities in order to better mitigate risk and ensure financial transparency to both the University and the public. After initial discussions broke down, then-Governor John Kitzhaber appointed a mediator to facilitate these negotiations. The result of that mediation process, which was conducted in a highly transparent and collaborative way, was a binding settlement agreement (the “Agreement”) that outlined a new governance structure for the JPRF and was released to the public. This structure called for the JPRF to create a separate business unit, organized as a limited liability company, called Jefferson Live! LLC to operate the Cascade Theatre and other non-public-radio related JPRF projects. Jefferson Live! LLC was organized in late 2012 according to the terms of the agreement. Also contained in the Agreement was a

provision that SOU would “grant the Foundation the option to purchase the Cascade Theatre, including all fixtures and equipment, at any time for the remaining debt service related to the purchase of the property and all related fixtures and equipment, plus SOU/OUS's reasonable costs associated with facilitating the transaction.” In addition, this provision stipulated that “Once such a transfer takes place, the Foundation will lease to the University, for use by Jefferson Public Radio, for one dollar per year, the broadcast studio on that property.”

Proposal: In December 2016, after consultation with SOU Vice President of Finance and Administration, Craig Morris, the JPRF secured private financing from US Bank to execute this option. The JPRF has requested that SOU and the State convey title to the Cascade Theatre to Jefferson Live! LLC consistent with the agreement using financing provided by US Bank to redeem and/or defease the State of Oregon bonds under the terms and conditions of the applicable bond documents and according to procedures required by the Oregon Department of Administrative Services and the Oregon State Treasury (OST). Once the bonds are redeemed and/or defeased, through the process prescribed by the bond documents applicable to each series of State of Oregon bonds, title to the Cascade will be conveyed to Jefferson Live! through an escrow process that will be prescribed by OST. It is anticipated that the transaction will be finalized no later than March 1, 2017. Jefferson Live! will reimburse SOU all costs related to the transaction. A new agreement will be developed with SOU for use of the JPR radio studio space it now occupies for \$1 per year consistent with the 2012 SOU-JPRF agreement.

Recommendation: I recommend approval of this proposal. The JPRF has executed in good faith all terms contained in the 2012 SOU-JPRF binding settlement agreement. Since that time, SOU and the JPRF have reestablished a very positive working relationship that supports the University's programs. Approval of this proposal fulfills SOU's commitment to the JPRF and supports a continued mutually beneficial relationship that serves both the University and the public.

**Southern Oregon University
Board of Trustees**

Proposed Resolution of the Board Of Trustees of Southern Oregon University (1) Requesting Redemption and Defeasance of State of Oregon General Obligation Bonds, Proceeds of which Were Used for the Purchase and Renovation of Cascade Theater and (2) Authorizing the Sale of the Cascade Theater to the Jefferson Public Radio Foundation.

WHEREAS, Jefferson Public Radio (“JPR”) serves as the regional public radio network for Southern Oregon University (“SOU”).

WHEREAS, JPR and SOU partnered with the Jefferson Public Radio Foundation (“JPRF”) to acquire Cascade Theater (the “Theater”) in Redding, California, and to renovate the Theater (the “Project”) for use by JPR and JPRF.

WHEREAS, SOU used a portion of proceeds of State of Oregon General Obligation Bonds (State Board of Higher Education), Series 2010A (Tax-Exempt), issued by the State of Oregon (the “State”) at the request of the Oregon State Board of Higher Education (the “Board”), to fund the Project (the “2010A Bonds”).

WHEREAS, SOU used a portion of proceeds of State of Oregon General Obligation Bonds (Oregon University System), Series 2013B (Federally Taxable), issued by the State at the request of the Board, to fund the Project (the “2013B Bonds”).

WHEREAS, pursuant to a binding settlement agreement (the “Agreement”) between SOU and JPRF, JPRF may exercise an option to purchase the Theater from SOU at any time for a price equal to the remaining debt service related to the purchase of the property and all related fixtures and equipment, plus the State/SOU’s reasonable costs associated with facilitating the transaction.

WHEREAS, JPRF has decided it is in its best interest to exercise its option to purchase the Theater from SOU (the “Purchase”).

WHEREAS, in connection with the Purchase, SOU must request the State to redeem and defease the 2010A Bonds and to exercise the make-whole call for optional redemption of the 2013B Bonds according to the provisions described in various bond documents associated with the 2010A Bonds and the 2013B Bonds (collectively, the “Bond Call”), required by the Oregon Department of Administrative Services and the Oregon State Treasury (“OST”).

WHEREAS, pursuant to a Debt Management Agreement between SOU and OST, SOU must provide written request for the State to implement the Bond Call.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF SOU, THAT:

1. SOU has decided that it is in its best interest to authorize the Purchase.
2. The Vice President of Finance and Administration of SOU or his or her designee (the "Authorized Representative") is hereby authorized request OST to redeem and defease the 2010A Bonds and the 2013B Bonds.
3. The Authorized Representative is authorized to consent to the Bond Call, if necessary, and to take any further actions as may be necessary or desirable in connection with the Purchase and the related Bond Call.
4. The Board of Trustees of SOU hereby ratifies and approves all prior actions taken on behalf of the State and SOU related to the Bond Call.
5. SOU and the Authorized Representative are further authorized to take any actions necessary to complete the sale of the Theater by SOU to either JPRF or Jefferson Live! LLC, consistent with the terms of the Agreement between SOU and JPRF.

VOTE:

DATE: _____, 2017

University Board Secretary

Proposed Endowment Investment Policy (Action)

Investment Policy, SOU Endowment Fund

POLICY PROVISIONS

Policy Statements

1. Introduction

This statement governs the investment of the Southern Oregon University Endowment Fund (the "Fund").

This statement is set forth in order that the Board, the Investment Advisor, its investment managers and others entitled to such information may be made aware of the Policy of the Fund with regard to the investment of its assets.

This statement of investment policy sets forth the following:

- A. There will be a clear understanding by the Board, the Investment Advisor and staff of the investment goals and objectives of the portfolio.
- B. The Board and management have a basis for evaluation of the investment managers.
- C. The investment managers be given guidance and limitation on investing the funds.

It is intended the objectives in this policy to be sufficiently specific to be meaningful, but flexible enough to be practical. It is expected that the policy and objectives will be amended as necessary to reflect the changing needs of the endowment; however, all modifications shall be made in writing and approved by the Board.

2. Southern Oregon University Endowment Fund

The Fund is permanent and expected to operate in perpetuity, so these funds will be invested long-term. It is important to follow coordinated policies regarding spending and investments to protect the principal of the Fund and produce a reasonable total return.

3. Responsibility of the Board

The role of the Board is to recommend broad investment goals to the Investment Advisor, including spending rate information and to provide input into the asset allocation process.

4. Investment Advisor Responsibility

The Investment Advisor, and/or a designee, serves as consultant to the Board and will

have the responsibility and authority to establish the asset allocation for the Fund and approve the retention and termination of all investment managers. The Investment Advisor, and/or a designee, will recommend to the Board a specific asset mix reflecting judgments of the investment environment as well as the specific needs of the Fund. Other duties assigned to the Investment Advisor, and/or a designee, include:

- A. Recommending professional investment managers;
- B. Negotiating and/or monitoring Fund investment expenses;
- C. Monitoring investment managers, on an ongoing basis;
- D. Assuring proper custody of the investments; and
- E. Reporting to the Board, on a quarterly basis, the Fund's investment results, its composition and any other information the Board may request.

5. Spending Policy

The amount of endowment return available for spending (distribution) is based on a percentage of the average unit market value of the 20 quarters preceding the current fiscal year. The distribution per unit (under Exhibit A) is determined by the Board. The distribution amount per unit is multiplied by the current number of units and any additional units added during the current year as new endowment money comes into the Fund. This shall be exclusive of investment management fees.

6. Investment Policy Guidelines

A. Asset Allocation

The most important component of an investment strategy is the allocation among the various classes of securities available to the Fund. The Investment Advisor, in consultation with the Board, will establish the target asset allocation for the investments that will mostly likely achieve the investment goals of the Fund, taking into consideration the appropriate level of portfolio risk.

The risk/return profile shall be maintained by establishing the following long-term "target" strategic asset allocations:

<u>Asset Class</u>	<u>Policy</u>	<u>Target</u>	<u>Benchmark</u>
Global Equities	70-80%	75%	MSCI ACWI IMI Net
Fixed Income	20-30%	25%	Barclays Aggregate
Cash	0-3%	0%	91 Day T-Bill

B. Investment Time Horizon

In making investment strategy decisions for the Fund, the focus shall be on a long-

term investment time horizon that encompasses a complete business cycle (usually three to five years). An interim evaluation will be performed by the Investment Advisor, and/or a designee, if a significant change in fees, manager personnel, investment strategy or manager ownership occurs.

While the quantitative assessment of managerial competence will be measured over a complete market cycle, the Board anticipates that the Investment Advisor will make period qualitative assessments as well. Specific qualitative factors considered by the Investment Advisor may include, but are not limited to, fundamental changes in the manager's investment philosophy, changes in the manager's organizational structure, financial condition and personnel, and any changes, relative to peers, in a manager's fee structure.

7. Prudence and Ethical Standards

A. Prudence

All participants in the investment process shall act responsibly. The standard of prudence to be applied by the Board, the Investment Advisor, selected designees, SOU staff and external service providers shall be the "prudent investor" rule, which states: "Investments shall be invested and the investments managed as a prudent investor would do, under the circumstances then prevailing and in light of the purposes, terms, distribution requirements and laws governing each investment fund."

B. Ethics and Conflicts of Interest

Board members, Investment Advisory staff, selected designees, SOU staff and external service providers involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program or that could impair their ability to make impartial decisions. These parties are required to reveal all relationships that could create or appear to create a conflict of interest in their unbiased involvement in the investment process.

8. Investment Objectives

The investment objective of the Fund is to seek consistency of investment return with emphasis on capital appreciation over long periods of time, since the Fund will operate in perpetuity. In keeping with the performance goals included in the Policy, achievement of this objective shall be done in a manner that, over a long-term planning horizon, will meet the spending rate established by the Board (under Exhibit A) and maintain the purchasing power of the principal.

9. Manager(s) Responsibilities

A. Legal Compliance - The investment manager(s) is (are) responsible for strict

compliance with the provisions of their investment management agreement.

- B. Authority of Investment Manager(s) in the Managed Accounts - Subject to the terms and conditions of this Policy and the investment management agreement, manager(s) shall have full discretionary authority to direct investments of assets in the managed accounts. The Investment Advisor, and/or a designee, will recommend changes to this Policy when the advisor(s) views any part of this Policy to be inconsistent with overall market, economic conditions, or investment policies.

The Investment Advisor directs all managers to vote proxies and to vote them in the best economic interest of the Fund. When requested, managers will report to the Investment Advisor regarding how proxies were voted.

Meetings between Fund managers and the Investment Advisor will occur consistent with the policies established for the Investment Advisor's other managers, to discuss items including, but not limited to, the manager's performance, outlook, and investment decision process.

10. Reporting Requirements

Investment results will be regularly monitored by the Investment Advisor, selected designees and Board staff.

A representative of the Investment Advisor, and/or a designee, shall report investment results, or other information, to the Board no less frequently than annually, if requested. Any material non-compliance with the Investment Policy, Guidelines and Objectives of the Fund or with the investment management agreement will be reported to the Board immediately.

11. Investment Guidelines

- A. Cash: The Fund shall maintain minimal cash, consistent with short-term requirements. Short term cash will be invested in a liquid cash equivalent investment.
- B. Fixed Income: Fixed-income securities, for purposes of these guidelines, shall mean mortgage-backed securities, U.S. government securities, investment-grade domestic or global corporate bonds, and other fixed income securities, such as certificates of deposit and commercial paper. The objective of this component of the Fund is to preserve capital in keeping with prudent levels of risk, through a combination of income and capital appreciation. Realization of income will be subordinate to safety, liquidity, and marketability (i.e., securities should be readily marketable). This component of the Fund shall adhere to the following criteria:
 1. Average portfolio credit quality shall be A or better;
 2. With the exception of U.S. Government and Agency issues, no more than 10

- percent of the bond portfolio, at market value, will be invested in the securities of a single issuer or 5 percent of the individual issue;
3. Below investment grade bonds shall not exceed 15 percent of the bond portfolio; and
 4. Non-U.S. bonds shall not exceed 20 percent of the bond portfolio.

Fixed-income managers have full discretion over the allocation between long-term, intermediate, and cash equivalent investments.

C. Equities

1. **Objective:** The objective of the equity portfolio is to enhance total return by investing in a broadly diversified portfolio of domestic and international stocks.
2. **Strategy:** Hold a fully invested, diversified portfolio of global equity securities, including emerging markets.
3. **Permitted Holdings:** Publicly traded domestic and international common stock, and other financial instruments consistent with the guidelines of the investment management agreements.
4. **Diversification:** The Investment Advisor shall recognize the need for diversification to minimize the risk of significant losses to the Fund. Diversification by capitalization, style, and sector distribution shall be obtained through the selection of complementary investment managers, or index strategies. Not more than 5 percent of the market value of any investment fund will be invested in any single issuer or security, unless part of an index fund.
5. **Portfolio Restrictions:** There will be no engagement in short sales, purchases on margin, or investments in options, futures, or private placements unless consistent with the underlying investment management agreements.

D. Performance

Performance expectations for each of the asset classes are described in Exhibit A.

12. Asset Custody and Securities Lending

Custodial responsibility for all securities is to be determined by the Board or its designee(s).

13. Conclusion

Implementation of this Policy, including investment manager selection, shall be the responsibility of the Investment Advisor, subject to the necessary approvals from the

Board.

This Policy shall be reviewed by the Board at least every two years.

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EXHIBIT A

Spending Policy

The distribution rate for the Fund is up to 4 percent of the five-year moving average unit market value.

Performance Monitoring

Global equities are expected to match the performance of the passive benchmark assigned.

Fixed income accounts are expected to exceed the return of the Barclays Capital Aggregate Bond Index by 0.5 percent (after fees) over a market cycle for core bond investments.

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Legislative Update

SOU LEGISLATIVE PRIORITIES

Unity of Purpose among all Seven Public Universities

Oregon's seven public universities were successful during the 2015 legislative session in achieving an unprecedented increase in funding largely as a result of unified advocacy. During the 2017 session, universities will continue to work together to address the challenges presented by structural costs that outpace Oregon's projected revenue growth and disruptive program changes or mandates.

\$100 Million Increase in University Support

As outlined by the seven university presidents in April 2016, Oregon's Public Universities are seeking at least a \$100 million increase (for a total of \$765 million) in operating funds for the 2017-19 biennium. Despite increasing revenues, the Governor's Recommended Budget (GRB) "flat-funds" university support at 2015-17 levels. This level of funding creates significant upward pressure on tuition and harmful programmatic reductions that will threaten student access and success.

Increased Capital Funding

SOU supports all of the projects recommended to the Higher Education Coordinating Commission by the seven university presidents. SOU has one project:

- \$6M for Central Hall deferred maintenance

Priority Funding for State Need-Based Financial Aid

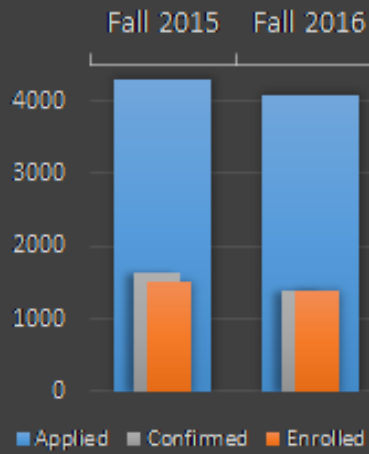
The GRB includes a \$30M increase in the Oregon Promise ("free community college") instead of fully funding the Oregon Opportunity Grant program which provides need-based financial aid for low income university and community college students. All 17 of Oregon's community colleges and all seven public universities support fully funding the Opportunity Grant before expanding the Oregon Promise – which is not a need-based program.

Sports Lottery Funding

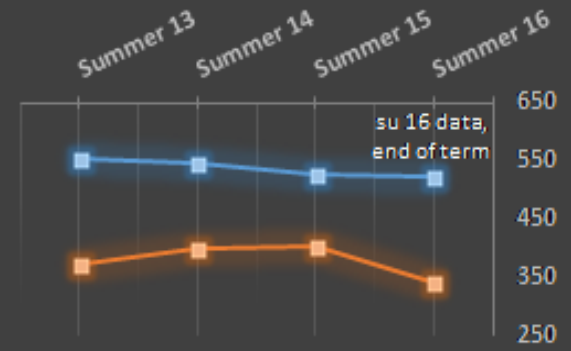
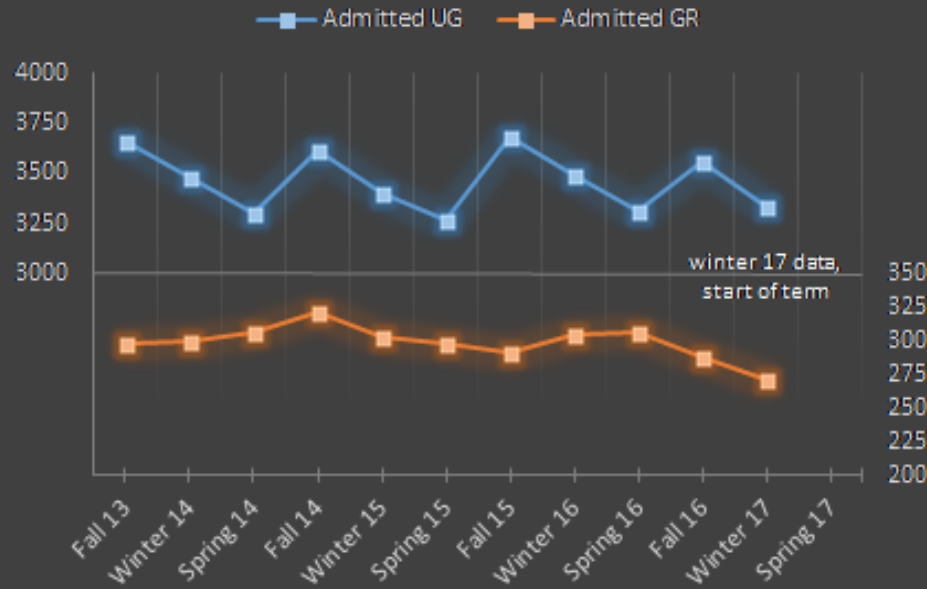
The GRB eliminates all of \$8 million in lottery funding which, under Oregon Statutes, has provided athletics funding, as well as, scholarships for-athletes and graduate students at all seven universities.

Enrollment and Completions Update

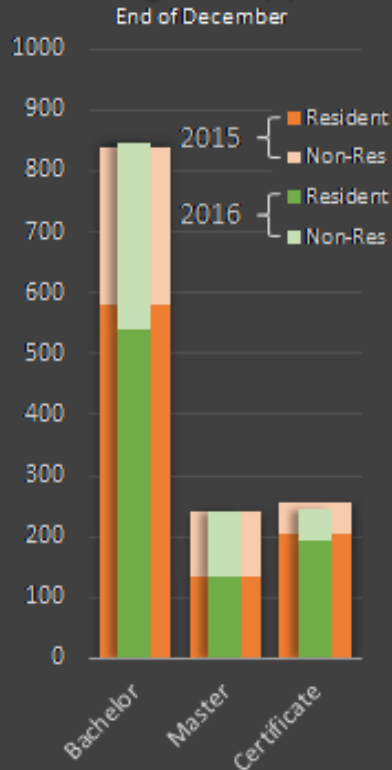
Admission Apps



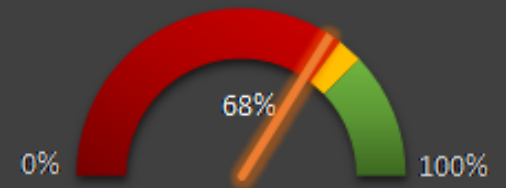
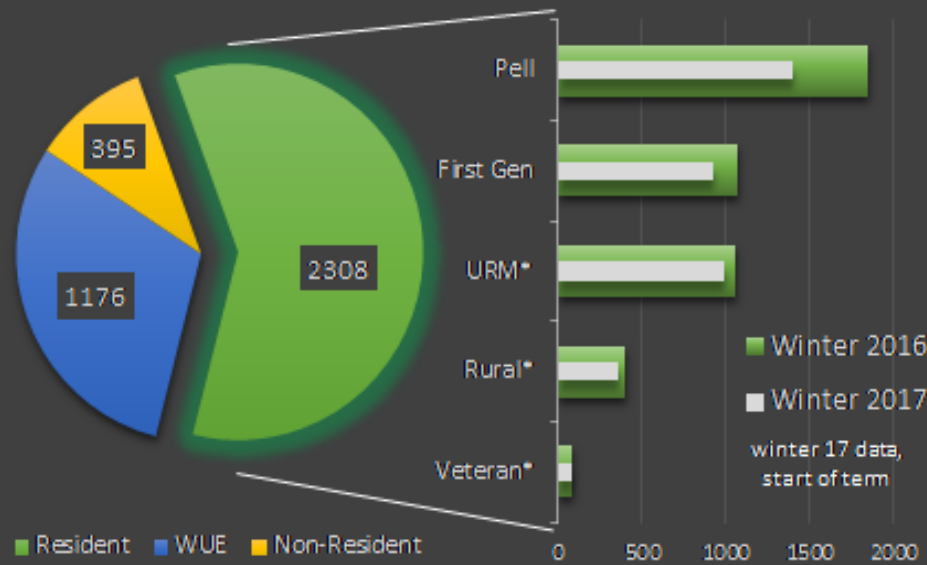
FTE Enrollment Trends



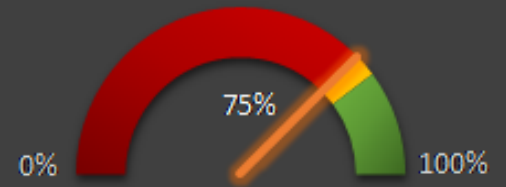
Degree Apps



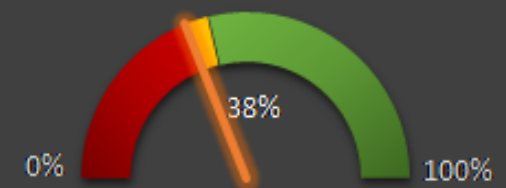
Winter 2017 Admitted UG Students



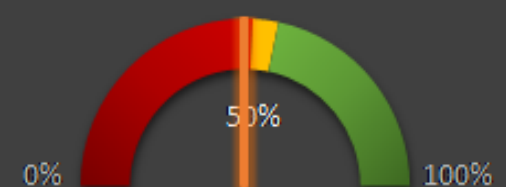
First Year Retention



UG Retention



First Year Grad Rate



Transfer Grad Rate

Last Updated: 1/8/2017

HECC Update

Accreditation Update

Board Governance Work Group Update



Executive Summary 2015-16 Board Self-Evaluation

This is a summary report of the results from a self-evaluation survey of the performance of the SOU Board of Trustees for academic year 2015-2016. The purpose of the survey was to fulfill the board's responsibility of self-evaluation and to provide feedback as well as input regarding board operations, performance, and services. The university board secretary (UBS) designed the web-based evaluation survey based on templates provided by the Association of Governing Boards of Universities and Colleges, along with other models provided by Oregon Public Universities, specifically, University of Oregon, which has had a Board of Trustees for a longer period of time and previously has conducted board evaluations. This evaluation survey was approved for use by the SOU Board of Trustees and programmed using Qualtrics, an on-line survey hosting tool commonly used to administer surveys at SOU. On October 25, 2016, the UBS distributed the evaluation survey via hyperlink provided in an email to the 14-member SOU Board of Trustees. The evaluation survey included three sections: the board, meetings, and miscellaneous feedback. The survey was available to the respondents until November 27, 2016. Twelve of the 14 members of the SOU Board of Trustees responded to the survey. The following represents a brief summary of the findings of the evaluation survey.

The Board

The respondents were asked to rate themselves with regard to fulfillment of expectations for board members as described in the Board's "Resolution on the Responsibilities of Individual Trustees" (i.e., evaluation, fiduciary duties, service, respect, and personal behavior). The majority of respondents rated themselves as being "very effective" or "extremely effective" in each area of responsibility. The areas where a few respondents (n=5) rated themselves as being "moderately effective" to "not effective at all" were in the areas of evaluation and fiduciary duties. Generally, most respondents do not perceive barriers to participation. All respondents indicated that they participated in the "life of the university," with SOU-related community events being the most frequently attended, followed by fundraising events, athletic events, and convocation. Events least frequently attended by the respondents were in student activities (i.e., ASSOU meetings, student events, ROARs) as well as Faculty Senate meetings.

The board members were asked to rate their collective knowledge and experience in 13 areas. While the range of ratings in each area varied widely from "no knowledge at all" to "extremely knowledgeable," the majority of respondents rated the board as being "very knowledgeable" to "extremely knowledgeable" in the areas of financial management, strategic planning and execution, enterprise management, board-president/CEO relationships, philanthropy, and government relations. The majority of respondents rated the board as being "moderately knowledgeable" in the areas of academic affairs, student affairs, higher education, legal affairs, physical plant, compliance, and research. The

highest average ratings were in the areas of strategic planning and financial management. The lowest average ratings were in the areas of research and physical plant.

The majority of the respondents (n= 9, 75%) rated the overall performance of the board as being “very effective.” Three respondents (25%) found the board “moderately effective” or “slightly effective.”

When asked what issues trustees would like to see more board engagement on or what areas they personally would like to focus on, the following areas were identified.

- | The Board | Individual Trustees |
|---|--|
| <ul style="list-style-type: none"> • (n=5) Strategic planning w/president (including mission/vision) • (n=2) Governance issues/evolve as governing body • Funding model and budget • More visibility w/campus community • Hold more effective meetings/ have members be proactive rather than passive listeners • Importance and appearance of transparency | <ul style="list-style-type: none"> • (n=4) Strategic planning/vision, mission, strategy, Strategic expansion of degrees offered • (n=2) Best policies/data regarding [student] success* • Financial management • How best to make a positive impact on future of SOU • Government relations (HECC, legislators); Work w/state on developing reliable ongoing funding stream • More meaningful meetings • Board succession planning/rotation of positions • Recruitment, retention, university philanthropy |

Regarding future service, six respondents would like to be considered for chairing a special committee; five respondents are fine with their current levels of service; three respondents would like to be considered for committee chair positions; and two would like to be considered for the vice-chair position in the future. It is important to note that no respondent indicated that he or she would like to be considered for the board chair position in the future.

Meetings

The majority of the respondents indicated that the board and its committees have “just enough” (n=10, 83%) meetings. Regarding the location of committee meetings, the majority of the respondents (n=7, 58%) responded that they would consider other meeting locations “if it logically makes sense with our agenda to hold meetings in [other] spaces.” Three trustees (25%) responded that, for consistency and accessibility, the board should try to stay in the same place for each meeting. Regarding the location of quarterly board meetings in Medford, the majority of respondents (n=8, 67%) responded that they would “be indifferent to” more meetings on the Medford Campus. Two respondents (17%) indicated they would “very much like to have” quarterly board meetings in Medford and two respondents (17%) indicated that they would “strongly urge against having many” quarterly board meetings in Medford.

Other general feedback about the board's meetings schedule included:

- Holding fewer meetings (n=7)
- Condensing information so that there is less redundancy and so that calendars coincide better (n=3)
- Support for keeping meetings during the third week of the month and for meeting in other buildings (n=1)

Miscellaneous Feedback

Of the other comments and suggestions given, the most common topics were regarding board operations and interactions during meetings. These include:

- Reducing redundancy of materials presented at meetings
- Providing more time and focus on open discussion (as at the board's retreat)
- Give each trustee an opportunity to talk, and [for chairs to] gain more control over the situation when one trustee talks more than others [in meetings]
- Foster greater ability to disagree constructively

Other suggestions and comments included:

- A need to increase understanding of shared governance and higher education in Oregon, including HECC's role
- Concerns about trustee recruitment and the recruitment time required for trustee replacement
- The need to build on the progress the board has made so far (underscoring the importance of board leadership and the board's role in strategic planning)

SOU Board of Trustees Self-Evaluation

Name: _____ (for recording purposes only)

Years of service on the SOU Board of Trustees: _____

If eligible, are you willing to serve another term? Yes No

1. Expectations for Board members are described in the Board's "Resolution on the Responsibilities of Individual Trustee". Please rate yourself on the following.

	Not Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective
Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiduciary Duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please mark your current participation, your professional expertise, and your future interest in the following committee areas.

	Currently Serve	Professional Expertise	Future Interest
Academic and Student Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive and Audit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance and Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Have you participated in other activities aside from required Board and committee meetings? Yes No

Please check all the SOU activities that you have attended:

<input type="checkbox"/> Commencement <input type="checkbox"/> Convocation <input type="checkbox"/> Student Activities (e.g., Luau) <input type="checkbox"/> ROARS <input type="checkbox"/> ASSOU Meetings	<input type="checkbox"/> Faculty Senate Meeting <input type="checkbox"/> Athletic Events <input type="checkbox"/> SOU-Related Community Events <input type="checkbox"/> Fundraising Events <input type="checkbox"/> Other
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4. Are there barriers to your participation and/or fulfillment of your Board responsibilities? (e.g., conflict in work schedule, increased family commitments, residence out-of-town, evolving personal health issues, other commitments...) Yes No

If yes, please explain.

5. Are there ways that the Board or university staff can help or address?

6. Please indicate your “personal” level of professional expertise in the following areas and check the area(s) that you would like additional training/information.

	No Experience	Limited Experience	Moderate Experience	High Experience	Additional Training/Information
Strategic planning and execution <i>(mission, goal setting, measurement)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Affairs <i>(faculty matters, curriculum, academic support programs)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs <i>(student life, student government, student success, issues)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher Education <i>(trends, issues, history, nuances, emergent issues)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board-President/CEO Relationships <i>(management, development, evaluation, employment)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enterprise Management <i>(internal/external audits, business affairs, internal controls, processes)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Management <i>(financial audits, budgets, investing, bonding)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philanthropy <i>(fundraising, stewardship, endowment, investment)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government Relations <i>(federal affairs, state affairs, appropriations, legislative process)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Affairs <i>(policies, risk, litigation, employment matters)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Plant and Planning <i>(construction, capital projects, maintenance, planning)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research <i>(grants, federal funding, commercialization, internal review board/safety)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance <i>State statutes, policy development, performance assessment)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please assess the Board’s “collective” professional knowledge and experience in the following areas.

	No Knowledge	Slightly Knowledgeable	Moderately Knowledgeable	Very Knowledgeable	Extremely Knowledgeable
Strategic planning and execution <i>(mission, goal setting, measurement)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Affairs <i>(faculty matters, curriculum, academic support programs)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs <i>(student life, student government, student success, issues)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher Education <i>(trends, issues, history, nuances, emergent issues)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board-President/CEO Relationships <i>(management, development, evaluation, employment)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enterprise Management <i>(internal/external audits, business affairs, internal controls, processes)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Management <i>(financial audits, budgets, investing, bonding)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philanthropy <i>(fundraising, stewardship, endowment, investment)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government Relations <i>(federal affairs, state affairs, appropriations, legislative process)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal Affairs <i>(policies, risk, litigation, employment matters)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Plant and Planning <i>(construction, capital projects, maintenance, planning)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research <i>(grants, federal funding, commercialization, internal review board/safety)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance <i>(State statutes, policy development, performance assessment)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What are your suggestions to improve the performance of the Board?

14. Please provide any additional comments/suggestions regarding the Board.

15. What can staff members do to better serve the Board? *(Please provide general comments rather than comments directed at a specific individual.)*

16. Please provide any additional feedback on any item(s) in this evaluation, or on items not otherwise addressed.

Additional feedback:

The following questions address relevant issues for this evaluation period.

17. What do you think about the number of Board and Committee Meetings in 2015 - 2016?

	Too Few	Too Many	Just Enough	Too Many (but unavoidable under the circumstance)
Full Board Meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executive and Audit Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic and Student Affairs Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance and Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Would you like for us to consider having occasional Board and/or committee meetings at other SOU locations, such as other buildings, the student union, and the Medford campus?

- Yes, I would like us to consider meeting in these other places.
- Yes, I would like us to consider meeting in these other places, but only if it makes sense with our agenda to hold meetings in these places
- No. For consistency and ease of access, I would like us to meet in the same place.

19. For quarterly Board meetings on Medford campus:

- I would very much like to have more meetings on the Medford campus
- I strongly urge against having more meetings on the Medford campus
- I would be indifferent to having more meetings on the Medford campus

20. Please provide additional feedback regarding our Board's meeting schedule.

21. How should Board members introduce agenda items to the chairs?

- We should email the chairs and/or board secretary with a suggestion.
- The Chair should invite suggestions for future topics as an agenda item at the end of each meeting.
- Both methods should be used.
- I suggest another way to introduce agenda items: _____

22. Are the information/materials presented to the Board by the administrative unit and staff relevant and helpful to the Board in their decision making and in meeting their fiduciary responsibilities? Yes No

Other feedback about presentation material:

23. Our Board uses common parliamentary procedures to conduct our meeting. Would you like to see more procedures implemented?

- No, our meeting procedures are fine/too much procedures get in the way of progress
- Yes, our meeting procedures need to be more structured/ our meetings could benefit from additional procedures
- I suggest the following specific improvement to our meeting procedures:

Other suggestions:

24. At full Board meetings, how would you rate the amount of time spent discussing seconded motions from committees?

- Too much
- Not enough
- The appropriate amount of time

25. Please provide feedback on the lunchtime educational program at full Board meetings (i.e., HECC overview, Diversity and Including, Safety and Security, Sustainability, Science Building Tour, etc.). Which ones have been educational? Should we continue this practice? What areas would you like to see or learn more?

26. The online materials received in preparation for meetings:

- Need to be simplified and made shorter.
- Should be more in-depth.
- Are fine the way they are and provide the appropriate information that we need.

27. Are you interested in a different or more formal format for meeting materials?

- Yes, a more formal format would be a welcomed change.
- No, more formality or an increase in materials would be an unwelcomed change.
- I'm not sure. I'm comfortable with our current format.

28. Would you like to complete a short assessment survey at more frequent intervals (for example, following each quarterly meetings) to gauge progress and/or performance of the Board?

- Yes
- No

29. What do you think of the amount of communication from the board office?

- Too much
- Too little
- The appropriate amount

Suggestions for improvement:

**SOUTHERN OREGON UNIVERSITY
BOARD OF TRUSTEES
Handbook**

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* Asterisks denote content items that do not currently exist or items that must be updated significantly

Board Composition and Recruitment Matrix																	
Legislation requires 11 to 15 max., including president																	
Current Members																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	
	Thordike	Sevcik	AuCoin	Hennion	Nicholson	Neotenboom	Santos	Sayre	Schott (Ex Office)	Shih	Slattery	Steinman	Vincent	Washington		Total	
Skill/Competencies																	
Strategic planning and execution (mission, goal-setting, measurement)																	0
Academic affairs (Faculty matters, curriculum, academic support programs)																	0
Student affairs (student life, student government, student success, issues)																	0
Higher education (trends, issues, history, nuances, emergent issues)																	0
Board-president/CEO relationships (management, development, evaluation, employment)																	0
Enterprise management (internal/external audits, business affairs, internal controls, processes)																	0
Financial management (financial audits, budgets, investing, bonding)																	0
Philanthropy (Fundraising, stewardship, endowment investment)																	0
Government relations (federal affairs, state affairs, appropriations, legislative process)																	0
Legal affairs (policies, risk, litigation, employment matters)																	0
Physical plant and planning (construction, capital projects, maintenance, planning)																	0
Research (grants, federal funding, commercialization, internal review board/safety)																	0
Compliance (state statutes, policy development, performance assessment)																	0
Intellectual Capital																	
Nonprofit program design/evaluation																	0
Educator/Academic																	0
Business Development																	0
Leadership development																	0
Social/Relationship Capital																	
Fundraising/Access to resources																	0
National field/industry network																	0
Southern Oregon Region																	0
Other geographic region																	0
Political/Reputational Capital																	
Corporate sector																	0
Nonprofit sector																	0
Government sector																	0
Philanthropy																	0
Respected community leader																	0
Qualities																	
Availability/capacity to work																	0
Team building/bridger																	0
Strategic with follow-through																	0
Mission passion/connection																	0
Financial contributor																	0
Visionary/big picture thinker																	0
Strong communicator																	0

Board Composition and Recruitment Matrix																	
Legislation requires 11 to 15 max., including president																	
Current Members																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	
	Thordike	Sevcik	AuCoin	Hennion	Nicholson	Neutenboom	Santos	Sayre	Schott (Ex Officio)	Shih	Slattery	Steinman	Vincent	Washington		Total	
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Demographics																	
Male																	
Female																	
People of Color																	
Age 18-29																	
Age 30-49																	
Age 50-64																	
Age 65+																	
LGBTQ																	
Leadership Positions (Service Years)																	
Board Chair	2014-2015 2015-2016 2016-2017																
Executive and Audit Committee Chair	2014-2015 2015-2016 2016-2017																
Finance and Administration Committee Chair					2014-2015 2015-2016 2016-2017												
Academic and Student Affairs Committee Chair							2014-2015 2015-2016 2016-2017										
Presidential Search Committee Chair				2016													
Special Committee Chair																	
Committee Membership (Service Years)																	
Executive and Audit Committee	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017		2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017				2014-2015 2015-2016 2016-2017	N/A	2014-2015 2015-2016 2016-2017						6
Finance and Administration Committee	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017				N/A	2014-2015 2015-2016 2016-2017		2014-2015 2015-2016 2016-2017				7
Academic and Student Affairs			2014-2015 2015-2016 2016-2017					2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017	N/A	2014-2015 2015-2016 2016-2017		2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017	2014-2015 2015-2016 2016-2017		7
1st Term - Year Joined	2014	2014	2014	2014	2014	2014	2016	2014	2016	2014	2014	2014	2014	2014	2014		
2 or 4 year terms	4	4	4	4	4	2	4	4	N/A	4	2	2	4	4			
1st Term - Year Expired	2018	2018	2018	2018	2018	2016	2019	2018		2018	2016	2016	2018	2018			
2nd Term - Year Renewed						2016					2016	2016					
2nd Term - Year Expired						2018					2018	2018					

Future Meetings

Adjourn