

Public Meeting Notice

December 10, 2014

TO: Board of Trustees of Southern Oregon University
FROM: Liz Shelby, SOU Chief of Staff
RE: Notice of Board Orientation Workshop

Southern Oregon University will hold a facilitated orientation workshop for members of the new Board of Trustees. Subject of the workshop will be an overview from Dr. Carol Cartwright, President Emeritus at Kent State University and consultant with the Association of Governing Boards, to include:

- Fundamentals of Trusteeship
- Board Culture
- Essential Information about Southern Oregon University
- Moving Beyond the Fundamentals
- The World of the Board
- Closing

The meeting will occur as follows:

Monday, December 15, 2014
8 a.m. – 5 p.m.
Hannon Library, Meese Room, 3rd Floor, Room #305

The Hannon Library is located at 1290 Ashland Street, on the campus of Southern Oregon University. **If special accommodations are required, please contact Jennifer Athanas at (541) 552-6111 at least 72 hours in advance.**

Southern Oregon University Board Orientation
Monday, December 15, 2014
Meese Room, Hannon Library, 3rd Floor
8:00am – 5:00pm
Agenda

Facilitator: Dr. Carol Cartwright
President Emeritus, Kent State University
Consultant, Association of Governing Boards (AGB)

8:00 - 8:30 Coffee and informal conversation

8:30 - 9:15 Welcome and Introductions

Welcome by President Saigo
Introductions -- Cartwright
Discussion of Agenda and Expected Outcomes--Cartwright

9:15 - 10:15 Fundamentals of Trusteeship

Foundational Principles of Trusteeship in Public Higher Education
Ten Basic Roles and Responsibilities of Boards
Characteristics of High-Performing Boards
Balance between Oversight and Delegation

10:15 - 10:30 Break

10:30 - 11:15 Board Culture

What is culture? Why is it important?
Getting intentional about identifying shared values
Building a positive board culture

11:15 - 12:30 Essential Information about Southern Oregon University

Academic and Student Affairs – Provost Dr. Susan Walsh
Finance and Administration – Vice President Craig Morris

12:30 - 1:15 Lunch – *DeBoer Boardroom, Hannon Library*

1:15 - 2:15 Moving Beyond the Fundamentals

New Work on Current Challenges to Effective Governance

10 Habits of Highly Effective Boards

New AGB Report: Consequential Boards: Adding Value Where It Matters Most
(Attached – Pre-session reading)

2:15 - 3:00 Board-President Partnerships

Mutual Expectations

Role of the Board Chair

Guidelines for Effective Communication

3:00 - 3:15 Break

3:15 - 4:15 The Work of the Board

By-Laws, Policies

Committee Structure and Charters

Staffing the Board and Board Committees

Shared Governance

Communication Guidelines

4:15 - 4:45 Wrap-up

Major Take-Aways

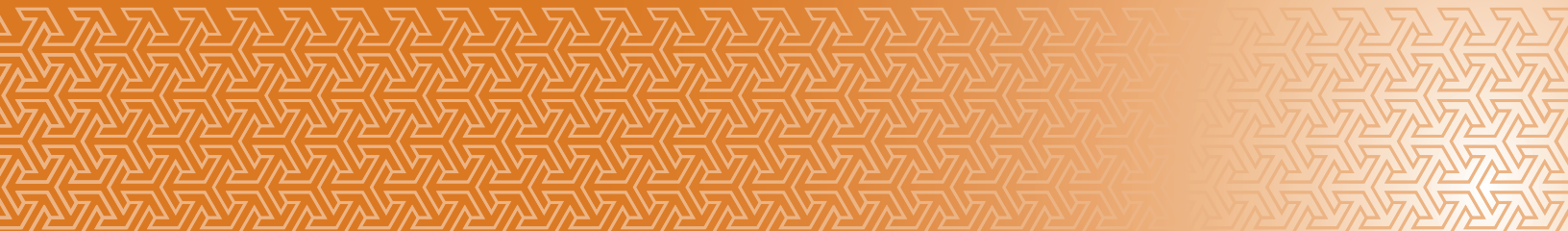
Discussion of Actions for the Next Meeting

Consequential Boards

Adding Value Where It Matters Most

*Report of the National Commission on
College and University Board Governance*

AGB ASSOCIATION OF
GOVERNING BOARDS
OF UNIVERSITIES AND COLLEGES



Members of the National Commission on College and University Board Governance

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Chair; *Governor
Tennessee (2003-2011)*

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William Trueheart

President and Chief
Executive Officer
Achieving the Dream

Georgia Yuan

Former General Counsel and
Secretary of the Corporation
Smith College
Former Deputy Undersecretary
U.S. Department of Education

The National Commission on College and University Board Governance was supported by the AGB Board of Directors and by grants from Lumina Foundation, the Bill and Melinda Gates Foundation, and the Kendall Foundation of the Montgomery County Community Foundation. The conclusions and observations in this report represent the views of the commission, and not those of sponsors.

Consequential Boards

Adding Value Where It Matters Most

*Report of the National Commission on
College and University Board Governance*

AGB

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Executive Summary

The value of American higher education faces multiple risks, and changes in governance are needed to address them. At risk are accessibility and degree attainment for current and future students, institutional fiscal sustainability, educational quality, economic development and social equity, service to communities, and knowledge creation.

Leadership for change is more important than ever, and the choices ahead are more urgent and complex than those in the past. In this demanding environment, the structure of governance itself should not be an additional risk factor for the sector. Yet, too often it is. Board-president relationships are strained, the traditions of shared governance are fragile at best, and boards themselves too often fail to add value to institutional decision making. Governance processes are cumbersome and inwardly focused, roles and responsibilities among multiple actors are contested, and information for decision making is poor. Signs of pressure on governance are everywhere: polarized boards, rapid presidential turnover, faculty votes of no-confidence, and heightened scrutiny from accreditors, to name just a few. Dysfunctional governance contributes to the erosion of public trust in the ability of institutions to make choices that contribute to the public well-being.

Higher education cannot expect to return to the traditions that worked happily 50 years ago, when mostly honorific boards concentrated on selecting prominent leaders and on fundraising, and in which state and federal governments did not ask many questions about performance. In the future, higher education must be reconfigured to recognize new student populations, altered educational delivery methods, basic changes in financing, and rising expectations from the public. Boards must be at the forefront of those changes, because their fiduciary role requires them to focus on strategic long-term issues and the intersection of internal and public interests. Presidents and faculty will not be able to lead such changes on their own.

Boards are not the source of all of the governance challenges in higher education, but they can play a critical role in improving decision making within the sector. We offer seven recommendations aimed at boards in support of the distinct role only they can play in improving institutional value through more effective governance.



**Consequential
Boards**
*Adding Value Where
It Matters Most*

1. *Boards must improve value in their institutions and lead a restoration of public trust in higher education itself.*
2. *Boards must add value to institutional leadership and decision making by focusing on their essential role as institutional fiduciaries.*
3. *Boards must act to ensure the long-term sustainability of their institutions by addressing changed finances and the imperative to deliver a high-quality education at a lower cost.*
4. *Boards must improve shared governance within their institutions through attention to board-president relationships and a reinvigoration of faculty shared governance. Boards additionally must attend to leadership development in their institutions, both for presidents and faculty.*
5. *Boards must improve their own capacity and functionality through increased attention to the qualifications and recruitment of members, board orientation, committee composition, and removal of members for cause.*
6. *Boards must focus their time on issues of greatest consequence to the institution by reducing time spent reviewing routine reports and redirecting attention to cross-cutting and strategic issues not addressed elsewhere.*
7. *Boards must hold themselves accountable for their own performance by modeling the same behaviors and performance they expect from others in their institutions.*

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Introduction

In September of 2013, the Board of Directors of the Association of Governing Boards of Universities and Colleges (AGB) constituted a special commission on the future of higher education governance. The commission comprises 26 individuals with extensive experience in governance from within higher education as well as from the corporate, nonprofit, and public-policy spheres. The commission's charge was to review the capacity of higher education governance to meet the challenges confronting the sector in the 21st century and to develop recommendations aimed at improving the effectiveness of college and university governing boards.

The commission, chaired by former Tennessee Governor Philip Bredesen (D), conducted its work over the past year through four plenary sessions, augmented by public forums in San Diego, at the American Council on Education's national conference; in Nashville, at Belmont University; and in Orlando, as part of AGB's annual National Conference on Trusteeship. We sought advice from experts, both inside and outside of higher education, about how governance should evolve to support institutional change and effectiveness. We also reviewed the literature about higher education governance and institutional performance, including that on trends in finance, outcomes, and public attitudes.

The observations and recommendations in this report synthesize the thinking of all members of the commission. They reflect the judgment of a diverse group of experts about what works in higher education governance, as well as where the challenges lie and what might be done about them. Through the recommendations, we offer specific and actionable steps that are relevant across all types of public and independent settings—from two-year community colleges to private research universities.

We understand that generalizations about governance can be facile. Institutions with different missions and histories can approach governance quite differently. Partly due to differences in member selection and appointment, board cultures vary fundamentally between public and independent institutions, as well as between four-year institutions and community colleges. While we recognize those differences, we believe that many of the dynamics that influence governance are common to the full breadth of U.S. colleges and universities, which serve an increasingly diverse student body.

A foundational premise of our work is that changes occurring in American society, in the global economy, and in the demands placed on higher education call for a substantial recasting of governance to maintain the value of higher education for future generations. While some colleges and universities are ahead of others in tackling such changes, they can all benefit from taking a hard look at their governance practices and policies.

BOARDS AND INSTITUTIONAL VALUE

The unique system of board governance in public and independent colleges and universities in the United States is believed to be a major reason for America's strong showing in international rankings of educational quality (16 of the top 20 institutions in the Academic Ranking of World Universities, also known as the Shanghai Rankings, are from the United States). Even now, when America's international position in postsecondary attainment has slipped, many countries that aspire to improve their colleges and universities are importing our nation's system of governance by building boards and moving away from state regulation of institutional policy.

Although we recognize the importance of those distinctive aspects of American higher education governance, we are not complacent about the durability of this system. Much of the stature of the American system is based on the reputations of a relative handful of highly ranked U.S. universities, not on the overall performance of the sector. Empirical research about the relationship between boards and institutional performance is thin, particularly if the measure of performance is student success or the value added of the education that students receive.

More importantly, the social, economic, and political conditions that allowed our system of higher education governance to evolve as it has continue to shift, without commensurate changes in governance. Generous public subsidies, life-long careers for faculty and staff members, and a reasonable balance among academic programs, students, and labor-market needs are rapidly becoming things of the past. Yet, despite the pace of change affecting so much of higher education, most institutions approach governance in much the same way they did 50 or even 100 years ago. In order to meet the challenges of a new era and public expectations for higher education, boards must lead governance improvements to address institutional sustainability and effectiveness.

MAINTAINING INSTITUTIONAL VALUE: AN IMPERATIVE FOR CHANGE

Today's environment for American higher education is one of challenge and change for all institutions, public and independent. The time of comfortable annual growth in enrollments and revenues is over for most institutions. Competition has increased, and federal and state governments require more by way of performance and accountability. Even the most financially secure colleges and universities face daily challenges to reconcile views among different constituencies about resource allocation, priorities, and rewards. Institutions that thrive in this environment will do so by being clear about their values and by aligning resources (revenues, people, programs), processes (planning, budgeting, program review, educational delivery), results (degrees and credentials, learning, research, economic development, social mobility, jobs), and investors (students, the public, philanthropists, employers). Meeting this standard will require constant attention to ensure that institutions are providing a quality product or service at a price that investors are willing to pay.

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Threats to the continued value of higher education vary depending on the sector and type of institution. Overall, three areas are most problematic for the majority of colleges and universities:

- 👉 Risks to fiscal sustainability;
- 👉 Eroding public trust in institutional leadership to address quality and affordability issues; and
- 👉 Concern about higher education’s social and economic role.

Risks to Fiscal Sustainability

The majority of both public and independent institutions face long-term risks to sustainability that cannot be addressed in one or two budget cycles but require a strategic realignment carried out over many years. More and more colleges and universities face a widening gap between revenues and expenditures. Fixed costs are high and increasing, and meeting those alone consumes funding for investments in new programs and in the educational innovation so essential to change. Many institutions face growing imbalances between their academic program offerings and areas of current student demand. High-cost, low-demand programs are becoming financially unviable, and some humanities and graduate education programs are particularly vulnerable.

In the public sector, general-fund revenues from state and local government have stabilized somewhat since the recession of 2008 and are expected to increase overall by around 2 percent to 3 percent per year in the future. That is still half the rate of average increases before the recession. Even without accounting for enrollment growth, those increases will be consumed by rising costs for employee benefits, which are growing an average of 6 percent to 7 percent annually. Pressures on funding are even more acute in much of the independent sector, where revenues from endowments cover only 20 percent of average spending per student and where net tuition revenues have increased less than 1 percent each year.

Institutions in both sectors have taken on more debt to pay for investments in new programs and facilities, which further drives up long-term costs. In 2013, financial analysts at Moody's Investors Service issued their first-ever negative outlook for the entire nonprofit (public and independent) higher education sector. University business officers share the concern. A 2014 survey conducted by *Inside Higher Ed* found fully 60 percent of them believe their institution's long-range (10 years) financial model is not sustainable. Virtually all institutions will be forced to overhaul their business models, with a new focus on value and long-term sustainability rather than the traditional focus on consensus-based decision making. This will inevitably advantage some constituencies more than others.

Rising Prices and Eroding Public Trust

Public alarm about rising tuition has brought higher education and how it operates under increased scrutiny by the news media and the public at large. Opinion surveys show that the public recognizes the importance of postsecondary education and believes that it has become an economic necessity, both for the individual and society. But a majority also believes that tuition increases have hurt affordability without increasing educational quality. The public is concerned that institutions value their own status quo more than they care about keeping prices down. They believe that institutions increase tuition in order to spend more money on institutional amenities that do not translate into increased educational quality, and they are critical of spending on non-academic amenities. Public trust in the values and priorities of institutional decision makers, so essential for university self-governance, has eroded.

The consequences of eroding public trust are evident in growing federal and state regulation of colleges and universities and in the expanded news-media interest in higher education's overall performance and accountability. Debate about the economic payoff of higher education has become a staple in news-media coverage. As tuition rises, so does student debt, to the point that accumulated student loan debt in the United States is now greater than credit card debt. This is unmanageable not only at the undergraduate level, but also at the graduate level, especially in professional fields such as law and medicine. Economists have voiced worries that student loan obligations will create a new long-term drag on economic growth.

In the last year alone, as the commission has conducted its work, news-media interest in higher education costs and performance has skyrocketed, with the *Wall Street Journal*, the *New York Times*, and *The Economist*, to name just a few, printing series on higher education finance. A first-ever documentary film about higher education value, *Ivory Tower*, made the rounds at film festivals in early 2014. Its theme is the increasing costs and decreasing benefits of higher education.

To be sure, perceptions about costs and cost drivers are often based on incomplete information. Price increases do not translate into spending increases. Since 2000, overall educational and related institutional spending per student at public four-year institutions has increased about one-half percent per year at most institutions and has declined more than one percent annually at public community colleges. At public institutions, tuition revenues are used to make up for lowered state appropriations, not for increased spending and investments. Moreover, net prices have not risen nearly as substantially as “sticker” prices, as institutions have put more money into tuition discounting and other forms of financial aid. Institutions enrolling the majority of students (public community colleges and regional colleges and universities) have largely missed out on the amenities arms race. They have very few options for rapid changes in costs or programs, despite heroic efforts to maintain their mission of access and service to society.

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Yet while the wage premium for a college education is as high as it has ever been, that premium (the increase in earnings attributable to having an advanced degree) has remained basically flat for the last 20 years, even as college prices have climbed. Better information about costs, prices, and outcomes would improve the conversation, but the issue is not one just of language or data. The core problem is a real and growing accountability gap affecting higher education. The views of institutional value held by people within the academy do not align with the views held by many consumers of higher education.

Eroding Capacity to Meet Social and Economic Needs for Higher Education

In the past 30 years, demand for higher education has escalated as changes in the economy have made some type of postsecondary credential requisite for economic mobility and individual advancement. Enrollments in public and nonprofit higher education have increased by over one-third just since the year 2000—more than six times the rate of growth in K-12 education, but less than one-third of the growth in the population on Medicare/Medicaid. Despite these increases, the rate of postsecondary attainment—referring to that proportion of the population with some type of a postsecondary credential or degree—has remained largely stagnant because too many students fail to complete a credential or degree. Higher education itself has become more economically and racially stratified, a trend that begins in K-12 and worsens in postsecondary education. More than 80 percent of low-income students (the majority of whom are Hispanic or African American) attend open-access public institutions, where resources to invest in student success are less than half those found in more-selective institutions. The United States, long an international leader in higher education, has slipped to 12th among developed countries in levels of postsecondary attainment among young adults.

Rising income inequality in the United States has become a major topic of public-policy concern, and the role of higher education in either solving or contributing to the problem of income inequality is a focal point. Leaders at both the state and federal levels have joined with influential foundations to call for growth in the number of people with high-value postsecondary credentials, both to ensure future economic competitiveness and to grow the middle class. Accomplishing those ends will require a new focus on student transitions from K-12 through college acceptance, graduation, and into the labor market, with particular attention paid to educational success for low-income students and underrepresented ethnic minorities. In most states, such students now make up a majority of young people, and higher education represents a transformational opportunity for them to lead better lives. With many students now attending more than one institution en route to a certificate or degree, colleges and universities must look at student success holistically, from pre-K through college graduation. This reality alone is forcing a change in approaches to course sequencing, articulation agreements, credit policies, and degree progression. Traditionally the purview of faculty, these areas are increasingly influenced by public-policy makers and others outside of the academy.

CHALLENGES FOR GOVERNANCE

Institutional governance is not the primary source of the difficulties facing higher education, but at most colleges and universities, governance structures are ill-aligned to deal with current and future challenges. Instead, the system of governance is focused excessively inward on power relationships and processes.

President-Board Relationships

Change in higher education requires leadership that is willing to take risks, build teams, and create the consensus needed to improve performance over many years. While many people contribute to this process, presidents play the single most important role. And that is why a key threat to improving institutional value comes from the instability in leadership caused by presidential turnover. This turnover is due partly to the aging of the population and partly to growing tensions between boards and presidents over their respective roles and responsibilities. Excessive presidential turnover is corrosive to strategic and sustained change. Transitions are particularly prevalent among the chief executives of large public systems, whose institutions collectively enroll the majority of our nation's students. The most recent American Council on Education survey of college presidents indicates that almost one-third expect to leave their jobs within the next five years. Fully half of community college presidents expect to do so. Further research shows shrinking

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numbers of senior academic leaders and other faculty members interested in pursuing a college presidency, as many do not have the appetite for the level of personal risk and exposure that comes with the job.

These realities suggest both an opportunity and a risk to the sector, as it searches for the next generation of leaders able to steer their institutions through the complex challenges ahead. To do so, many boards and presidents will need to redefine their working relationships to clarify mutual expectations, improve candor, and empower each other to play the leadership roles necessary to improve effectiveness.

The Changed Business Model

The financing of higher education has changed irretrievably, from a primary focus on increasing revenue to cover costs to instead finding ways to manage costs to maintain quality. This adjustment will force institutions and their boards to pay much more attention to where the money comes from, where it goes, and what it pays for in terms of performance and quality. Doing so will require a shift away from a historic focus on year-to-year fund balances and revenues to measures of costs and benchmarks of performance.

Improving board focus on finances is not by itself a controversial topic. Recent surveys by AGB show that boards and presidents alike agree that board involvement regarding new business models is both welcome and necessary. Nonetheless, many boards and presidents will remain hamstrung in shaping this conversation because of weaknesses in information and data systems and the absence of well-developed metrics for evaluating both funding and performance. Boards need information about revenues and expenditures that allow them to address issues of productivity and the value added by their educational programs. Institutions need better information about the flow of students from K-12 schools to college and on through to the labor market. Better fiscal decision making also requires more information about how personnel are used. Board discussions should include comparisons with peer institutions, patterns of spending over time, and major spending goals or standards broken down by area.

The problem is not that administrators refuse to share this information with their boards; they simply do not have it. Despite years of debate and several national efforts about college cost measures, higher education has yet to reach agreement about ways to measure costs. The current accounting system for higher education is opaque, and the sector does not have agreed-upon protocols for defining cost centers—including distinguishing between costs and revenues, parsing unit costs by level of instruction and discipline, and assigning general overhead costs.

Policies and Processes for Shared Governance

Shared governance, historically a perceived strength of higher education, has in the view of many people become an institutional liability—a “shared frustration” or “shared pain” as we have heard it described—to be worked around rather than engaged. Shared governance extends beyond simply the narrowest conception of faculty involvement in academic policy to the broader tradition in our country of decision making based on a dialogue among boards, public policy makers, presidents, faculty members, and others.

Sharing responsibility for making decisions has many valuable aspects. We would want to invent such an approach even if we had not inherited it. It is good practice to delegate authority for decision making to people who know the most about the work to be done and are responsible for carrying it out. Many facets of faculty shared governance work quite well, particularly at the departmental level.

Even so, the premises behind shared governance have become disconnected from its practice at many institutions. Respect for a delineation of roles among boards, presidents, and faculty members has broken down, in what some observers have called a “role drift.” Some boards have moved more into institutional management and academic policy, even as others are disengaged. Faculty members increasingly want to exercise veto rights over fiscal decisions. Legislators and governors, in turn, want

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to get involved in articulation agreements, transfer practices, and policies for awarding academic credit—all areas traditionally the purview of faculty. Faculty and staff members at all institutions have become more vulnerable than in previous generations to economic cycles and shifting institutional priorities. Long-standing views about the role of faculty, and the ideal of a community of scholars as central to an institution's identity and quality, are in flux. Yet, AGB research shows that the majority of boards have yet to discuss the changing composition of their faculty or to plan for the faculty of the future.

At most institutions, the right to participate in faculty shared governance is confined to those on the tenure track, who now make up less than 25 percent of the American faculty. Shared governance also remains inaccessible to growing numbers of academic and co-curricular support professionals, whose contributions to the academic mission (for example, student and financial aid advising, career counseling, technology support) are crucial for student success. If the faculty voice continues to come only from relatively small, homogenous groups, then we should expect tensions to escalate further in the coming years.

CHALLENGES FOR BOARDS

We turn last to the structure and performance of boards themselves. Almost daily, we hear reports about questionable board behavior: boards that overstep their authority and get into institutional management; board members who act as faculty representatives, or captives of the alumni association; boards that are unduly swayed by single donors; boards that look the other way when it comes to trustees with conflicts; boards that fail to meet their formal fiduciary responsibilities. The list goes on. Although the majority of boards are not visibly dysfunctional, the high profile of the few that are contributes to an atmosphere of incivility and mistrust within the academy. Such perceptions feed the growing public distrust in the ability of higher education leadership to address its own problems.

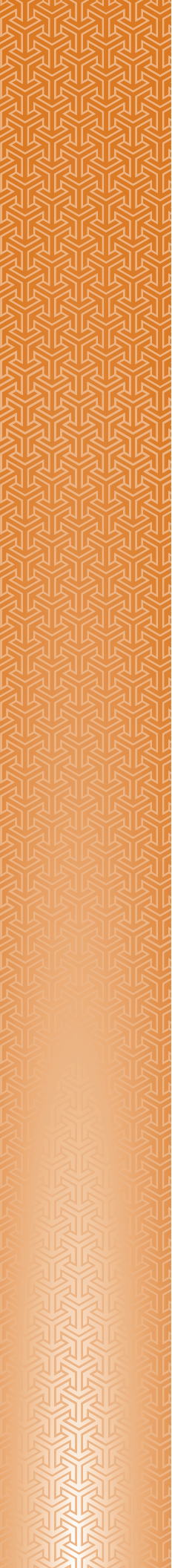
Tensions about the role of boards have always existed, and not all of them are signs of failure or inadequacy. But today, the conflict between rising expectations and constrained resources exacerbates fundamental disagreements among groups about institutional values and priorities. To address these issues without pulling institutions apart, each college or university has to clarify decision-making roles and responsibilities. This process begins with investments in healthier boards.

Confusion about the Role of the Board

Part of the tension surrounding boards emanates from disagreements or misunderstandings about their roles and responsibilities. Some within higher education would like boards to spend all of their time on fundraising and otherwise act as rubber stamps for the president and faculty. Some governors and legislatures see boards of public institutions as extensions of their own offices. And many board members see their role as comprising narrow accountability or auditing activities, rather than a broader policy focus.

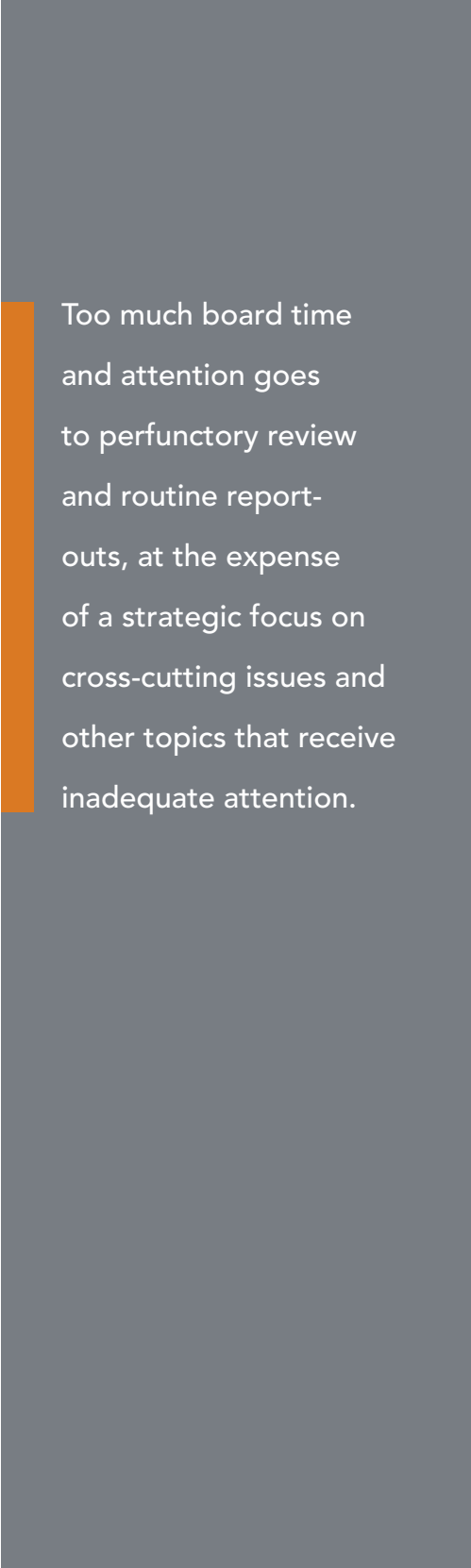
Boards ought to be more engaged than many currently are, but engagement does not constitute board member activism, nor should it mean that boards substitute their judgments for those of the people who do the work of the university. Too many boards behave in ad hoc and divisive fashions. Sometimes individuals choose to act alone, and sometimes factions break away from the corpus of the board, notwithstanding the fact that decision-making authority resides with the board as a whole. This behavior is often symptomatic of frustration with poor use of board members' time, or the sense that boards are being kept out of strategic decision making. But increasing ad hoc and individual activism, or attempts at "co-governance" (meaning that board members decide to insert themselves into management roles), are problematic to any type of sustained or effective leadership. At the end of the day, much is disrupted, but nothing changes.

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Empowered boards need not come at the expense of effective institutional leadership. Boards are not another layer of administration. To meet their responsibilities, boards must focus on their distinct fiduciary role: to oversee the assets of the institution that the board holds in trust for the public. Fiduciary oversight extends far beyond a simple review of finances. It encompasses a calibration of institutional effectiveness in delivering both short-term and long-term value, which requires that boards look at the juncture of quality and fiscal sustainability and balance both short- and long-term interests, within and beyond the institution. (*See the appendix for an explication of board fiduciary duties.*)

Fiduciary principles also demand that boards make decisions independent of any undue influence by interested parties, such as alumni, students, faculty members, or funders (including governors and legislators). They require the board to focus on providing sustained value to consumers (students, research funders, the public at large), protecting the economic and educational value of institutional assets (reputation, faculty and staff, property, endowments), and seeing that the institution meets its obligations to society in the present and future (through collaboration with K-12 schools, meeting equity goals, community service, and economic development). A board that sees its fiduciary obligation in either/or terms—to the institution versus to the public, or to employees versus students—has it wrong.



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Board Oversight and Use of Time

Too much board time and attention goes to perfunctory review and routine report-outs, at the expense of a strategic focus on cross-cutting issues and other topics that receive inadequate attention. Most boards spend the majority of their time overseeing institutional operations, typically divided into committees that replicate the administrative reporting areas (academic affairs, finances, facilities, fundraising, and so on). Their agendas are voluminous and time consuming. The oversight function needs to be adjusted to focus on areas that are of strategic importance, a change that would reduce temptation and opportunity for boards to second-guess or micromanage operational decisions. It would also reduce redundant, time-consuming, and costly layers of reporting that do not add value from the distinct perspective of the board.

One area where we believe most boards need to place *greater* attention is improved oversight of auxiliary and affiliated organizations. Often initiated outside of the board and president, and frequently governed by separate boards or advisory groups, these types of organizational arrangements are growing in number and complexity across higher education. They are often not subject to traditional institutional oversight and reporting, and they may additionally be exempted from institutional fiscal controls, personnel policies, audits, or other practices designed to ensure appropriate oversight and accountability. At many institutions, they receive no review from the board, nor from the president or others delegated to act on behalf of the institution. Yet, they use the college or university's name and thus present distinctive reputational and financial risks to the institution that require the attention of a responsible fiduciary body. Some of the biggest failures of higher education governance in the last several years have come from inadequate board attention to foundations organized for intercollegiate athletics—a classic example of an affiliated organization.

The Changing Identity of Public Boards

The issue of the board's role in public institutions reveals another facet of governance: the difference between public and independent institutions in a changing economic environment with shrinking public subsidies. A number of leaders in higher education argue that declines in state funds mean that boards of public institutions should be reconstituted to behave more like those of nonprofit private institutions, with fewer public appointments and a greater focus on fundraising. We do not share this view. We do, however, agree that the appointment process for public board members can be strengthened so as to increase their knowledge and skills and to meet greater expectations for board performance.

Board Culture

The most-visible board missteps in the last decade, both inside and outside of higher education, emanated from weak and even dysfunctional board cultures. Board culture is central to board effectiveness. It is the accumulation of traditions and habits of work that have developed over time, through both written and unwritten rules, and that guide behavior.

A healthy board culture is an intangible but invaluable institutional asset, worth the same level of attention as building the endowment, or the faculty, or maintaining the physical plant. It cannot be ignored or taken for granted. It requires nourishment and care from every member of the board and, most of all, from the board chair and the president. Strong institutions can survive troubled boards for some time, but even the strongest college or university will eventually be put at risk if the board does not function properly.

Aspects of culture that are most vital to institutional health include: good board-CEO relationships, mutually supportive relationships between the CEO and the board chair, shared awareness of the roles and scope of authority of each party, productive engagement and collective learning, mutual understanding of communication protocols, effective use of board time, focus of board committees on strategic issues, and continuing education and development. Signs of a troubled culture include: cliques within the board, failure to include all board members in meaningful conversations,

The most-visible board missteps in the last decade, both inside and outside of higher education, emanated from weak and even dysfunctional board cultures.

lack of participation by board members, board members who patently represent constituencies in decision making, overuse of the executive committee, and dismissive behavior among board members and with key staff and faculty.

RECOMMENDATIONS FOR CHANGE

Debate over the future of higher education and the role that it plays in our society should be expected—indeed, encouraged. However, without changes to higher education governance as we know it, the decision-making process at most institutions will collapse under its own weight. Government regulation of higher education has heightened in part because our system of governance is focused too much on processes and not enough on value and transparency. Without changes, the nation will not get the higher education leadership it needs to build vision and drive advances in the future.

While boards are not the source of the governance challenges facing higher education, changes to boards and their structure can lead to improved leadership across higher education—in setting goals, in using data to evaluate performance, and in making strategic investments in ways that create value. The following recommendations contain specific, actionable steps that boards and presidents can take together to move in a more constructive direction.

1. *Boards must improve value in their institutions and lead a restoration of public trust in higher education itself.*

Boards need to be prime movers to ensure that institutions deliver service and outcomes worth the investments that students, the public, and other funders make in them. Each board and president must have explicit goals for institutional value, supported by measures that are consistent with the institution's mission and strategic priorities. These will include measures of costs and outcomes, indicators of the institution's effectiveness in contributing to public needs for higher education, and measures of fiscal health, including sustainability and asset management. All public and independent institutions must address their role in meeting social responsibilities for institutions of higher education: increasing degree attainment, getting students into the workforce, creating knowledge, and serving communities.

2. *Boards must add value to institutional leadership and decision making by focusing on their essential role as institutional fiduciaries.*

Every board must have a policy describing the board's role and scope of responsibility, including its role as the fiduciary of the institution. The policy must be shared and discussed with prospective board members prior to their appointment to the board, as well as with appointing authorities. It should be explicit about expectations for the independence of the board from undue influence by any constituent or economic interest

group. It should also clarify the responsibilities and limits of individual board members versus the board as a whole. *(A sample policy defining the fiduciary role of the board is included in the appendix to this report.)*

3. *Boards must act to ensure the long-term sustainability of their institutions by addressing changed finances and the imperative to deliver a high-quality education at a lower cost.*

More than ever before, board attention must focus on finances, together with educational effectiveness. This work is critical in order to increase access to higher education and degree attainment for future generations of students. Boards must exert leadership to address the changing finances of their institutions, to take pressure off growth in revenues, and to drive down costs without compromising educational quality. Boards must work with institutional leadership to reexamine resource use and academic program costs and to make better use of data for benchmarking performance. Further, boards must develop more sophisticated understandings of educational effectiveness and learning outcomes.

4. *Boards must improve shared governance within their institutions through attention to board-president relationships and a reinvigoration of faculty shared governance. Boards additionally must attend to leadership development in their institutions, both for presidents and faculty.*
 - All boards and presidents should have clear understandings of their respective roles and responsibilities. This mutual understanding should begin with the board's responsibility for policy and oversight and the president's responsibility for institutional leadership and daily decision making. The board chair and the president must have a good working understanding of their relationships, expectations for consultation, and processes for resolving differences between them.
 - Every board must ask for a review of the institution's policies and practices of shared governance with faculty in order to ensure that such policies are appropriate to the realities of the current workforce, reinforce the delegated authority of faculty for academic policy, and ensure that processes for consultation are clear and are routinely followed by all responsible parties. Boards must ensure that their policies for shared governance include means of addressing topics that transect faculty, presidential, and board responsibility (such as program closures).
 - All boards should have committees on institutional leadership development that focus on both faculty development and presidential transition planning. This is a particular priority for public community colleges, where presidential turnover in the next decade is expected to be highest, and where improvements in success for first generation and low-income students are essential for increased postsecondary attainment.

5. *Boards must improve their own capacity and functionality through increased attention to the qualifications and recruitment of members, board orientation, committee composition, and removal of members for cause.*

- Boards must conduct assessments of the skills and attributes needed in new members, to be used in recruitment and/or shared with the relevant appointing authorities. The process should emphasize the expertise, commitment, and independent judgment that candidates can bring to board service.
- New members must receive an orientation with particular attention to board priorities, the fiduciary responsibilities of the board, and expectations for individual members of the board.
- Boards must review their committee structures and, where possible, eliminate or consolidate committees established primarily for the oversight of functional areas (such as academic affairs, finances, and facilities). Traditional configurations must give way to board committees with a cross-functional and future-oriented focus (such as student access and success, institutional value and value added, financial sustainability, and academic effectiveness.)
- Boards must have policies for addressing underperforming board members, including policies for the removal of board members for cause or, in the case of public institutions, for submitting recommendations for such removals to the appropriate appointing authorities.

6. *Boards must focus their time on issues of greatest consequence to the institution by reducing time spent reviewing routine reports and redirecting attention to cross-cutting and strategic issues not addressed elsewhere.*

Boards need to spend less time reviewing routine operations in order to spend more time overseeing activities or areas in their unique purview. All boards should work with presidents to reduce nonessential reporting. At the same time, boards should improve their oversight of key areas that are inadequately attended to by existing organizational reviews, such as affiliated organizations and auxiliaries that use the name of the institution. In addition, public system boards need to improve accountability for campus-level indicators of performance for all of the institutions within their systems.

7. *Boards must hold themselves accountable for their own performance by modeling the same behaviors and performance they expect from others in their institutions.*

To do so means setting goals for board performance and benchmarks for measuring board effectiveness, as well as conducting regular board self-assessments. All boards should maintain a standing committee on governance charged with leading ongoing assessment and improvement of board performance.

We call upon boards to move past the predominantly inward focus of higher education leadership, looking beyond the institution itself as a singular gauge of effectiveness. The success of higher education is vital to our country's future. Leadership for improved performance has never been more important.

IN CONCLUSION: AN EXPANDED PERSPECTIVE

Two themes have informed the work of this commission and the recommendations offered in this report. The first is that major changes have occurred in the societal landscape that higher education inhabits and serves. The public trust in the leadership of higher education that existed four or five decades ago—including a trust in institutional leadership—has fundamentally changed, but the success of higher education is more central than ever to our country's economic and social fabric. As such, colleges and universities will not be left alone to define the terms of their success. Higher education continues to enjoy substantial social and political support, an asset that is at risk of being lost. Re-earning the public trust in institutional leadership is necessary to sustain and build that support for the future.

The second theme is that in a time of substantial challenges, as well as eroding public trust and support, higher education governance is not up to the task. Far too much time and talent, and too many resources, are preoccupied with institutional advantage, the preservation of the status quo, internal disputes over governance roles and authority, and the advancement of political and individual agendas.


Every public and independent institution of higher education in America today faces the imperative to approach governance from an expanded perspective on the value and values of higher education. We call upon boards to move past the predominantly inward focus of higher education leadership, looking beyond the institution itself as a singular gauge of effectiveness. The success of higher education is vital to our country's future. Leadership for improved performance has never been more important.

APPENDIX: FIDUCIARY DUTIES OF BOARDS OF TRUSTEES OF COLLEGES AND UNIVERSITIES

Fiduciary Duties: In General

Under state statutory and common law, officers and trustees of corporations—including public bodies and nonprofit corporations that oversee colleges and universities—are fiduciaries and must act in accordance with the fiduciary duties of *care*, *loyalty* and *obedience*. Taken together, these obligations require trustees to make careful decisions collectively in the best interest of the institution consistent with its public or charitable mission, independent from undue influence from any party or from financial interests. The specifics of what that means and how it is enforced through board policies and procedures may differ somewhat from institution to institution or by state. Good practice suggests that all trustees are informed of the legal meaning of their fiduciary role, accompanied by practical examples of decisions likely to face the board that require explicit attention to the balancing of interests necessary to carry out the fiduciary role. In addition, trustees and officers must understand that while they hold fiduciary duties individually, they act collectively as a board. Absent a particular designation of authority by the board to an individual trustee or officer (such as the authorization of a board chair to enter into an employment agreement with the president on behalf of the institution), no single trustee or officer has authority to bind the institution or determine its course of action, even those who may be appointed by a state governor or through a political process.

Legally, a fiduciary relationship is one of trust or confidence between parties. A fiduciary is someone who has special responsibilities in connection with the administration, investment, monitoring, and distribution of property—in this case, the charitable or public assets of the institution. A college or university trustee has duties to the institution and its beneficiaries under the law that a faculty member, a student, or an administrator does not. The precise meaning and extent of each duty may vary from state to state, depending on statutory language and judicial interpretation. These duties may also be described in and imposed by a college or university's bylaws, governing board policies, standards of conduct, or code of ethics. In the case of a public institution, state law may describe or apply these standards of conduct differently (for example, under particular rules applicable to regents or public bodies); however, adherence to these principles remains a key governance best practice in both private and public colleges and universities.


 **The Duty of Care.** The duty of care generally requires officers and trustees to carry out their responsibilities in good faith and using a degree of diligence, care, and skill that prudent persons would reasonably exercise under similar circumstances. A board member, therefore, must act in a manner that he or she reasonably believes to be in the best interests of the institution or system. As an example, the proper exercise of the duty of care requires a board member to regularly attend meetings, read the meeting materials prepared for the board in advance of the meeting, ask questions and participate actively in board discussions, and be knowledgeable of the institution's purposes, operations, and environment.

Determining what is in the best interest of the institution lies within the sound judgment of the board of trustees under the duty of care. It will necessarily involve a balancing of interests and priorities appropriate to the institution's mission and consistent with its strategic priorities, including explicit attention to the tradeoffs inherent in achieving appropriate balance, such as that between employees' interests (necessary to maintain quality and to protect the institution's assets), student interests (to maintain affordability), physical assets (grounds and buildings), fiscal assets (endowments and fund balances), consumer value of the degree (cost of degree production versus future job earnings), and community interests in the institution (jobs, economic development).

Also interwoven in the duty of care is the responsibility of board members to maintain the confidentiality of matters brought before the board, both during and after their board service. This is particularly the case with respect to personnel matters and sensitive business matters. In some cases, board members may be asked to sign an oath of confidentiality or a binding statement that sets forth their duties and responsibilities to the institution. Such instruments may be useful; however, they may also seem heavy-handed to some. Nevertheless, the duties will apply to board members who have been duly elected or appointed and have consented to service, whether or not an oath or statement is agreed to.

The duty of care does not require professional expertise, extensive consideration, or full knowledge of the matter at issue by every board member. Instead, the duty generally requires the board member to be reasonably well informed of the relevant issues. A board member may rely on information, opinions, reports, or statements, including financial statements and other financial data, that are prepared or presented by: (a) one or more officers or employees of the institution whom the board reasonably believes to be reliable and competent in the matters presented; (b) legal counsel, public accountants, or other persons as to matters the board reasonably believes are within the person's professional or expert competence; or (c) a committee of the governing board of which he or she is not a member if the board member reasonably believes the committee's review merits confidence. Any reliance on information provided by others must be reasonable under the circumstances,

considering such factors as from what source the information was obtained, whether the information relied upon is a brief summary or an extensive analysis, whether the matter is routine or exceptional, and the time frame in which a decision must be made. Thus, such information should be a tool and a time-saver for an officer or board member in becoming informed, and should not be an excuse for dispensing with or ignoring the information.


 **The Duty of Loyalty.** The duty of loyalty requires officers and board members to act in good faith and in a manner that is reasonably believed to be in the interests of the college or university and its nonprofit or public purposes rather than their own interests or the interests of another person or organization. The fiduciary must not act out of expedience, avarice, or self-interest. The requirement that officers and board members discharge their duties in good faith is a subjective requirement that will vary depending on the facts and circumstances. When at issue, however, courts will generally look to the board member's state of mind to determine whether he or she was motivated by honesty and faithfulness to the institution, or whether self-interest or an interest contrary to the institution's purposes was a motivating factor in the officer or trustee's actions.

Under this requirement, a college or university board member must be loyal to the institution and not use the position of authority to obtain, whether directly or indirectly, a benefit for him or herself or for another organization in which the board member has an interest. Accordingly, the duty of loyalty considers both the financial interests held by a board member and the governance or leadership positions he or she has with other organizations when the conduct of the board member is being evaluated.

Independence by board members is increasingly sought after by regulators and key stakeholders to ensure adherence to the duty of loyalty. In this context, independence means that the board member is not employed by and does not do material business with the college or university. In addition, it means that the board member acts independently of any personal relationship he or she may have with the president or senior leaders of the college or university or with other trustees. It is not required by law that every trustee on the board be independent (for example, some *ex officio* trustees may not be), but ideally, a majority of the trustees should be independent.

In addition, it is incumbent on board members to retain their independence from external stakeholders in the conduct of their oversight and policy responsibilities. This applies to boards of independent institutions and especially public boards whose members are most often selected to their service through some form of political appointment. Public board members, while respectful of the views of appointing authorities, must not confuse such influence as being determinative of board action. It is essential that board members avoid a conflict of loyalty in meeting their fiduciary responsibilities to act on behalf of the institution(s) they hold in trust.

The most critical implementation of the duty of loyalty comes in a college or university's conflict-of-interest policy. Such a policy, when adhering to state law and best governance practices, requires board members to fully disclose financial interests and dual organizational relationships ("dualities of interest") that may affect their decision making on behalf of the institution. The policy will prohibit trustees from participating in or unduly influencing decisions in which they have a material financial conflict of interest or an adverse duality of interest ("recusal"), and may require the trustee to eliminate the duality of interest. AGB's 2013 "Statement on Conflict of Interest with Guidelines on Compelling Benefit" offers clarifying guidance on best practices for boards to consider in managing conflicts of interest within the board.

 **The Duty of Obedience.** A third fiduciary duty, which is arguably an element of the duties of care and loyalty, is the duty of obedience. This is the duty of board members to ensure that the college or university is operating in furtherance of its stated purposes (as set forth in its governing documents) and is operating in compliance with the law. A governing board of a college or university must make reasonable efforts to ensure that the institution is both legally and ethically compliant with the law and applicable internal and external rules (for example, accreditation, environmental, research, or labor rules) and has instituted effective internal controls to achieve compliance and to identify and address problems.

Fiduciary duties are owed by trustees and officers to those who place the board in a position of trust or confidence. Accordingly, trustees and officers act as fiduciaries to students (and those who may pay the tuition for them), faculty, alumni, and donors. Given the desire of institutions to achieve intergenerational equity, these duties also extend to those who will occupy those positions in the future. And fiduciary duties arguably extend to the public and the community at large (for public and independent institutions alike), particularly where the institution has a direct and material impact on the livelihood of its community and the beneficiaries of its research and scholarship.

Translating Fiduciary Duty into Effective Board Conduct

Fiduciary duties will apply by law even if an institution or system does nothing more to implement them, but governance is improved when board members and presidents share a mutual understanding of the standards that define the fiduciary role, including the balancing of interests necessary to carry out the institution's mission and strategic priorities. Effective tools include:

- 🍁 Meaningful orientation programs for new board members (and a refresher for long-serving board members) that include: an explanation of fiduciary principles and shared governance, and what they mean for the role of the board in relation to the president and faculty; an explanation of related board policies such as conflict of interest and confidentiality; an explanation of relevant portions of the college or university bylaws that pertain to board member conduct; an explanation of the potential for personal liability of board members in the event of a breach of fiduciary duty; and behavioral expectations of board members as to participation and communication with outsiders about board business.
- 🍁 Development and implementation of an up-to-date conflict-of-interest policy that: makes the disclosure and recusal process clear; identifies standards for materiality and a compelling benefit; explains and addresses both financial interests and dualities of interest and rules of conduct when the interest is adverse; and an effective form for disclosing material financial and dual interests. The governing board or a board committee will establish a process for review of disclosures of interest and forwarding of identified conflicts to the board for appropriate action.
- 🍁 Appropriate communication between the governing board and college or university legal compliance officers and programs, and orientation for all board members regarding their responsibilities in such programs, including whistleblower policies, investigations of allegations, and complaint resolution.
- 🍁 The timely securing of the advice of knowledgeable experts who can increase the level of understanding and competence of board members on key issues that may include compensation of the president, strategic planning, construction of new facilities and development of property, marketing and communication, advocacy, legal compliance, fundraising and endowment management, and risk management.
- 🍁 The commissioning of board committees to regularly evaluate the effectiveness of the board in adhering to its fiduciary responsibilities, such as thorough self-evaluation and review of board member conduct. Such committees may include the executive committee, the governance committee, and the audit committee.

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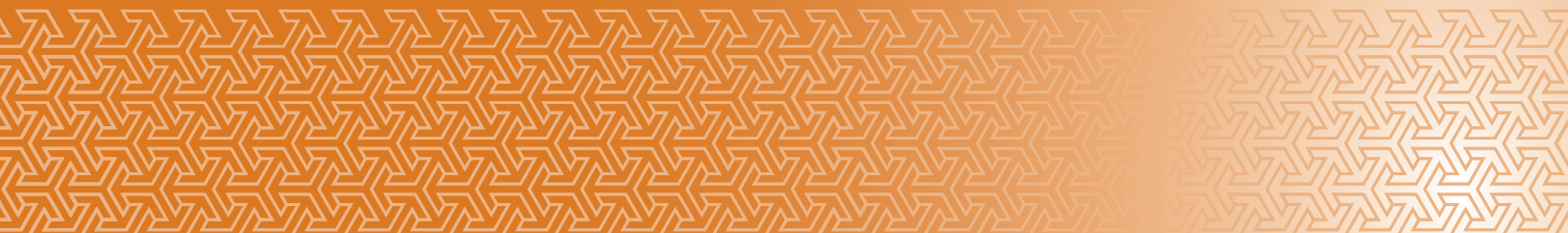
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December 15, 2014

Southern Oregon University Board Orientation

Big Issues Facing Higher Education*

1. Business Model
2. Attainment, Retention and Completion
3. Strategic Plan
4. Affordability and Value Proposition
5. Educational Delivery and Quality Assurance
6. Academic Workforce
7. Technology
8. Globalization
9. Institutional Risk
10. Public Policy Issues—HEA, Tax Reform, Student Aid and Student Debt, External Influences

Fiduciary Duties*

1. Duty of Care

- Act in good faith for best interests of institution
- Act reasonably, competently and prudently

2. Duty of Loyalty

- Put interest(s) of institution above all else
- Do not act from self interest; no self-dealing
- Conflict of loyalty

3. Duty of Obedience

- Obligation to advance mission
- Duty to act ethically and consistent with mission

4. Serve a Public Purpose

*AGB.org, *Fiduciary Duties*

Trustees as Fiduciaries*

1. Fiduciary – One who holds some asset(s) in trust for another and is charged to act beneficially on behalf of the other in managing that asset.
2. The Asset – The college/university you govern, including mission & identity, property, human resources & educational product.
3. For Whom – Founders and sponsors, students and families, donors, alumni, (public)

Public Trusteeship—Core Principles

Respect the public trust.

Ensure that public purposes are served and be advocates for the value of public higher education.

Reflect the best interests of the university even when there are competing forces.

Engage in vigorous debate but speak publicly with one voice.

Essential Responsibilities of Boards

1. Boards have ultimate fiduciary responsibility for their institutions.
2. Public and non-profit boards are overseers of the public trust and need to be accountable for meeting the public trust in ways appropriate to the mission of their institution.
3. Boards are responsible of ensuring the independence of their institution and for safeguarding academic freedom.

Essential Responsibilities of Boards

4. Boards define the terms of shared governance within their institutions, through respect for traditions of shared governance including delegation of recommendations for academic policy to faculty.
5. Boards need to understand the legal and regulatory environment within which their institution operates and ensure compliance with fiscal, academic, licensing and other standards.

Effective Governing Boards*

Mission

- Ensure that the institution's mission is kept current and aligned with public purposes.

Chief Executive

- Select a chief executive to lead the institution.
- Support and periodically assess the performance of the chief executive and establish and review his or her compensation.

*“Effective Governing Boards: A Guide for Members of Governing Boards of Public Colleges, Universities and Systems,” AGB, 2010

Effective Governing Boards

Strategic Planning

- Charge the chief executive to lead a strategic planning process and participate in the process.
- Approve the strategic plan.
- Monitor progress on implementing the plan.

Effective Governing Boards

Fiscal Integrity

- Ensure the institution's fiscal integrity.
- Preserve and protect assets.
- Engage in fundraising and philanthropy.

Educational Quality

- Ensure the educational quality of the institution and its academic programs.

Effective Governing Boards

Autonomy, Policies and Constituencies

- Preserve and protect institutional autonomy, academic freedom and the purposes of higher education.
- Ensure that institutional policies and processes are current and properly implemented.
- Working with senior administrators, engage with the institution's major constituencies.

Effective Governing Boards

Conduct of the Board

- Conduct the Board's business in an exemplary fashion and with appropriate transparency, adhering to the highest ethical standards and complying with applicable open-meeting and public records laws.
- Ensure the currency of the board's governance policies and practices.
- Periodically assess the performance of the board, its committees and its members.

High-Performing Boards

- Engaged and informed—understand and respect differences between governing and managing.
- Support presidential leadership—build a partnership around distinct roles of board and president.
- Balance oversight and advocacy—serve as ambassadors while ensuring accountability.

High-Performing Boards

- Opportunities for meaningful deliberation.
- Forward looking and strategic.
- Understand value of informal and formal communication.
- Observe the highest ethical standards and avoid conflict of interest.

High-Performing Boards

- Engage in robust debate and speak with one voice once decisions are made.
- Engage the important constituencies but reserve the authority for decisions.

Clarifying Roles & Responsibilities

- What belongs to the board?
- What belongs to the president and the administration?
- What belongs to the faculty?

There may be overlapping areas but each group should understand whether its purview as well as that of others is **determinative**, **consultative**, or **informational**.

Clarifying Roles & Responsibilities*

“While they cannot delegate their ultimate fiduciary responsibility for the academic quality and fiscal integrity of the institution, boards depend upon the president for institutional leadership, vision, and strategic planning, and they delegate to the president abundant authority to manage the operations of the institution. . . .A board must clearly convey the responsibilities it expects the president to fulfill and hold the president accountable, but it also must establish conditions that generate success for the president.”

*“Board Responsibility for Institutional Governance” AGB, 2010

What is Culture?*

A culture is a system of beliefs and actions that characterize a particular group. Culture is the unique whole—the shared ideas, customs, assumptions, expectations, philosophy, traditions, mores, and values—that determine how a group of people will behave.”

*"Leading Change" by James O'Toole, 1995.

Culture Matters*

The cultural dimension is central to organizational life.

Even if it is not explicit, it matters.

*"Understanding Organizational Culture" (2nd ed.) by Mats Alvesson, 2013.

Importance of Shared Values*

Values form the bedrock of an organization's culture.

Shared values:

- foster strong feelings of personal effectiveness
- promote high levels of loyalty
- facilitate consensus about key goals
- encourage ethical behavior
- reduce levels of stress and tension

*"The Leadership Challenge: How to Get Extraordinary Things Done in Organizations" by James Kouzes and Barry Posner, 1987.

Effective Value Systems*

Clarity: know what the organization stands for

Consensus: understand the values, share and agree with them

Intensity: feel strongly about the worthiness of the values

*Kouzes and Posner

Go Deep*

Significant beliefs are often under the surface. It is important to identify values, beliefs and priorities at all levels of the organization because they are the framework that determines performance.

Beliefs create decisions. Decisions create actions. Actions create results.

*adapted from www.culturalresearch.org

Broad View of Culture*

Culture is

shared world of experiences, meanings,
values and understandings

which inform people

and

lead to concrete actions.

*adapted from Alvesson

Summary

How people THINK, FEEL, ACT, VALUE
Is guided by IDEAS, MEANINGS, BELIEFS
That are SHARED.

Shared ideas, beliefs, and meanings lead to
COORDINATED ACTIONS which lead to
RESULTS.

Defining the Culture of the Board

What are desirable characteristics of your board culture?

What observable behaviors would define your ideal board culture?

What resources do you have to build your board culture?

Getting Governance Right: 10 Habits of Highly Effective Boards

1. Create a Culture of Inclusion
2. Uphold Basic Fiduciary Principles
3. Cultivate a Healthy Relationship with the President
4. Select an Effective Board Chair
5. Establish a Strong Governance Committee
6. Delegate Appropriate Decision-Making Authority to Committees
7. Consider Strategic Risk Factors
8. Provide Appropriate Oversight of Academic Quality
9. Develop a Renewed Commitment to Shared Governance
10. Focus on Accountability

“The 10 Habits of Highly Effective Boards” by Rick Legon,
Trusteeship Magazine, March/April, 2014

Consequential Governance

1. Focus on accountability and fiduciary principles
2. Board structure should facilitate a focus on things that matter
3. Strategy over reports—future over past
4. Board leads in advocacy for higher education—value proposition
5. Board-presidential leadership and institutional governance
6. Defend board independence

Consequential Boards

1. Improve value in their institution and lead a restoration of public trust in higher education.
2. Add value to institutional leadership and decision-making by focusing on their role as fiduciaries.
3. Ensure the long-term sustainability of their institution by addressing the imperative to deliver high-quality education at a lower cost.

Consequential Boards

4. Improve shared governance and relations with faculty, and attend to leadership development by presidents and faculty.
5. Improve board capacity and functionality with a focus on qualification of board members, orientation, composition, and removal of members for cause.

Consequential Boards

6. Focus time on issues of greatest consequence, reducing time spent reviewing routine reports and redirecting attention to strategic issues.

7. Hold themselves accountable for their own performance, upholding the same behaviors and performance they expect from others in their institution.

The Partnership: Board and President

**Board of the
President**

1. Clear expectations
2. Common sense of purpose
3. Shared vision
4. Mutually agreed upon plan
5. Commitment to inclusion of all stake holders

**President of
the Board**

Board Leadership

- Partnerships with presidents and board chairs
- Success of leadership depends on leadership strengths, effective strategies, respect from colleagues, and appropriate support and cooperation—building consensus

Qualities of Board Leaders

- Perceived as fair
- Open minded on issues
- Able to listen
- Firm when necessary
- Trustworthy – keeps confidences
- Keeps lines of communication open with board members and the president

Board Leadership

- Manage board communications effectively; all board members in the loop
- Make good committee appointments
 - Make sure committees function effectively
 - Rotate membership appropriately
- Prepared for board meetings

Facilitating Collegiality

- Collective thinking is smarter than individual opinions.
 - Respecting the right of others to disagree
 - Avoiding impugning the motives or integrity of others with whom one disagrees

Board Leadership

- Make sure board members' time is well spent
 - Time for discussion on strategic issues and challenges
 - Monitoring the performance of the institution
 - Time for board education – about the institution, state or local issues, national trends
- Develop ways to strengthen board effectiveness
 - Meetings, agendas, committees
- Integral leadership – engagement with the president, faculty and other stakeholders

Board Work

- Board work affects institutional reputation, mostly based on how it conducts board business
 - Internal constituencies
 - External constituencies
- Board meetings should be models of good governance, and focus on that which only a board can address—consequential governance

Best Practices for Committees*

Charters—clearly describe the governance purpose

Committee work—aligned with strategic priorities

Translate charge into annual goals and work plan

Align plans with governance roles and strategic goals

* From the AGB Series on Effective Committees

Best Practices

Focus on monitoring strategic progress and committee accomplishments

Agendas—concise, developed in consultation with committee chair and staff member

- Include expected outcomes

- Distribute in advance, with supporting materials

Best Practices

Strike a balance between too much and too little information

Guard against micromanagement

But

Have sufficient information to make sound recommendations and ensure appropriate oversight

Committees and Participatory Decision-Making

Model good governance—robust debate, open and inclusive discussions, and full transparency

Include constituents

Present recommendations—conclusions about data and findings, perspectives from constituents

The Work of Committees

Committee assignments should be rotated.

Create performance expectations for members.

Use committee leadership position intentionally.

Assign administrative staff members as liaison.

The Work of Committees

Review committee performance annually.

Include committee performance in assessment of individual board members.

Review committee structure periodically—ask if committees continue to serve strategic purposes?

Board Leaders and Board Performance

- Boards Must be Self Regulating
 - A president cannot police the board
 - Challenge: Governance is a team sport but boards are often composed of quarterbacks
- A Team of Equals...Fiduciary Principles

Sample Statement from a Public Institution: Commitments by Board Members

- Respect final board decisions
- Yield to the chair and president as the spokespersons for the board and institution
- Build strong relationships with colleagues
- Seek the views of others and accept criticism
- Trust other board members and be worthy of their trust

Resources @ agb.org

I. AGB Statements on Important Governance Topics:

- Board Accountability
- Educational Quality
- External Influences
- Institutional Governance
- Intercollegiate Athletics
- Sexual Misconduct
- Conflict of Interest with Compelling Benefit

II. Knowledge Center:

- Videos, Podcasts, Governance Briefs, Data Files, Governance Database

III. “AGB U,” your guide to good governance

IV. November Report: National Commission on Governance

Thank You

Thank You

Carol Cartwright, Ph.D.
Senior Consultant, AGB
ccartwri@kent.edu

**BYLAWS
OF
SOUTHERN OREGON UNIVERSITY**

**ARTICLE I
Name**

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

**ARTICLE II
Purposes of Organization**

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

**ARTICLE III
Board of Trustees**

- 1. Business and Affairs.** The University shall be governed and the business and affairs of the University shall be managed by the Board of Trustees of Southern Oregon University ("Board"), which may exercise all such powers, rights, duties and privileges as are expressly conferred upon the University, or that are implied by law or are incident to such powers, rights, duties and privileges. The Board may delegate and provide for the further delegation of any and all such powers, rights, duties and privileges subject to limitations expressly set forth in law.
- 2. Membership.** The membership of the Board is established by law. With the exception of the President of the University, the Trustees are appointed by the Governor of the State of Oregon and are subject to confirmation by the Oregon Senate in the manner prescribed by law.
- 3. Vacancies.** A vacancy on the Board shall exist upon the death, resignation, removal or expiration of the term of any Trustee. A Trustee may resign at any time by delivering written notice to the Governor, the Chair of the Board of Trustees, and the President of the University. When a vacancy exists, the Board Chair, in consultation with the other Trustees, shall contact the Office of the Governor with a recommendation concerning the filling of the vacancy.
- 4. Removal.** The Governor may remove a Trustee other than the President as provided by law. The Board may terminate the status of the President as a Trustee by terminating the President's appointment as President of the University, subject to the rights, if any, of the President under a contract of employment.
- 5. Board Officers.**

 - a. The Board shall select one of its members as Chair and another as Vice Chair, who shall be the Board Officers. Thereafter, a vacancy in the position of Chair shall be filled by the Vice Chair, unless the position of Vice Chair is vacant in which case the Board shall appoint the Chair. A vacancy in the position of Vice Chair shall be filled by the Board. The Chair and Vice Chair shall hold office for two years, or until a successor shall have been duly appointed and qualified or until death, resignation, expiration of the appointment as a Trustee, or removal. The Chair and Vice Chair may be appointed to consecutive terms.

The Chair and Vice Chair shall not be employees or students of the University and shall not, as Chair and Vice Chair, be authorized to bind the University. The Board may appoint such other Board Officers with such duties as the Board determines necessary or appropriate.

- b. The Chair shall establish the agenda for and preside at all meetings of the Board. The Chair shall perform such other duties as assigned by the Board. In the absence of the Chair or in the event of the Chair's inability to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as assigned by the Board. Other officers of the Board, if any, shall be subject to the authority of the Chair and Vice Chair.
- c. Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual Trustee. Individual trustees do not speak on behalf the Board or University unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and University, unless otherwise determined by the Board.
- d. A Board Officer serves at the pleasure of the Board. A Board Officer may be removed from office by a two-thirds majority vote of Trustees eligible to vote.

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

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

ARTICLE IV Meetings of the Board

1. Public Meetings. A "Public Meeting" of the Board is the convening of the Board for a purpose for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. All Public Meetings of the Board shall be conducted in compliance with the Public Meetings Law. Public Meeting does not include any on-site inspection of any project or program or the attendance of Trustees at any international, national, regional, state or local association.

2. Quorum of the Board. Except as otherwise specified herein, a quorum of the Board is required to conduct Board business. A quorum of the Board shall be a majority of the Trustees in office, including the President, at the time of the meeting.

3. Manner of Acting.

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

- b. All Trustees present must vote affirmatively or negatively on any matter on which a vote is called by the Chair, except that a Trustee may not vote if the Trustee is disqualified from voting under law, these bylaws, or applicable Board action. Abstentions may be permitted by the Chair.
 - c. The Board may permit any or all Trustees to participate in a meeting by, or conduct the meeting through use of, any means of electronic communication by which all Trustees participating may simultaneously hear each other or otherwise communicate with each other during the meeting. Participation in such a meeting by a Trustee shall constitute such Trustee's presence in person at the meeting.
4. **Quorum Not Required.** A majority of the voting Trustees present at a meeting that is subject to the quorum requirements of this Article, although less than a quorum, may:
- a. Adjourn the meeting from time to time to a different time or place before the date of the next regular meeting without further notice of any adjournment. At such adjourned and rescheduled meeting at which a quorum is present, any business may be transacted that might have been transacted at the meeting originally held.
 - b. Set a time for adjournment.
 - c. Call a recess.
 - d. Take any measure necessary or appropriate to assemble a quorum.
5. **Waiver of Notice by Trustee.** A Trustee's attendance at or participation in a meeting waives any required notice of the meeting to the Trustee unless the Trustee at the beginning of the meeting objects to the holding of the meeting or the transaction of business at the meeting and does not subsequently vote for or assent to action taken at the meeting. A Trustee may at any time waive any notice required by law, these Bylaws or other Board action, with a writing signed by the Trustee and specifying the meeting for which notice is waived. Any such waiver of notice shall be filed with the minutes of the meeting for which notice is waived.
6. **Procedural Rules.** Procedural disputes shall be resolved by traditional procedural rules, as interpreted by the Chair. Any Trustee who disagrees with a procedural decision may introduce a motion to amend or reverse the procedural decision.

ARTICLE V

Public Meeting Procedures

1. **Regular Meetings.** Regular Public Meetings of the Board shall be held at least once quarterly on such dates and at such times as specified by the Chair.
2. **Special Meetings.** Special Public Meetings of the Board may be called at any time by the Chair and must be called by the Chair within seventy-two (72) hours after the Chair's receipt of a written request for a special Public Meeting signed by a majority of the Trustees then in office and specifying the purpose of the meeting. Signatures may be electronic and in counterparts.
3. **Emergency Meetings.** Emergency Public Meetings of the Board may be called at any time by the Chair in instances of an actual emergency and must be called by the Chair within twenty-four (24) hours after the Chair's receipt of a written request for such a meeting signed by a majority of the Trustees then in office, identifying the

actual emergency and specifying the purpose of the meeting. Signatures may be electronic and in counterparts. Minutes of emergency Public Meetings shall describe the emergency justifying the emergency Public Meeting.

4. Place of Meetings. All regular Public Meetings and special Public Meetings of the Board shall be held in the State of Oregon at a location owned, controlled, leased, or licensed by the University.

5. Notice of Meetings.

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

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

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

ARTICLE VI Officers of the University

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

2. President. The Board shall appoint a President. The President of the University is the President of the Faculty. The President is also the executive and governing officer of the University, except as otherwise provided by statute or action of the Board. Subject to the supervision of the Board, the President of the University has authority to direct the affairs of the University. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to affairs of the University. The President shall perform such other duties as assigned by the Board. The President may appoint other officers and employees of

the University, who shall have such powers and duties as may be prescribed by the President. The President is authorized to accept legal process on behalf of the University.

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

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

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

6. Secretary. In consultation with the Board Chair and Vice Chair, the President shall appoint the Secretary. The Secretary shall cause the required notices of meetings of the Board to be sent to each Board member, and the preparation of the minutes, any audio recording, audio and video recording, streaming audio, or streaming audio and video of meetings. The Secretary is the custodian of and shall cause the minutes and any recording or transmission to be maintained in accordance with applicable records retention requirements. The Secretary is authorized to accept legal process on behalf of the University.

ARTICLE VII Board Committees

Subject to the requirements of applicable law, the Board may establish such committees as it deems appropriate or necessary from time to time and shall define the duration, existence, duties, membership and reporting requirements of such committees.

ARTICLE IX Conflicts of Interest

1. In General. Subject to the requirements of law and of this Article IX, the Board may take any action involving either a potential conflict of interest or an actual conflict of interest (as defined in ORS Chapter 244). Prior to taking any action in an official capacity on any matter involving a potential conflict of interest or an actual conflict of interest for a Trustee, the Trustee shall publicly announce the nature of the potential or actual conflict of interest. Any Trustee having an actual conflict of interest in a transaction with the University shall in addition (i) refrain from participating in any discussion or debate on the issue out of which the conflict arises, and (ii) refrain from voting on the issue, unless the Trustee's vote is necessary for Board action on the issue and is otherwise not prohibited by ORS Chapter 244.

2. Labor Negotiations. The faculty and non-faculty staff members of the governing board may not participate in any discussions or action by the board or attend any executive session of the board involving collective bargaining issues. Each such member of the governing board shall be limited from participating in discussions, actions, and executive sessions pertaining to both faculty and non-faculty staff bargaining issues at the university.

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

ARTICLE X Indemnity

1. Indemnification and Defense in General.

- a. The University shall defend and indemnify any Trustee or Officer ("Party") against any Claim, whether groundless or otherwise, arising out of an alleged act or omission occurring in the performance of official duties. The University shall not provide indemnification and defense in case of malfeasance in office or willful or wanton neglect of duty. The University may cease to provide indemnification or defense upon a determination by the University, in its sole discretion, that an act or omission may constitute malfeasance in office, willful or wanton neglect of duty, or criminal conduct.
- b. The University may choose to defend a Party under a reservation of rights. Any Party to whom the University is providing a defense shall cooperate fully with the University in the defense of such Claim. If the University determines, in its sole discretion, that such Party has not so cooperated or has otherwise acted to prejudice the defense of the Claim, the University may at any time terminate its defense and indemnity or proceed under a reservation of rights.

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

- a. Expenses incurred by a Party in the defense of a civil Claim by a governmental entity or a professional licensing authority may be advanced or reimbursed by the University if the University, in its sole discretion, determines that the civil Claim arose out of the Party's performance of official duties. Such advancement or reimbursement constitutes part of the Party's official compensation package for purposes of ORS Chapter 244. The University may decline to reimburse a Party for any expenses incurred prior to the University's written commitment to provide reimbursement.
- b. Expenses shall be paid by the University in advance of the final disposition of a civil Claim described in this section 2 at the written request of the Party if:
 - (1) The University determines, in its sole discretion, that the conduct of such Party was in good faith, and the Party reasonably believed that such conduct was in the best interests of, or not opposed to the best interests of, the University.
 - (2) The Party furnishes the University a written undertaking to repay such advance to the extent it is ultimately determined by the University, in its sole discretion, that such Party is not entitled to be indemnified by the University under this Article or under any other indemnification rights granted to such Party.
 - (3) Such advances shall be made without regard to the person's ability to repay such advances.

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

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

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

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

ARTICLE XI Miscellaneous Provisions

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

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

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

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

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

1.0 Regular Meetings

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

1.2 Notice to Trustees. Every reasonable effort will be made to provide notice of a regular meeting of the Board of Trustees and all available, pertinent materials, to each trustee no less than seven calendar days before the meeting. The proposed agenda and all available, pertinent materials for a regular public meeting of the Board should be provided to each trustee by email to the trustee's official Southern Oregon University email address, which may be an email that contains only a link to the agenda and materials, not less than seven days before any regularly scheduled meeting.

1.3 Notice to Others. Every reasonable effort will be made to provide notice of a regular public meeting of the Board of Trustees and all available, pertinent materials, to all others no less than six calendar days before the meeting.

1.4 Board Calendar . The Board must meet at least once quarterly. Generally, regular Board meetings will be in September, December, March and June. The Secretary will work with each Board member to generate a schedule of regular Board meetings for at least one year in advance. The Secretary will cause to be posted on the Board's website and delivered to each trustee periodically an updated schedule of the Board's regular meetings.

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

1. Call to Order/Roll/Declaration of a Quorum
2. Public Comment
3. Reports
4. Consent Agenda (including approval of minutes)
5. Action Items
 - a. Matters before the Board by Seconded Motion
 - b. Other Matters before the Board
7. Discussion Items
8. Adjournment

The Chair or President determines the items to be placed on the consent agenda. An item may be removed from the consent agenda by the Chair, President, or majority vote of a quorum of the Board. The order of business of the Board may be altered by the Chair, President or majority vote of a quorum.

2.0 Special and Meetings and Emergency Meetings

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

2.2 Content of the Agenda. Only items approved by the Chair, President or majority of a quorum may be placed on the agenda for a special meeting.

2.3 Notice to Trustees. Every reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials, to each trustee no less than five calendar days before the meeting. The proposed agenda and all available, pertinent materials for a special meeting of the Board should be provided to each trustee by email, which may be an email that contains only a link to the agenda and materials, not less than five days before any regularly scheduled meeting.

2.4 Notice to Others. Every reasonable effort will be made to provide notice of a special meeting of the Board of Trustees and all available, pertinent materials, to all others no less than four calendar days before the meeting.

3.0 Role of the Chair

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

4.0 Procedure for Appearing Before the Board

4.1 Importance. Public comment is an important component of effective governance. Public comment provides an opportunity to share ideas, information and opinions. Public comment may not be used as a forum for negotiations or asking questions of individuals. The opportunity for public comment will be provided at regular meetings of the Board.

4.2 Protocol. The Chair has the authority to alter this protocol in the interest of time or other considerations. Priority in public comment will be given to topics on the meeting agenda.

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

4.4 Duration. Unless otherwise indicated on the agenda or by the Chair, each public comment period will be between 15 and 30 minutes with a limit of three minutes per speaker. The Chair may call individuals out of order of sign-up to ensure that different viewpoints are heard during the public comment period. The Chair may require that a group designate one spokesperson to make comments. Those who sign up and are not called are invited to share their comments via board@sou.edu. The public comment period is complete when any public comment has been provided or the public comment period expires, whichever occurs first.

4.5 Written Information. An individual who wants to provide written information to the Board may do so by: (1) sending the material electronically to board@sou.edu; (2) delivering the material to the Office of the University Secretary; or (3) mailing the material to the Office of the University Secretary. The Chair, President and Secretary will determine whether and, if so when, submitted material is

appropriate for dissemination to trustees based on the University's bylaws and relevant Board actions. Materials may be subject to disclosure under the Public Records Law.

5.0 Role of the Secretary

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

6.0 Executive Sessions

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

- The Chair will announce the executive session as required by law and cite the basis for and statute authorizing an executive session for each subject to be discussed
- The Chair or Secretary will specify individuals who may remain in the meeting
- The Chair or Secretary will instruct news media on each subject that the news media may not disclose
- The Chair or Secretary will also notify news media that they are prohibited from making audio or video recordings of the executive session
- The Chair or Secretary will notify news media that they are excluded from the executive session for one or more of the reasons set forth in section 6.4 below
- The Chair or Secretary will determine whether the executive session is recorded or whether minutes shall be kept. If a recording is made, the Secretary shall specify on the recording when the executive session begins and ends
- At the conclusion of executive session, the Secretary shall notify all other members of the audience that the portion of the meeting open to the public has resumed

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

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

6.4 Exclusion of News Media. Representatives of the news media are allowed to attend executive sessions other than those held to conduct deliberations with persons designated by the governing body to carry on labor negotiations; to confer with counsel on current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a

news media organization that is a party to the litigation; or when material or information that is confidential under federal law or that constitutes a faculty record under Oregon Law will be discussed.

7.0 Committee Meetings

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

**Board Statement on Delegation of Authority
Board of Trustees of Southern Oregon University**

1.0 Authority of the Board of Trustees

1.1 Board Authority. The Board of Trustees is the final University authority and has full control of the University and its property of various kinds. The Board may take any and all actions as it determines necessary or appropriate. Board actions have precedence over other actions of the University and its constituent parts. Any such actions shall be consistent with Board actions. The Board may review and intervene in any and all aspects of the University; amend or rescind any action; and take any such action it deems proper. The Board shall adopt a mission statement for the University in consultation with the faculty, students and staff members.

1.2 Collective Bargaining Agreements. Nothing in this Policy affects any collective bargaining agreement entered into prior to the adoption of this Board Statement.

1.2 Appointment of the President of the University. As provided in ORS 352.096, in consultation with the Governor, or the Governor's designee, the Board shall appoint and employ a President of the University. Except in the case of an interim or acting president, the hiring committee for the president of the University shall include representatives of the university community and at least one other president of a public university based in Oregon. The President reports exclusively to the Board, and the Board supervises the President. The Board shall prescribe the President's compensation and terms and conditions of employment and is responsible for the reappointment or removal of the President. The President shall perform such duties as are assigned by the Board. Except as otherwise provided by law or Board action, the President is the executive and governing officer of the University and President of the faculty. The faculty and officers and employees of the University shall, through appropriate channels, be responsible to the President of the University and through the President to the Board of Trustees, except that the Vice President of Finance & Administration and Secretary are responsible to the Board in relation to the business of the Board. The President shall, from time to time, report to the Board all significant matters within the President's knowledge related to the affairs of the University.

1.3 University Budget. The Board shall adopt the budget of the University.

1.4 Tuition and Fees. The Board shall determine tuition and mandatory enrollment fees, including the incidental fee, in accordance with ORS 352.102, ORS 352.105, and other applicable law.

1.5 Business and Administrative Affairs. The Board retains sole authority for the business and administrative affairs of the University set forth in this section 1.5. All other authority for business and administrative affairs, including the authority set forth in section 2.8, is delegated to the President.

- 1.5.1 The approval of the naming of University buildings or outdoor areas in recognition of individuals or organizations.
- 1.5.2 The approval of the execution of instruments relating to real property where the anticipated cost or value to the University exceeds \$1,000,000.
- 1.5.3 The approval of the appointment of external auditors.
- 1.5.4 The approval of a capital project budget that is anticipated to exceed \$1,000,000, including for architects, construction managers, engineers and other professional consultants; and approval of any increase to a capital project budget that causes the total of all increases to the capital project budget to exceed \$1,000,000.

- 1.5.5 The approval of the execution of instruments relating to any borrowing or debt finance transactions which are or may be in excess of \$1,000,000, singularly or in the aggregate.
- 1.5.6 The approval of the execution of instruments relating to any shares, stock or other equity or interests in or obligations of any entity other than the University in excess of \$1,000,000, unless the shares, stock or other equity or interests in or obligations of the entity are publicly traded or provided through the State Treasurer, Southern Oregon University Foundation or a brokerage firm, investment bank, depository or other licensed firm.
- 1.5.7 Consent to the encumbrance of University real property by the State of Oregon.
- 1.5.8 The approval of the execution of any other instruments, including but not limited to instruments related to the acquisition, disposal or provision of goods and services, where the anticipated cost or value to the University exceeds \$1,000,000; and approval of any increase or decrease in cost or value that causes the total of all increases or decreases in cost or value to exceed \$1,000,000. When the ultimate aggregate cost to the University is not known in advance for instruments relating to the acquisition, disposal or provision of goods or services on a continuing or intermittent basis (e.g. rental, service, or supply contracts), the amounts set forth in this paragraph shall be calculated on an annual basis.
- 1.5.9 The approval of the execution of any instrument that the President, Vice President for Finance & Administration, Chair of the Board of Trustees, or a majority of the Trustees deems appropriate for consideration by the Board or a Board committee, so long as the instrument has not been executed.

1.6 Academic Affairs.

1.6.1 The Board has the authority to establish, eliminate, control or substantially reorganize academic programs and units of operation. Any significant change in the University's academic programs as defined by the Higher Education Coordinating Commission must be approved by the Board prior to submission to the Commission. The Board confers academic degrees, certificates and other forms of recognition upon the recommendation of the faculty. Such academic degrees, certificates and other forms of recognition are granted in the name of the Board of Trustees of Southern Oregon University and are executed by the Board Chair and the University President. The Board shall have the exclusive authority to approve honorary degrees.

1.6.2 The Board delegates to the president and the professors ("the faculty" as defined in ORS 352.146) authority relating to: (a) academic standards relating to admission to study at the University; (b) curriculum, curricular materials, method of instruction, grading, credits, and academic standards of the University; and (c) standards of student competence in a discipline.

1.7 Gifts. The Board retains sole authority for gifts to the University set forth in this section 1.7. All other authority related to gifts is delegated to the President.

- 1.7.1 Gifts that create obligations on the part of the University for which there is no established funding source.
- 1.7.2 Gifts with a value exceeding \$1,000,000 which involve: (1) Construction of facilities not previously approved; or (2) Non-traditional investment assets (such as real estate, debt instruments, closely held stock, partnership interests, permanent insurance policies, royalties, copyrights, licenses, and other illiquid assets); provided that gifts described in this subsection with a value between \$500,000 and \$1,000,000 will be reported to the Board of Trustees quarterly.
- 1.7.3 A gift requiring naming of a University building or outdoor area.

- 1.7.4 Any other gift that the President, Vice President for Finance & Administration, or a majority of the Board of Trustees deems appropriate for Board consideration.
- 1.7.5 Current gifts of non-traditional investment assets, charitable lead trusts where the University is to act as trustee, bargain sale gifts of property, and partial interest gifts.
- 1.7.6 Deferred gifts, if the University is to act as trustee or custodian of the deferred gift.
- 1.7.7 Gifts of real estate, interests in real estate, or gifts of debt instruments secured by real estate from other than the Southern Oregon University Foundation. The Vice President for Finance & Administration shall determine in each such case, including when the gift is from the Southern Oregon University Foundation, whether a hazardous waste inquiry or other due diligence is required, and the scope and extent of such inquiry. The President and the Vice President for Finance & Administration, in consultation with the Vice President for Development, shall establish further policies and procedures regarding evaluation of gifts of real estate, as may be necessary or desirable from time to time.

1.8 Gifts to the Southern Oregon University Foundation. Gifts to the Southern Oregon University Foundation shall be accepted by the Southern Oregon University Foundation in accordance with then-current agreements between the University and the Foundation (as may be amended from time to time).

2.0 Authority of the President of the University

2.1 Executive and Governing Officer; Delegation. The President of the University is the executive and governing officer of the University, except as otherwise provided by statute or Board actions. Subject to the supervision of the Board and Board action, the President shall direct the affairs of the University. The authorities and responsibilities of the President of the University include, but are not limited to, the authorities and responsibilities set forth in and modified by section 1.0 and this section 2.0, and the President may delegate any authorities and responsibilities, except as provided by Board actions. Any delegation must be consistent with Board actions. The President remains responsible for the proper functioning of the University, notwithstanding any delegation.

2.2 Presidential Actions. The President of the University shall take such actions regarding matters within the authority of the President when the Board or the President deems it necessary or appropriate. Any Presidential actions are subordinate to and must be consistent with Board actions. In carrying out these duties, the President shall consult with the faculty, other employees, and students as deemed appropriate by the President. Consultation shall not remove from the President the authority and the responsibility vested in the President by law and Board actions.

2.3 Emergency and Temporary Actions; Technical Corrections. The President of the University shall take emergency and temporary actions when the Board, its designee, or the President deems it necessary or appropriate. Such actions may have the scope and force of Board actions and must be reported to the Board expeditiously. Pursuant to expedited procedures, the President of the University may amend a Board action or Presidential action in order to correct typographical errors, make address or formatting changes, or clarify language without changing the effect of such actions. Such amendments must be reported to the Board quarterly. The President may make expedited repeals of Board actions upon notice to the Board and Presidential actions, provided that expedited repeals of Board actions must be ratified at the next meeting of the Board or its designee.

2.4 Committees, Councils and Advisory Groups. The President of the University shall establish and define the charge of any and all University committees, councils, and advisory groups, except as provided in Board

action. The establishment and charge of any and all University committees, councils and advisory groups shall be consistent with law and Board action. The recommendations and reports of all committees, councils and advisory groups shall be made to the President. The President shall inform the Executive Committee of the Board regarding significant recommendations and reports related to the affairs of the University. Upon request by the Chair of the Board or a majority of the Trustees, the President shall provide the Board with a recommendation or report of a University committee, council or advisory group.

2.5 Students. Subject to Board action, the President is responsible for development and administration of policies governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others. The guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of law or institutional policies must be consistent with standards of procedural fairness. The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes.

2.6. University Personnel. The President of the University shall act for the Board of Trustees regarding all personnel and employment matters, including labor relations and approval of collective bargaining agreements. Subject to Board action, the President has the exclusive authority to and shall establish necessary or appropriate written policies covering all employees not represented by a collective bargaining organization and necessary or appropriate written policies covering employees represented by a collective bargaining organization, subject to any legal obligation to negotiate the terms and conditions of such policies with the exclusive representative of the relevant bargaining unit. Upon request by the Chair of the Board or a majority of the Board, and subject to Article IX section 2 of the Board By Laws, the President shall provide the Board with requested information regarding personnel and employment matters, including labor relations and collective bargaining. The President may appoint volunteers as necessary or appropriate and establish the terms and conditions of the activities of such appointed volunteers.

2.7 Research Grants and Contracts. The President of the University shall act for the Board of Trustees regarding grants and contracts for research, development, service, and training. However, a quarterly report to the Board is required for each initial contract or grant award that exceeds \$100,000, and when any increase or decrease to a contract or grant award causes the total of all increases or decreases to the contract or grant award to exceed \$100,000.

2.8 Execution and Administration of University Affairs. Except as provided by Board action, the President of the University shall act for the Board regarding the execution and administration of instruments and the affairs of the University. Notwithstanding the dollar limits specified in section 1.0 above, the President shall act for the Board of Trustees regarding the execution and administration of all instruments, business affairs, and operations relating to:

- 2.8.1 Acquisition of electricity, natural gas, sewer, water, and all other utility services;
- 2.8.2 The acquisition of goods and services made by participating in contracts entered into by group purchasing organizations or pursuant to collaborative purchasing initiatives with public or non-profit entities.
- 2.8.3 The acquisition of fixtures, equipment and furnishings that are included in capital project budgets that have been authorized by the Board of Trustees.
- 2.8.4 The acquisition of goods and services for sponsored research programs when the source of the goods or services is directed by the sponsor, or the sponsor retains title to the goods acquired.
- 2.8.5 The settlement of claims or lawsuits brought against the University.
- 2.8.6 The acquisition of insurance or self-insurance.

- 2.8.7 Leases and licenses of real property and modifications thereto of up to 20 years.
- 2.8.8 Deferred gift assets.
- 2.8.9 Real property acquired through gift or devise from the Southern Oregon University Foundation;
- 2.8.10 The protection of the University's interests, property and operations in an emergency.
- 2.8.11 Actions and execution of documents necessary to establish legal entities, controlled by the University, through which the University may conduct business;
- 2.8.12 The selection of depositories and investments.
- 2.8.13 The execution of instruments or the conduct of business affairs where approval by the Board or a Board committee is impractical due to time or other constraints. The President shall submit a report of any actions taken pursuant to this delegation to the Board of Trustees or its Executive Committee on or before the next regularly scheduled meeting.

2.9 Legal Action. The President of the University shall act for the Board of Trustees regarding all legal action necessary or appropriate to protect the interests of the University. However, no litigation shall be instituted against a public entity or official or in exercise of the power of eminent domain without approval by the Board of Trustees.

2.10 Gifts. The President of the University shall act for the Board of Trustees regarding all current and deferred gifts to the University, including gifts to establish quasi-endowed or permanently endowed funds. Notwithstanding any delegation by the President, a gift with unusual terms or conditions affecting an academic program shall be accepted only with the concurrence of the President to the proposed terms or conditions. The proceeds of any gift, devise, bequest, or contribution received by the University shall be administered in accordance with the intention of the donor and any directions of the Board of Trustees in accepting the gift. Wherever possible, the Southern Oregon University Foundation shall manage gifts. The President of the University is authorized to act for the Board of Trustees regarding the disposition of gifts.

2.11 Fees, Fines and Charges. The President of the University shall establish fees, fines, and charges after providing notice to the Board. In arriving at a determination of fees, fines and charges, the President shall consult with employees and students as the President deems appropriate. The President shall enforce the collection of tuition, mandatory enrollment fees, other fees, fines, charges, and all other amounts due to the University.

3.0 Enforcement

Board actions shall have the force of law to the extent set forth therein. Emergency and temporary Presidential actions may have the force of law to the extent set forth therein. Any Board action or Presidential action that is intended to have the force of law must include an opportunity for appeal. Any Board action or Presidential action may be enforced by the University through internal procedures and in any court of competent jurisdiction. All Board actions and Presidential actions are binding on University employees, students, volunteers, contractors and members of the public, except as set forth therein.

4.0 Miscellaneous

All authority not addressed in this Policy is delegated to the President.

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

1.0 Standing 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 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 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.

2.4 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:

- 2.4.1 Audits and Internal Controls—matters relating to external and internal auditors, audit plans and reports, and internal controls.
- 2.4.2 Compliance—matters relating to compliance with legal and regulatory requirements.
- 2.4.3 Risk Management—matters relating to risk management, insurance, and risk transfer devices.

2.5 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.

2.6 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 as determined by the Board, the Board Chair shall appoint the chairperson and other members of the FC. 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 as determined by the Board, 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.

**Board Statement on the Performance of Official Business
Board of Trustees of Southern Oregon University**

1.0 Attendance at Events in an Official Capacity

1.1 University Events. From time to time, a trustee and one or more relatives or members of the trustee's household may be invited to attend a University event. Such persons attend such an event in an official capacity. Such an event may include artistic and musical performances, athletic competitions, speeches and other events for which there is ordinarily an attendance charge. Tickets to such an event may be provided by the University to a trustee and one or more relatives or members of the trustee's household without charge. The trustee and guests may be required to play an official role related to such an event. Any ticket or cost associated with attendance at such an event is considered to be official compensation, reimbursement of an expense, and not a gift for purposes of the Oregon Government Ethics Law but not for any other purpose. Ordinarily, no more than four tickets for an event will be provided to a trustee at no charge.

1.2 Non-university Events. From time to time, a trustee and a guest may be invited to attend a non-university event. Such persons attend such an event in an official capacity. Such an event may include artistic and musical performances, athletic competitions, speeches and other events for which there is ordinarily an attendance charge. Tickets to such an event must be provided by the third party to the University. If the trustee is to attend the non-university event in an official capacity, tickets may be provided by the University to a trustee and a guest without charge. The trustee and guest may be required to play an official role related to such an event. Any ticket or cost associated with attendance at such an event is considered to be official compensation, reimbursement of an expense, and not a gift for purposes of the Oregon Government Ethics Law but not for any other purpose.

2.0 Procedure for Reimbursement

All reimbursements for costs associated with official business that are actually incurred are subject to the relevant University policy except as set forth herein. A trustee seeking reimbursement should coordinate with the Secretary to review current policies relating to expenditures and reimbursements. All reimbursements require the approval of the Secretary and the Vice President for Finance & Administration.

**Resolution on the Responsibilities of Individual Trustees
Board of Trustees of Southern Oregon University**

Whereas, the Board of Trustees develops and advances the mission and goals of Southern Oregon University;

Whereas, the Board of Trustees ensures that the institution is well managed, endeavors to provide for adequate resources, and endeavors to maintain good relations with all constituencies; and

Whereas, the Board of Trustees provides accountability, fosters transparency, and endeavors to ensure that the University meets its obligations as part of Oregon's education system while preserving the autonomy of the institution.

Now, therefore, each Trustee for herself or himself and for future Trustees pledges to fulfill the duties set forth herein:

1. Evaluation. Each Trustee acknowledges that the Board is responsible for seeing that each Trustee carries out his or her responsibilities as specified herein, and each Trustee will participate in self-evaluations and evaluations of Board performance.

2. Fiduciary Duties. Each Trustee acknowledges that he or she has fiduciary duties to the University and its beneficiaries, including the following.

a. Duty of Care. Each Trustee must act in good faith, using a degree of diligence, care, and skill that a prudent person would use under similar circumstances; act in a manner that he or she reasonably believes to be in the University's and State's best interests; and generally may (and should) rely on information presented by officers and administrators, experts, and board committees.

b. Duty of Loyalty. Each Trustee must be motivated by honesty and faithfulness to the institution and not self-interest. A Trustee must be loyal to the institution, considering both financial interests held by a Trustee and governance or leadership positions a Trustee has with other organizations. A Trustee must maintain independence from stakeholders external to the Board in the conduct of all Trustee responsibilities. The faculty, non-faculty, and student Trustees are chosen from among the faculty, non-faculty staff, and student body respectively but do not represent those groups and acknowledge that organizations exist to represent each group.

c. Duty of Obedience. Each Trustee must ensure that the institution operates in furtherance of its stated purpose; ensure compliance; and ensure effective internal controls.

3. Service. Each Trustee must make service to the University through Board activities a high personal priority; participate constructively and consistently in the work of the Board and its committees; accept and discharge leadership positions and other assignments; work positively on behalf of the University between Board meetings; attend functions and events to which the Trustee is invited; prepare for meetings by reading the agenda and supporting material and keeping informed about the University and trends and issues in higher education; participate in rational, informed Board or committee deliberations by considering reliable information, thinking critically, asking good questions and respecting diverse points of view, in order to reach decisions on the merits that are in the best

interests of the institution; and use his or her own judgment in voting versus following the lead of others.

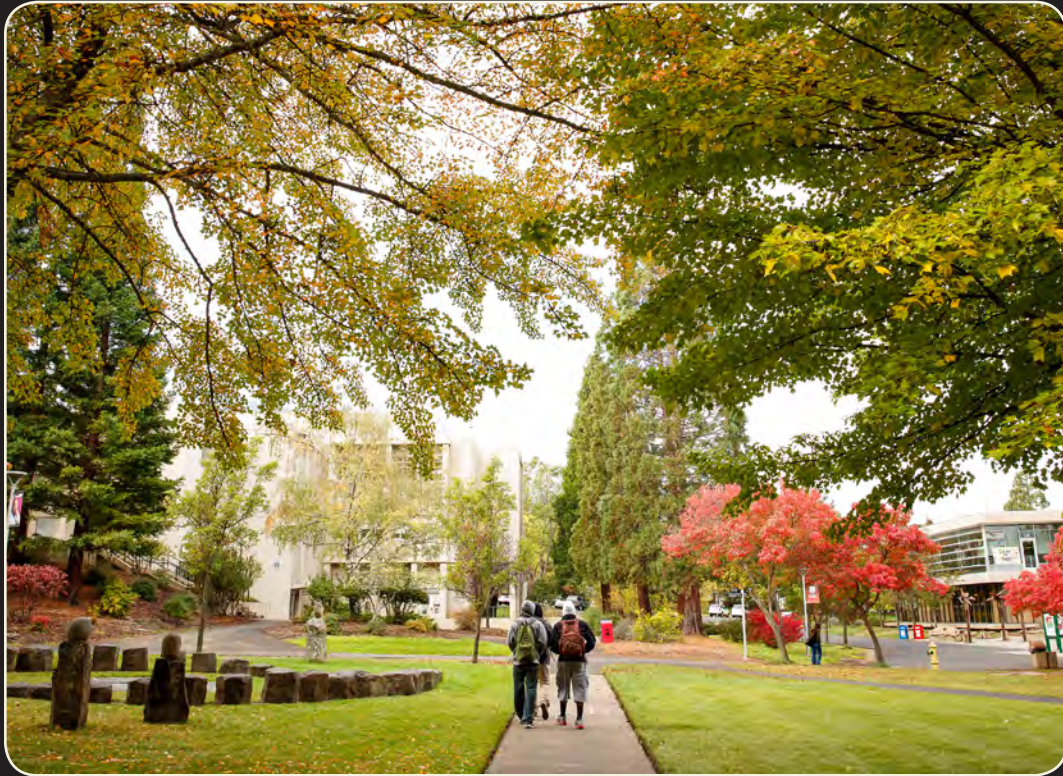
4. Respect. Each Trustee acknowledges that only the Board Chair and the President speak for the University; other Trustees must be careful to identify when they do not speak on behalf of the University; should support the President of the University in word and deed while at the same time exercising critical judgment as an active, discerning, energetic, and probing Trustee; distinguish, in his or her role as a Trustee, between matters of governance and matters of management; speak candidly but also support actions approved by the Board—even if the Trustee did not vote for them; respect the opinions of others and refrain from public criticism of others or their views; communicate any significant concern or complaint promptly to the Chair; refrain from directing the President or staff; and accept that the President reports to the Board as a whole.

5. Personal Behavior. Each Trustee must avoid conflicts of interest or the appearance thereof, in accordance with the Board's policies on conflict of interest and adhere to the highest standards of personal and professional behavior and discretion so as to reflect favorably on the University. A Trustee may not use his or her position of authority to obtain, whether directly or indirectly, a benefit for him or herself or for another organization in which the Trustee has an interest; must avoid personal agendas or appearing to be a representative of any internal or external constituency, group, cause, community, or constituent part of the institution; and from requesting special considerations or favors.

Approved on _____, 2015.

Chair of the Board

Secretary of the University



FACT BOOK 2014



THE PUBLIC LIBERAL ARTS UNIVERSITY OF THE WEST

ASHLAND AND MEDFORD, OREGON • SOU.EDU

SOU OFFICE OF INSTITUTIONAL RESEARCH

Southern Oregon University Fact Book 2014

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Written by
Shane Hunter, Research Analyst,
for the
Office of Institutional Research
www.sou.edu/ir



Student Union

Mission Statement

Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

Commitments

Southern Oregon University is committed to:

1. a challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement;
2. academic programs, partnerships, public service, outreach, sustainable practices, and economic development activities that address regional needs such as health and human services, business, and education; and
3. outstanding programs that draw on and enrich our unique arts community and bioregion.

Institutional Goals

1. Enhance SOU's national recognition as The Public Liberal Arts University of the West.
2. Significantly increase retention and recruitment of diverse, academically proficient students.
3. Implement and promote a powerful institutional plan that establishes SOU as a leader for diversity in southern Oregon.
4. Modernize and expand SOU's buildings and infrastructure.
5. Increase faculty and staff opportunities for meaningful professional development.
6. Implement selected renewable energy projects in the Climate Action Plan to ensure that SOU remains a regional leader in sustainable practices.
7. Support SOU priorities by maintaining financial integrity and significantly increasing fundraising success.

Fall 2014 Contact Information

Admissions

Outside Oregon, toll free: 1-800-482-7672

In Oregon: 541-552-6411

Enrollment Services - Including Registrar and Financial Aid

Phone: 541-552-6600, Fax: 541-552-6614

Marketing and Communication

Ryan Brown

Head of Community and Media Relations

1250 Siskiyou Boulevard

Ashland, Oregon 97520

541-552-6186

Office of Institutional Research

Chris Stanek

Director of Institutional Research

1250 Siskiyou Blvd

Ashland, Oregon 97520

541-552-8786

Fall 2014 General Profile

Headcount: 6,186 (FTE: 4,343)

88% undergrad and 12% graduate
71% resident and 29% non-resident
18% minority population

3961 total applications and 78% of those admitted

717 new freshmen and 587 new transfers

21 to 1 student to faculty ratio

157 tenure track faculty, 183 administrative personnel, and 190 classified staff

Housing and residential services capacity: 1100 and another 206 family housing units

Over 1,000 degrees conferred in the past year

41 major programs and over 160 areas of study

4 bachelor online degree completion programs, 3 online master programs, and 5 online endorsement or licensures; 10 accelerated baccalaureate programs

175 acre campus

335,250 Library book volumes

293,827 Government documents

807,661 Microfilm/fiche Items

4,732 Periodical Subscriptions

11,475 Audiovisual Holdings

86,069 Electronic Books



Hannon Library

Southern Oregon University

Fall 2014 Enrollment Facts at a Glance - All Enrolled¹

ALL ENROLLED	Previous Total	Current Total	% Current Enrollment	% Change Last Year	ALL ENROLLED	Previous Total	Current Total	% Current Enrollment	% Change Last Year
Total Enrollment	6,097	6,186	100%	1.5%	Gender⁵				
Total FTE^{2,3}	4,334	4,343	-----	0.2%	Men	2,526	2,476	40.0%	-2.0%
Full Time/Part Time					Women	3,475	3,570	57.7%	2.7%
Undergrad. full time	3,667	3,637	58.8%	-0.8%	Student Level				
Undergrad. part time	1,817	1,807	29.2%	-0.6%	Freshman	912	1,030	16.7%	12.9%
Total Undergrad.	5,484	5,444	88.0%	-0.7%	Sophomore	795	796	12.9%	0.1%
Graduate full time	210	227	3.7%	8.1%	Junior	1,143	1,067	17.2%	-6.6%
Graduate part time	403	515	8.3%	27.8%	Senior	1,464	1,365	22.1%	-6.8%
Total Graduate	613	742	12.0%	21.0%	Graduate	353	370	6.0%	4.8%
Admission Source⁴					Post bac./non-grad.	121	141	2.3%	16.5%
New freshman	647	717	11.6%	10.8%	Post baccalaureate	83	90	1.5%	8.4%
Undergrad. transfers	548	587	9.5%	7.1%	Non-adm. undergrad.	1,049	1,045	16.9%	-0.4%
New graduate	234	273	4.4%	16.7%	Non-adm. graduate	177	282	4.6%	59.3%
All non-admitted	1,226	1,327	21.5%	8.2%	Residency Fee Status				
Return after absence	45	117	1.9%	160.0%	9 credit hours and up				
Cont.w/o Interruption	3,397	3,165	51.2%	-6.8%	Resident	2,752	2,685	43.4%	-2.4%
Geographic Source					Non-resident	1,389	1,470	23.8%	5.8%
Jackson county only	2,609	2,687	43.4%	3.0%	0-8 credit hours				
Sthrn. Ore. (6 county)	716	726	11.7%	1.4%	Resident	1,678	1,720	27.8%	2.5%
Subtotal (7 county)	3,325	3,413	55.2%	2.6%	Non-resident	278	311	5.0%	11.9%
Portland (3 county)	446	473	7.6%	6.1%	Minorities				
Other Oregon	536	488	7.9%	-9.0%	Native American	71	59	1.0%	-16.9%
California	913	1,016	16.4%	11.3%	Asian/pacific islander	120	124	2.0%	3.3%
Alaska	94	75	1.2%	-20.2%	Black	107	116	1.9%	8.4%
Hawaii	87	104	1.7%	19.5%	Hispanic	454	481	7.8%	5.9%
Other states	416	449	7.3%	7.9%	Total Minorities ⁶	1,037	1,135	18.3%	9.5%
International	160	154	2.5%	-3.8%	Age				
Total Non-Oregon	1,790	1,812	29.3%	1.2%	17-25 years	4,280	4,303	69.6%	0.5%
					26 years and up	1,811	1,878	30.4%	3.7%
					Average age	26 yr (121)	27 yr (118)	1.8%	
					Most frequent age	21 yr (620)	18 yr (611)	9.9%	

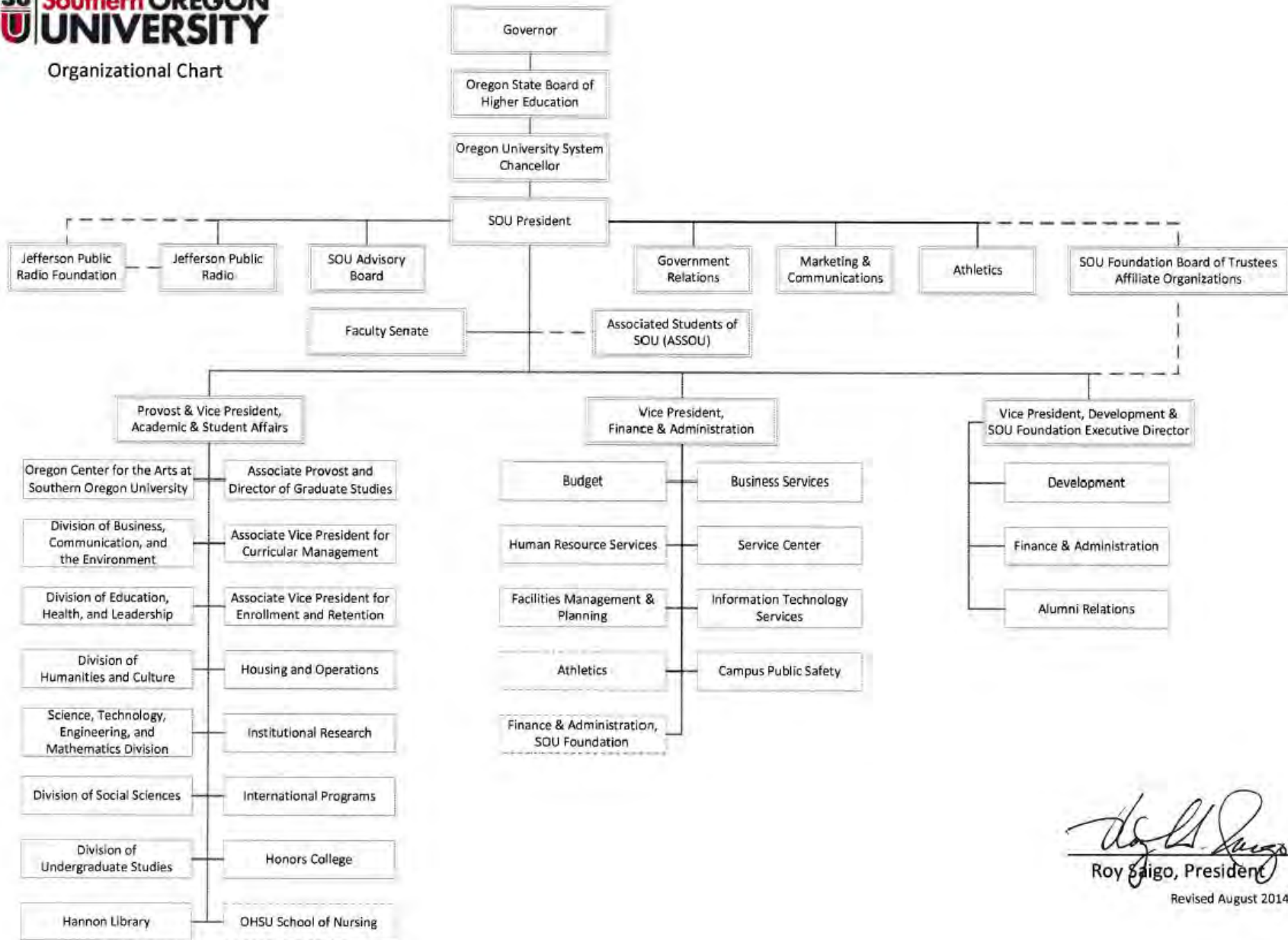
1. Data represents fourth week figures which may be adjusted by OUS reporting.
2. FTE; total credit hours divided by 15 for undergraduate credits and divided by 12 for graduate credits.
3. OHSU and OCNE Nursing coursework excluded from FTE.
4. Summer Admissions included in counts.
5. OUS permits students to report gender as "other" or "unknown"
6. Total includes students who selected multiple ethnicities

SOU Institutional Research - Fall 2014
4th Week Data

History at a Glance

- 1855** – City of Ashland, originally called Ashland Mills town, officially founded.
- 1872** – Ashland Academy founded by Rev. Joseph H. Skidmore and Annie Hill Skidmore.
- 1878** – The Academy was incorporated as the Ashland Academy and Commercial College.
- 1879** – School sold and renamed Ashland College and Normal School (ACNS).
- 1881** – First graduating class of ACNS.
- 1882** – Gov. of Oregon signs bill recognizing ACNS as an official state school.
- 1886** – Closed due to financial trouble, no evidence of the state supporting the institution.
- 1887** – Reopened as Ashland State Normal School after fundraising.
- 1890** – Closed due to lack of enrollment.
- 1895** – Reopened as Southern Oregon State Normal School after a series of deals.
- 1899** – The institution begins receiving state appropriations.
- 1932** – The unofficial name of Southern Oregon Normal School (SONS) becomes official.
- 1934** – Drama Professor Angus Bowmer founds the Oregon Shakespeare Festival.
- 1938** – Receives full accreditation from the American Association of Teachers Colleges.
- 1939** – Renamed to Southern Oregon College of Education.
- 1941** – Authorized to offer the first advanced degree, a B.S. in elementary education.
- 1956** – Renamed to Southern Oregon College, no longer just a school of education.
- 1966** – The entire Faculty Council resigns leading to work on a new faculty constitution.
- 1975** – Renamed to Southern Oregon State College.
- 1997** – Renamed to Southern Oregon University.
- 2007** – Created the College of Arts and Sciences.
- 2013** – Implemented House Model with Green and Social Justice Houses.

Organizational Chart



Roy Saigo
 Roy Saigo, President

Revised August 2014

Academic Calendar

2014-2015

	Fall 2014	Winter 2015	Spring 2015
Priority Registration	May 19	Nov 10	Feb 23
Registration	Sep 15	Dec 22	Mar 16
New Student Orientation	Sep 25-28	Jan 2-5	Mar 26-30
Quarter begins	Sep 29	Jan 5	Mar 30
Last day to add courses, change sections, or register	Oct 3	Jan 9	Apr 3
Last day to pay fees without penalty	Oct 3	Jan 9	Apr 3
Late add fee (\$100) for any classes added after this date	Oct 10	Jan 16	Apr 10
Last day for tuition refund for dropped courses	Oct 12	Jan 18	Apr 12
Last day to drop a course for no grade	Oct 24	Jan 30	Apr 24
Last day to add a course or change sections	Oct 24	Jan 30	Apr 24
Last day to change "Audit" option	Oct 24	Jan 30	Apr 24
Last day to change P/NP option	Nov 14	Feb 20	May 15
Last day to submit course withdrawal	Nov 28	Mar 6	May 29
Final examinations	Dec 8-12	Mar 16-20	Jun 8-12
Quarter ends	Dec 12	Mar 20	Jun 12
Thanksgiving Holiday	Nov 27-28		
Martin Luther King, Jr. holiday observed			Jan 19
Memorial Day holiday observed			May 25

* Source SOU Website

Academic Offerings

2014-2015

Oregon Center for the Arts

- Art
- Creative Writing
- Emerging Media & Digital Art
- Music
- Theatre Arts
 - Dance
 - Shakespeare Studies

Education, Health, and Leadership

- Education
 - Early Childhood Development
 - Elementary Education
- Health and Physical Education
- Outdoor Adventure Leadership
- Military Science
 - Army Gold

Social Sciences

- Criminology and Criminal Justice
- Economics
- Geography
- History
- Political Science
- Psychology
- Sociology

Undergraduate Studies

- House Experience
- Honors College
- Learning Commons
- Study Abroad
- Success at Southern
- University Seminar

Science, Technology, Engineering, and Math

- Biology
- Chemistry
- Computer Science
- Mathematics
- Physics

Business, Communication, & the Environment

- Business
- Communication
 - Journalism
 - Video Production
- Environmental Studies

Humanities and Culture

- Anthropology
- English and Writing
- Gender, Sexuality, and Women's Studies
- International Studies
- Native American Studies
- Philosophy
- World Languages & Literatures

Graduate Studies

- Master of Arts in Teaching
- Master in Education
- Master in Management
- Master in Business Administration (MBA)
- MS in Environmental Education
- MS in Applied Computer Science
- Master in Interdisciplinary Studies
- Master in Mental Health Counseling
- Master of Theatre Studies, Production & Design
- Master of Music, Performance
- Summer Language Institute
- PSM in Applied Mathematics

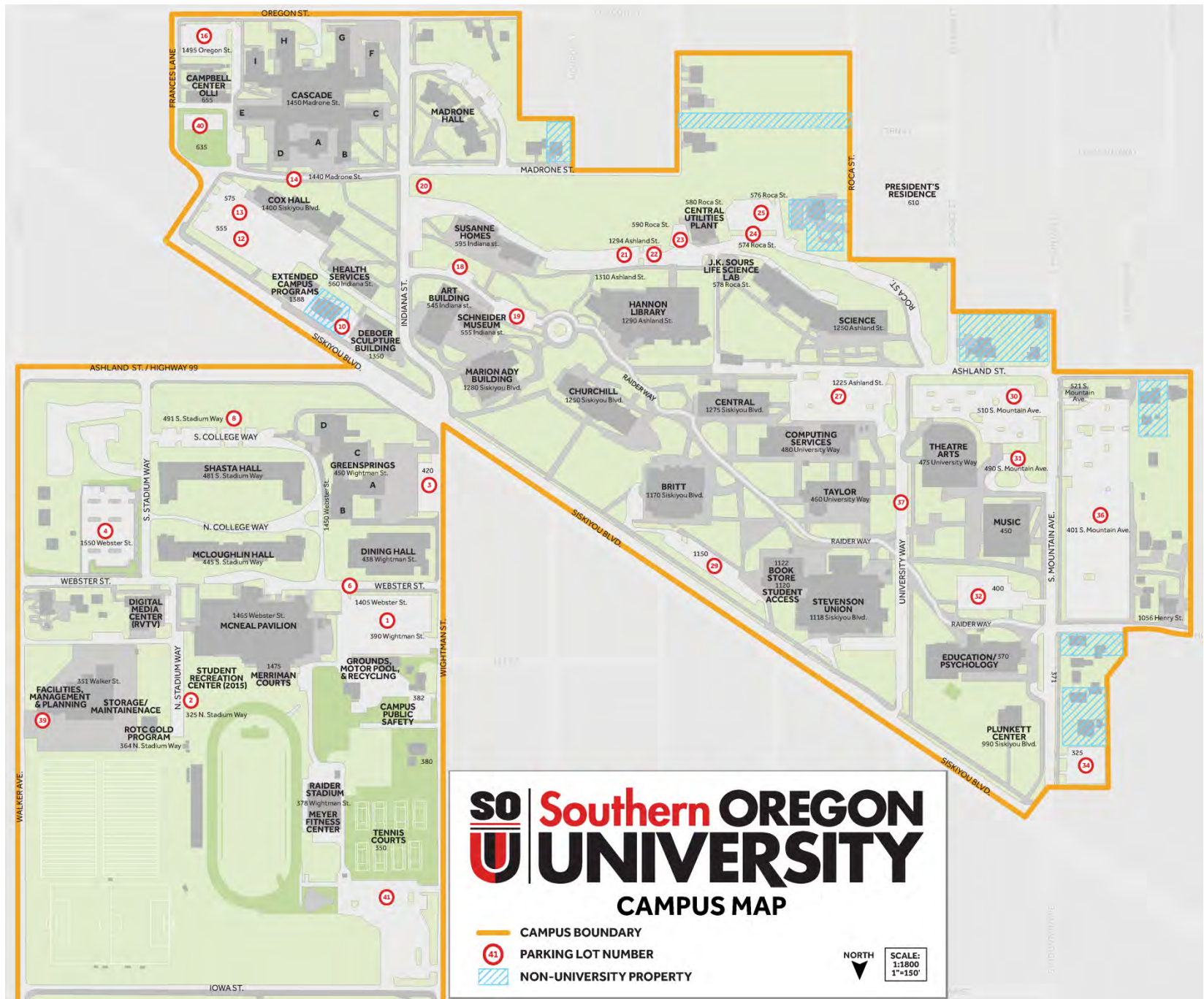
* Source SOU Website

Library Collection 2014-2015

Library Collection Information - June 30, 2013

Collections	Volumes/Items	Titles
Books	335,250	265,040
Electronic Books	86,069	86,069
Gov. Documents -Total	293,827	148,544
Cataloged Print Documents	71,070	52,986
Cataloged E-docs	41,548	41,330
Microfilm	16,917	918
Microfiche	790,744	376,990
VHS & DVD Videos	9,679	8,734
Audio CDs	1,796	1,377
Prints	4,000	3,493
Current Periodical Subscriptions		
Print		613
Electronic		4,119
SUBTOTAL		4,732
Electronic Reference Resources		76
Streaming video	1,056	
includes 1019 Filmmakers, 37 Shakespeare		
Streaming audio	1,248,679	
This is # of tracks; album # not harvested		
as of 11/08/13 we have 89,420 edisks and 1,302,201 tracks		

* Based on biennial submission to IES Academic Libraries Survey

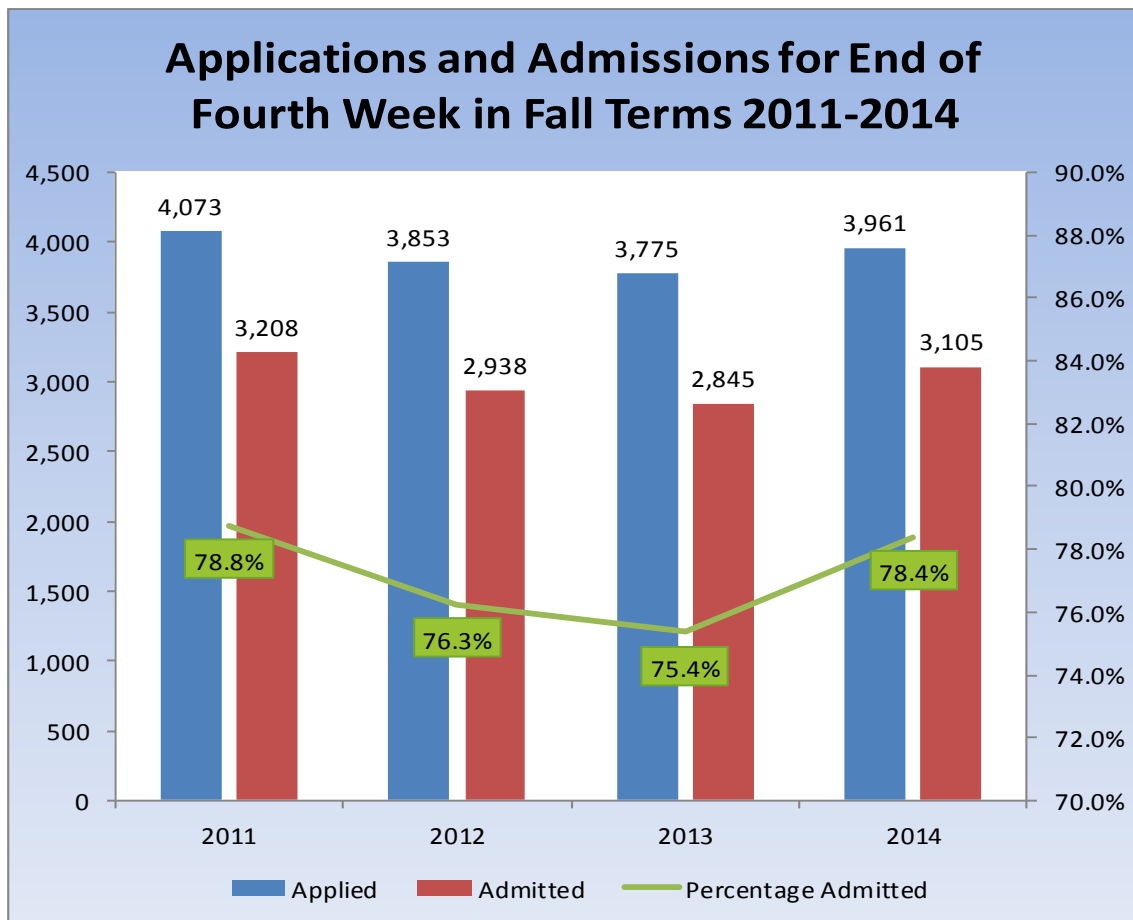




Enrollment Trends

Applications and Admissions for Fall Term Enrollment Trends End of 4th Week

	2013			2014		
	Applied	Admitted	%	Applied	Admitted	%
Resident Freshmen	1,048	836	79.8%	1,106	884	79.9%
Non-Resident Freshmen	1,417	1,033	72.9%	1,625	1,229	75.6%
Total Freshman	2,465	1,869	75.8%	2,731	2,113	77.4%
Resident Transfer	469	406	86.6%	500	442	88.4%
Non-Resident Transfer	513	389	75.8%	446	351	78.7%
Total Transfer	982	795	81.0%	946	793	83.8%
Grad/PostBacc	328	181	55.2%	284	199	70.1%
Grand Total	3,775	2,845	75.4%	3,961	3,105	78.4%



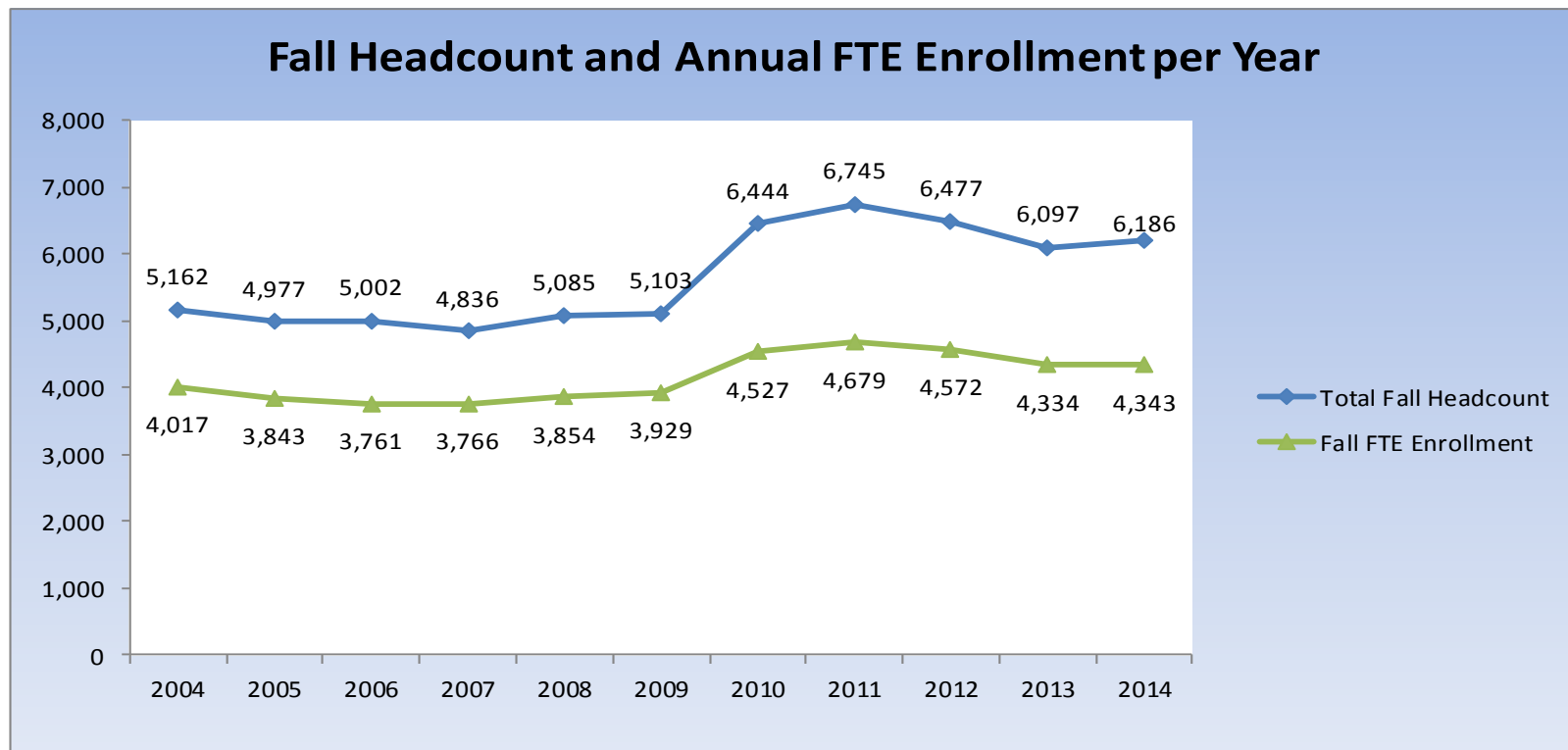
* Source SOU Institutional Research

Fall Headcount and FTE Enrollment at 4th Week of Fall Term

Enrollment Trends

4th Week of Fall Term

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	% Change from 2013 to 2014
Total Fall Headcount	5,162	4,977	5,002	4,836	5,085	5,103	6,444	6,745	6,477	6,097	6,186	1.5%
Fall FTE Enrollment	4,017	3,843	3,761	3,766	3,854	3,929	4,527	4,679	4,572	4,334	4,343	0.2%



* Source SOU Institutional Research

** FTE does not include Nursing Enrollment

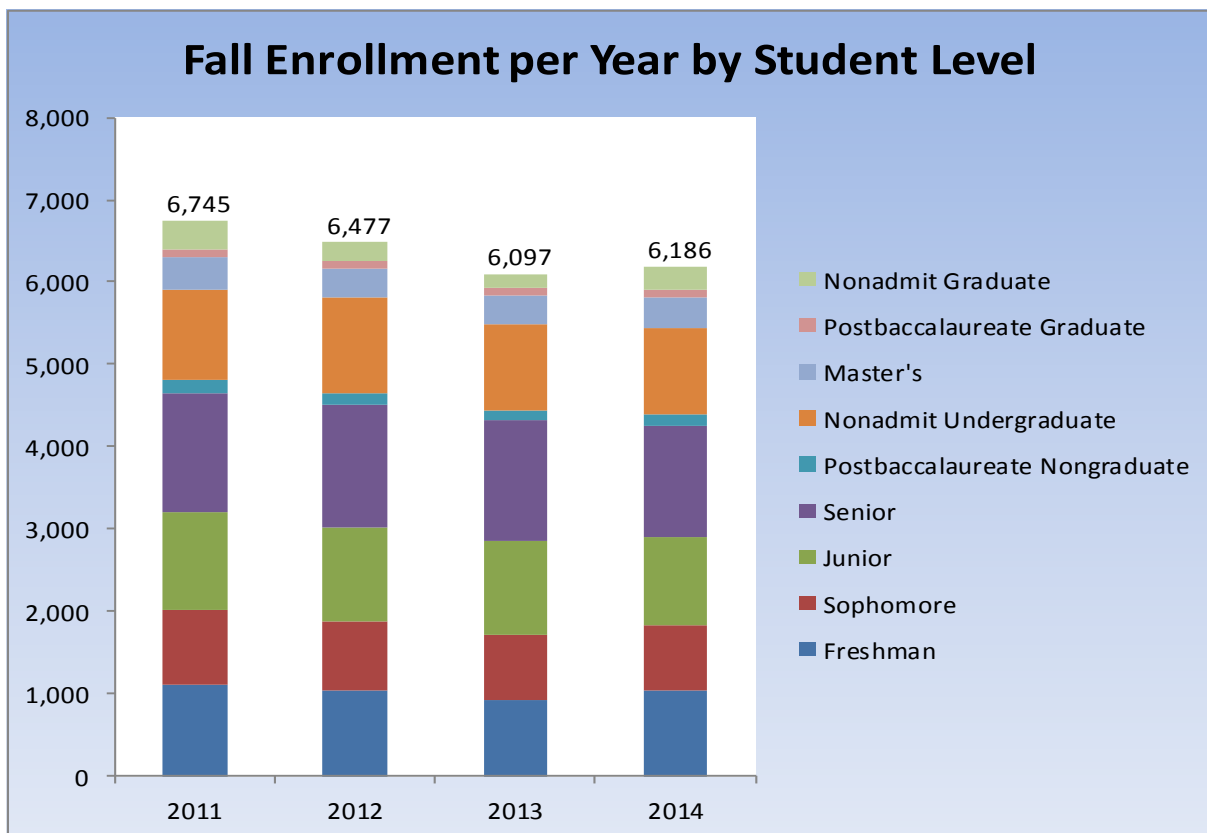
*** Starting in 2010, Advanced Southern Credit students were admitted in Fall instead of Winter

Fall Enrollment by Student Level

Enrollment Trends

4th Week of Fall Term

	2011	2012	2013	2014	% Change from 2013 to 2014
Freshman	1,099	1,043	912	1,030	12.9%
Sophomore	918	843	795	796	0.1%
Junior	1,197	1,137	1,143	1,067	-6.6%
Senior	1,432	1,493	1,464	1,365	-6.8%
Postbaccalaureate Nongraduate	157	125	121	141	16.5%
Nonadmit Undergraduate	1,110	1,173	1,049	1,045	-0.4%
Subtotal Undergraduate	5,913	5,814	5,484	5,444	-0.7%
Master's	390	356	353	370	4.8%
Postbaccalaureate Graduate	83	78	83	90	8.4%
Nonadmit Graduate	359	229	177	282	59.3%
Subtotal Graduate	832	663	613	742	21.0%
Grand Total	6,745	6,477	6,097	6,186	1.5%



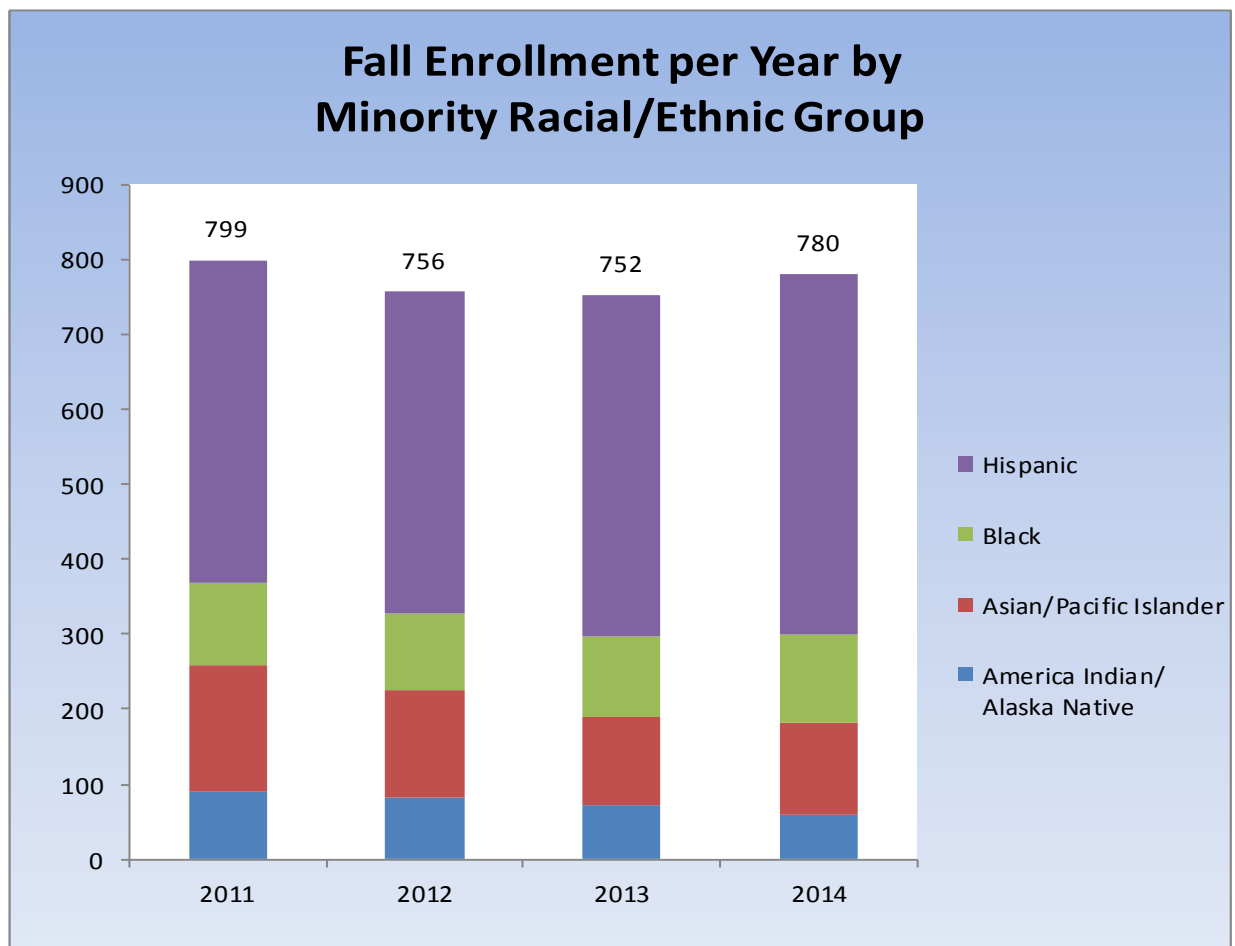
* Source SOU Institutional Research

Fall Enrollment by Racial/Ethnic Group

Enrollment Trends

4th Week of Fall Term

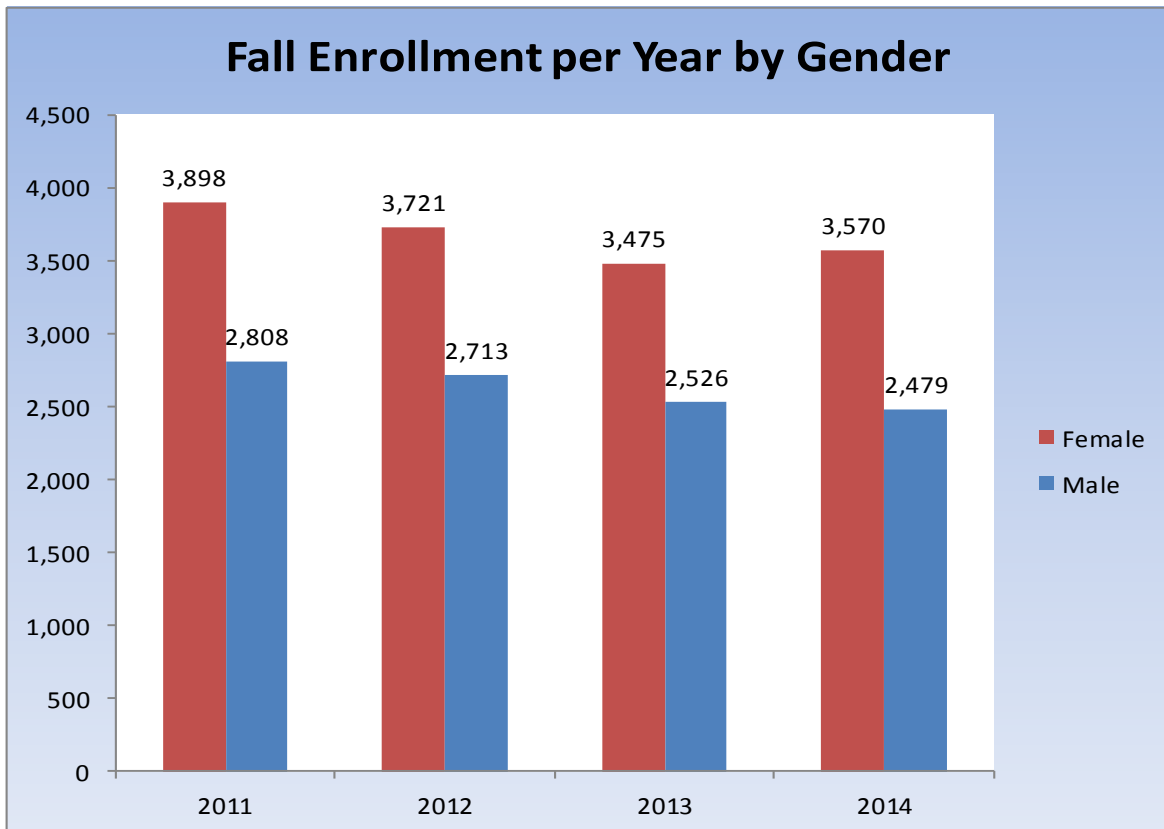
	2011	2012	2013	2014	% Change from 2013 to 2014
American Indian/Alaskan Native	90	82	71	59	-16.9%
Asian/Pacific Islander	168	143	120	124	3.3%
Black	110	104	107	116	8.4%
Hispanic	431	427	454	481	5.9%
Subtotal All Minorities	799	756	752	780	3.7%
White	4,000	3,726	3,341	3,552	6.3%
Declined to Respond or Unknown	1,946	1,995	2,004	2,181	8.8%
Grand Total	6,745	6,477	6,097	6,513	6.8%



* Source SOU Institutional Research

Gender by Student Level Enrollment Trends 4th Week of Fall Term

	2011	2012	2013	2014	% Change from 2013 to 2014
Male					
Undergraduate	2,092	2,056	1,934	1,876	-3.0%
Graduate	155	146	160	142	-11.3%
Non Admit Undergrad	414	425	372	372	0.0%
Non Admit Graduate	147	86	60	89	48.3%
Total	2,808	2,713	2,526	2,479	-1.9%
Female					
Undergraduate	2,691	2,565	2,473	2,495	0.9%
Graduate	317	286	275	316	14.9%
Non Admit Undergrad	689	735	628	621	-1.1%
Non Admit Graduate	201	135	99	138	39.4%
Total	3,898	3,721	3,475	3,570	2.7%



* Source SOU Institutional Research

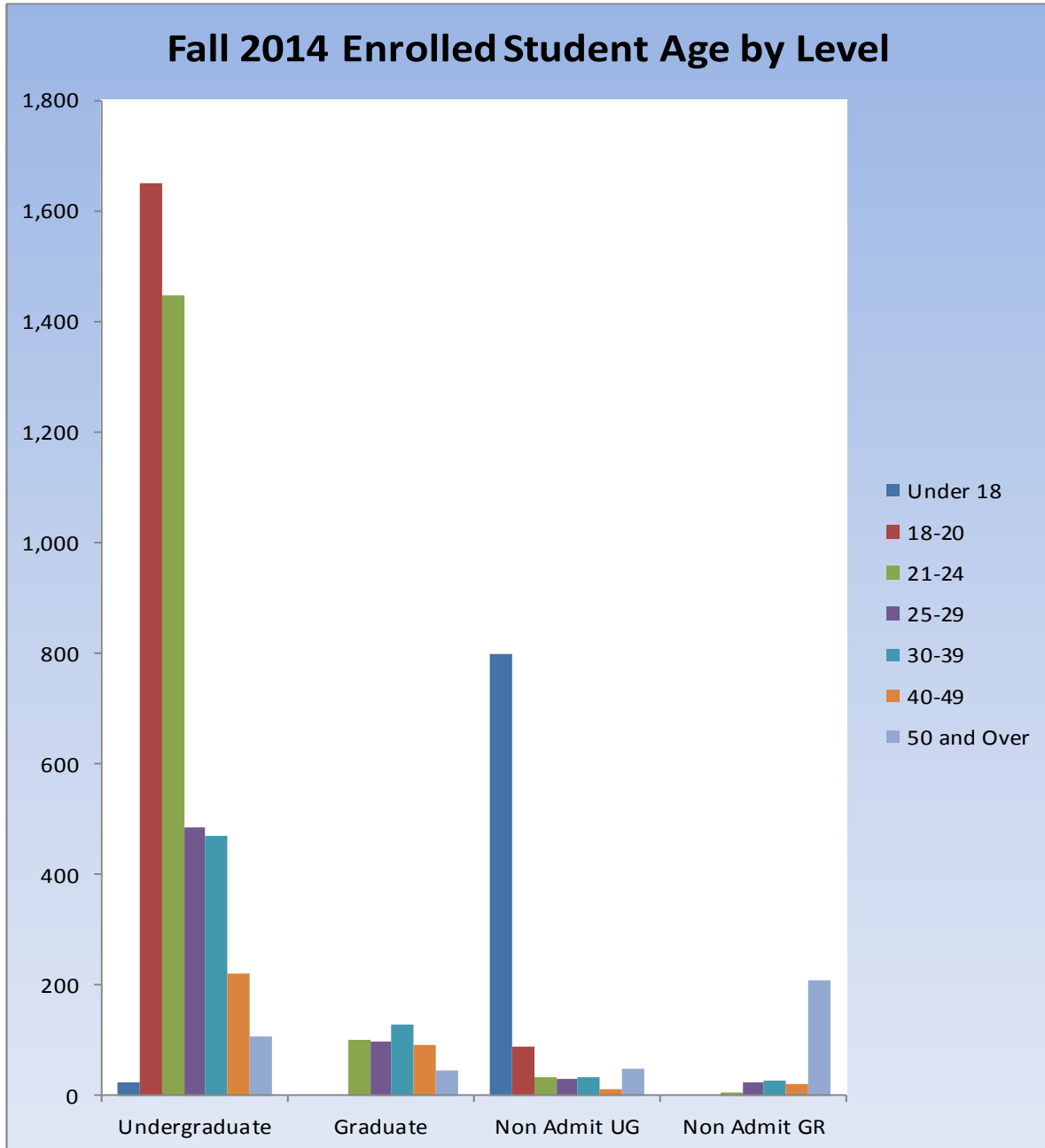
** SOU Permits individuals to report gender as Other or Unknown

Age by Student Level Enrollment Trends 4th Week of Fall Term

	2011	2012	2013	2014		2011	2012	2013	2014
Under 18					18-20				
Undergraduate	23	24	22	24	Undergraduate	1,790	1,735	1,566	1,649
Graduate	-	-	-	-	Graduate	2	-	-	-
Non Admit UG	859	935	812	798	Non Admit UG	96	97	83	88
Non Admit GR	-	-	-	-	Non Admit GR	-	-	-	-
Total	882	959	834	822	Total	1,888	1,832	1,649	1,737
21-24					25-29				
Undergraduate	1,515	1,500	1,519	1,448	Undergraduate	578	493	486	483
Graduate	70	61	69	99	Graduate	105	99	99	96
Non Admit UG	34	27	32	32	Non Admit UG	25	29	30	31
Non Admit GR	10	2	7	5	Non Admit GR	15	16	14	24
Total	1,629	1,590	1,627	1,584	Total	723	637	629	634
30-39					40-49				
Undergraduate	528	506	469	469	Undergraduate	248	255	234	219
Graduate	145	133	129	127	Graduate	89	82	83	92
Non Admit UG	27	24	38	34	Non Admit UG	10	15	14	10
Non Admit GR	33	17	15	25	Non Admit GR	13	7	12	20
Total	733	680	651	655	Total	360	359	343	341
50 and Over									
Undergraduate	121	128	128	107					
Graduate	62	59	54	46					
Non Admit UG	54	38	34	47					
Non Admit GR	287	186	129	208					
Total	524	411	345	408					

* Source SOU Institutional Research

Age by Student Level Enrollment Trends 4th Week of Fall Term



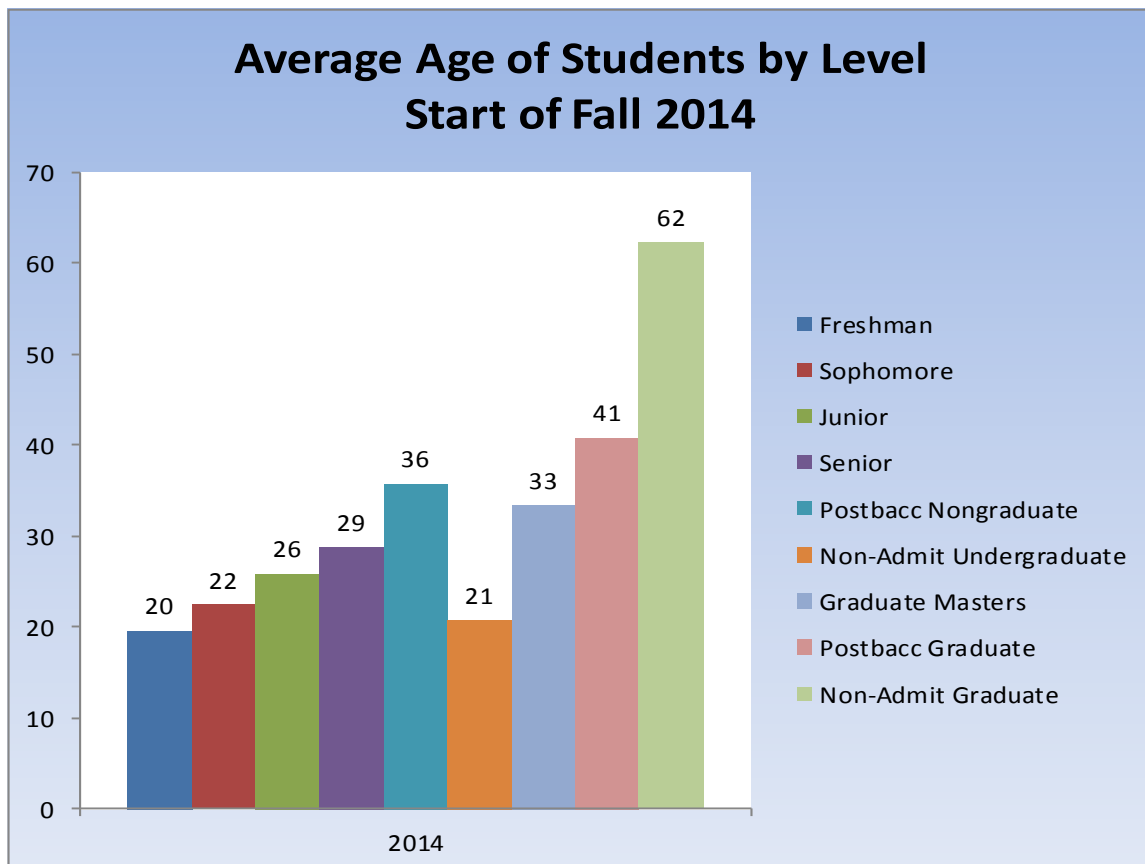
* Source SOU Institutional Research

Average Age by Student Level

Enrollment Trends

Start of Fall Term

	2011	2012	2013	2014
Freshman	19.7	19.8	19.4	19.6
Sophomore	23.0	22.7	22.7	22.4
Junior	26.3	26.1	25.7	25.9
Senior	28.5	28.7	29.0	28.7
Postbacc Nongraduate	36.4	37.2	35.0	35.8
Non-Admit Undergraduate	20.5	19.6	19.8	20.7
Average Undergraduate	24.3	24.1	24.1	24.2
Graduate Masters	35.1	35.1	34.5	33.4
Postbacc Graduate	41.3	41.0	41.0	40.8
Non-Admit Graduate	64.5	65.4	62.5	62.3
Average Graduate	48.4	46.2	43.4	45.3



* Source SOU Institutional Research

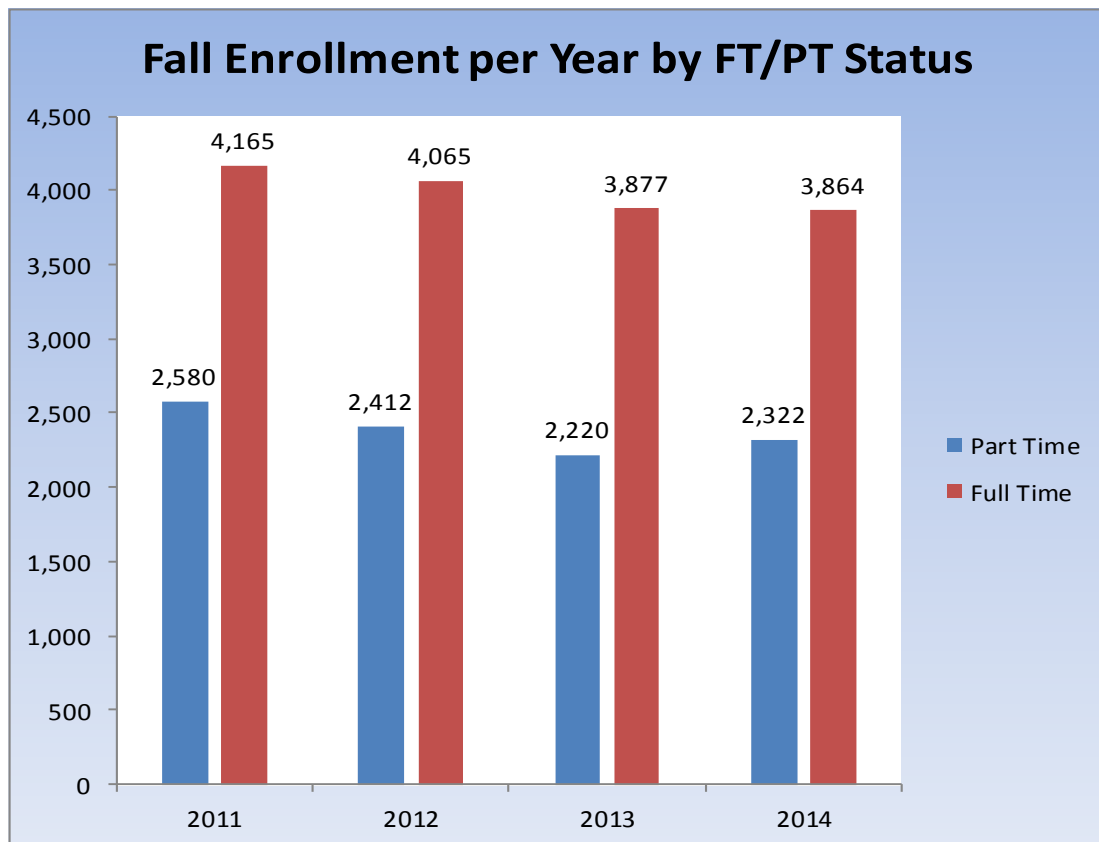
** Age at of Start of Term

Fall Enrollment by FT/PT Status

Enrollment Trends

4th Week of Fall Term

	2011	2012	2013	2014	% Change from 2013 to 2014
Part Time					
Undergraduate	957	948	885	938	6.0%
Graduate	239	218	235	241	2.6%
Non Admit UG	1,028	1,024	932	869	-6.8%
Non Admit GR	356	222	168	274	63.1%
Total	2,580	2,412	2,220	2,322	4.6%
Full Time					
Undergraduate	3,846	3,693	3,550	3,461	-2.5%
Graduate	234	216	201	219	9.0%
Non Admit UG	82	149	117	176	50.4%
Non Admit GR	3	7	9	8	-11.1%
Total	4,165	4,065	3,877	3,864	-0.3%
Percent Part Time	38.3%	37.2%	36.4%	37.5%	



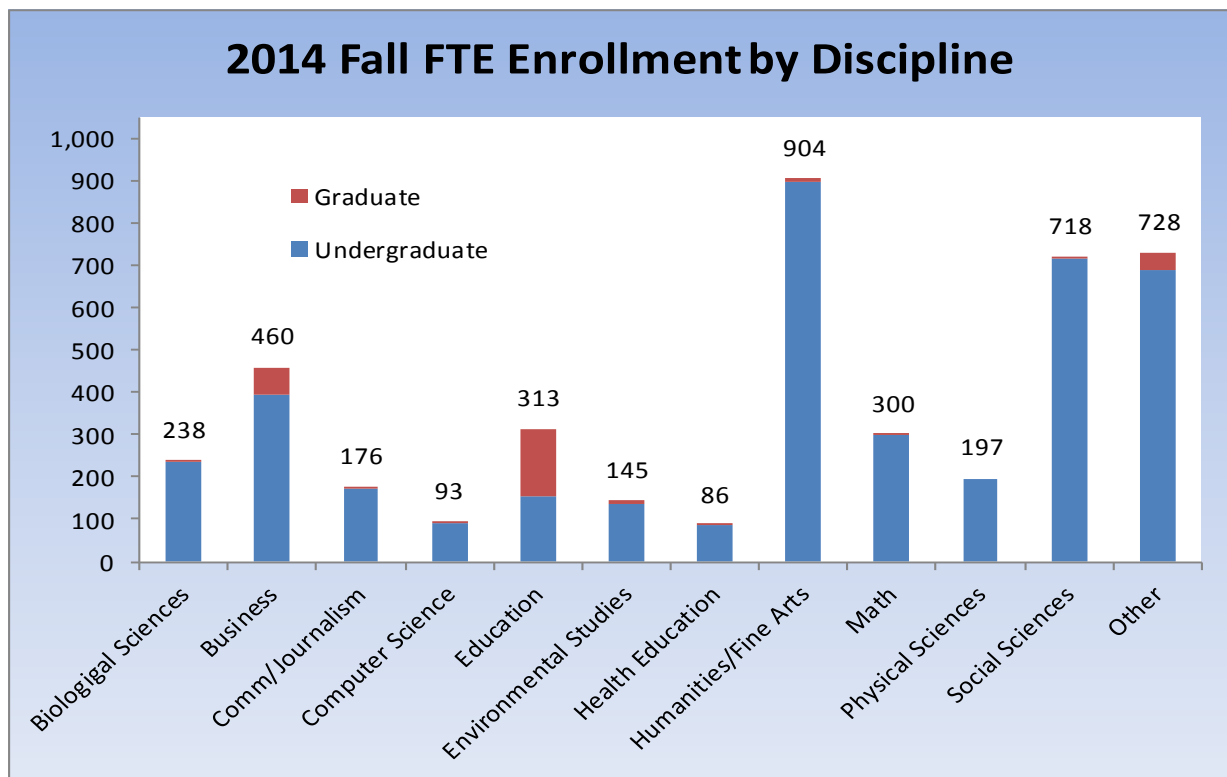
* Source SOU Institutional Research

Fall 2014 FTE Enrollment by Discipline

Enrollment Trends

4th Week of Fall Term

	Undergraduate		Graduate		Total	
	N	%	N	%	N	%
Biological Sciences	235.1	5.8%	3.1	1.0%	238.2	5.5%
Business	392.3	9.7%	67.4	22.6%	459.7	10.5%
Comm/Journalism	173.6	4.3%	2.8	0.9%	176.4	4.0%
Computer Science	92.0	2.3%	1.4	0.5%	93.4	2.1%
Education	152.3	3.8%	160.9	54.0%	313.2	7.2%
Environmental Studies	136.7	3.4%	7.9	2.7%	144.6	3.3%
Health Education ¹	85.1	2.1%	0.5	0.2%	85.6	2.0%
Humanities/Fine Arts	897.4	22.1%	6.3	2.1%	903.7	20.7%
Math	297.0	7.3%	3.4	1.1%	300.4	6.9%
Physical Sciences	196.8	4.8%		0.0%	196.8	4.5%
Social Sciences	713.9	17.6%	4.5	1.5%	718.4	16.5%
Other ²	687.8	16.9%	39.8	13.4%	727.6	16.7%
Total	4,060.0	100.0%	298.0	100.0%	4,358.0	100.0%



¹ Excludes Nursing FTE

² "Other" includes area, ethnic, cultural, gender, and group studies; family and consumer sciences/human sciences; library science; military science, leadership, and operational art; multi/interdisciplinary studies; park, recreation, leisure, and fitness studies; science technologies/technicians; homeland security, law enforcement, firefighting, and related protective services; engineering and engineering tech; and public administration and social service professions.

* Source SOU Institutional Research

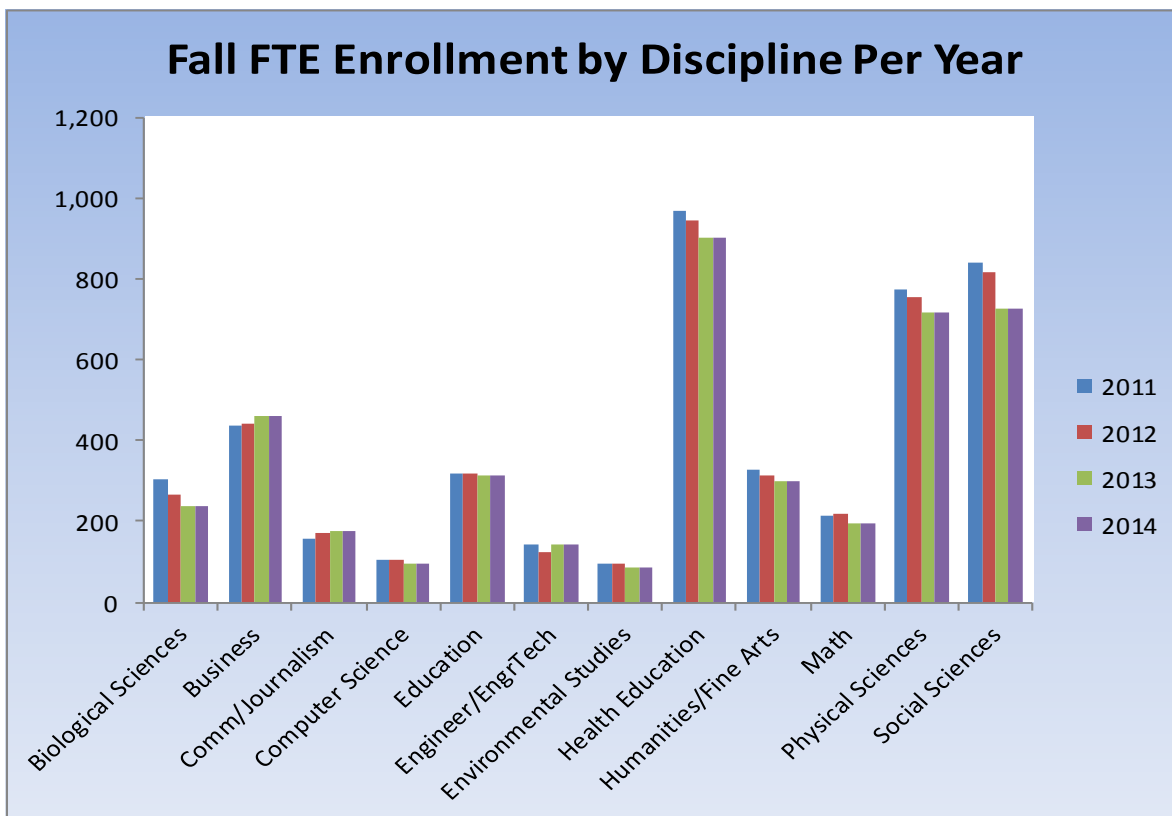
** Total FTE is slightly different from FTE reported elsewhere due to timing

Fall FTE Enrollment by Discipline

Enrollment Trends

4th Week of Fall Term

	2011	2012	2013	2014
Biological Sciences	301.9	266.1	238.2	238.2
Business	435.2	442.7	459.7	459.7
Comm/Journalism	156.2	168.8	176.4	176.4
Computer Science	104.6	103.8	93.4	93.4
Education	318.8	320.5	313.2	313.2
Environmental Studies	142.5	121.5	144.6	144.6
Health Education ¹	97.5	94.3	85.6	85.6
Humanities/Fine Arts	968.2	944.2	903.7	903.7
Math	325.4	315.7	300.4	300.4
Physical Sciences	215.5	217.3	196.8	196.8
Social Sciences	772.2	756.3	718.4	718.4
Other ²	840.9	814.0	727.6	727.6
Total	4,678.9	4,565.2	4,358.0	4,358.0



¹ Excludes Nursing FTE

² "Other" includes area, ethnic, cultural, gender, and group studies; family and consumer sciences/human sciences; library science; military science, leadership, and operational art; multi/interdisciplinary studies; park, recreation, leisure, and fitness studies; science technologies/technicians; homeland security, law enforcement, firefighting, and related protective services; engineering and engineering tech; and public administration and social service professions.

* Source SOU Institutional Research

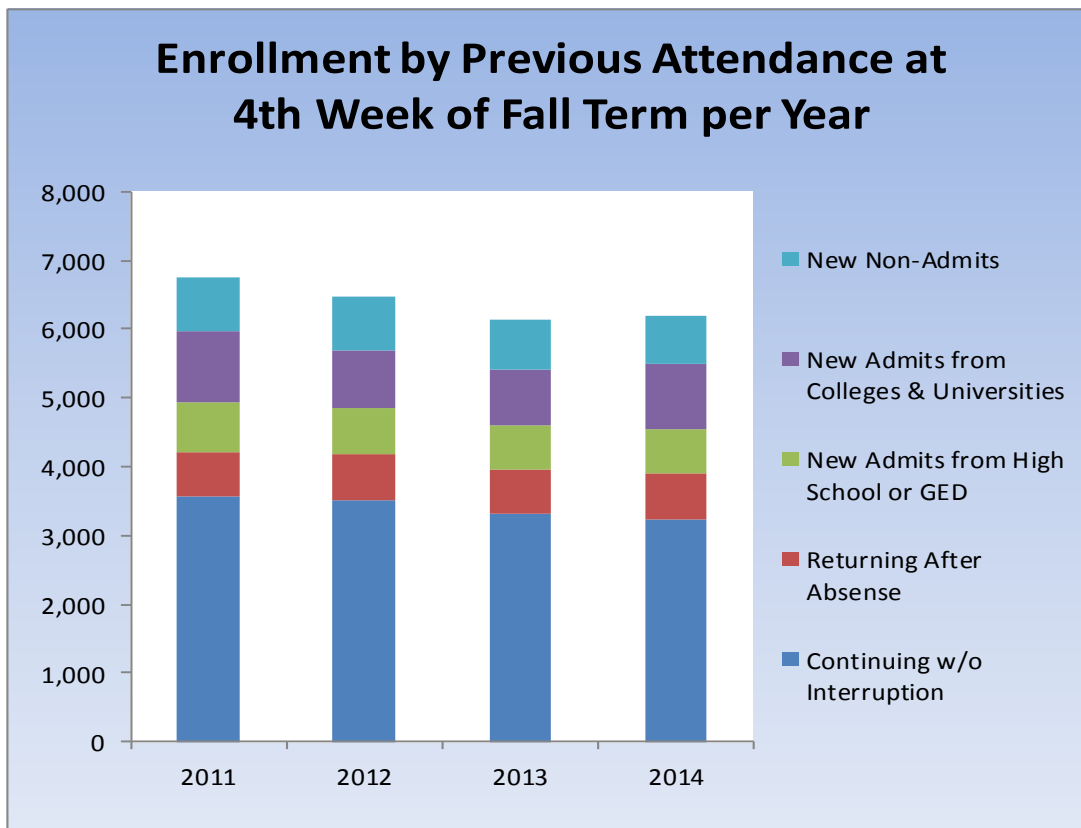
** Total FTE is slightly different from FTE reported elsewhere due to timing

Enrollment by Previous Attendance

Enrollment Trends

4th Week of Fall Term

	2011	2012	2013	2014
Continuing w/o Interruption	3,564	3,521	3,307	3,222
Returning After Absense	633	663	657	673
New Admits from High School or GED				
Oregon High School	446	389	369	318
Other U.S. High School	250	255	222	312
Foreign High School	42	17	25	26
GED	10	12	12	7
New Admits from Colleges & Universities				
OUS Institution	44	48	31	39
Oregon Community College	384	310	295	315
Other Oregon College	12	6	10	6
Other U.S. College	276	195	206	238
Foreign College	10	0	2	22
Unknown College	299	283	283	306
New Non-Admits	774	782	721	719
Total	6,744	6,481	6,140	6,203



* Source OUS Gray Book Reports

Enrollment by Geographic Origin

Enrollment Trends

4th Week of Fall Term

	2011	2012	2013	2014
Baker	8	8	4	5
Benton	46	46	28	24
Clackamas	130	122	126	124
Clatsop	16	14	11	11
Columbia	20	20	11	12
Coos	78	77	65	81
Crook	8	5	5	8
Curry	40	29	30	26
Deschutes	137	125	110	123
Douglas	154	106	116	114
Gilliam	1			
Grant	1	2	2	3
Harney	6	6	4	3
Hood River	9	5	3	3
Jackson	3,026	2,883	2,609	2,687
Jefferson	6	7	7	3
Josephine	456	481	375	371
Klamath	227	162	125	128
Lake	7	5	5	6
Lane	152	147	154	126
Lincoln	10	6	5	3
Linn	24	26	27	26
Malheur	9	5	6	6
Marion	62	67	78	62
Morrow	3	2	3	2
Multnomah	177	169	164	180
Polk	11	15	16	12
Sherman	1	2	1	
Tillamook	10	7	5	2
Umatilla	18	17	11	11
Union	5	3	5	6
Wallowa	2	4	2	3
Wasco	8	8	6	8
Washington	180	153	156	169
Wheeler			1	
Yamhill	30	35	31	26
Unknown County				
Total Oregon	5,078	4,769	4,307	4,374

* Source SOU Institutional Research

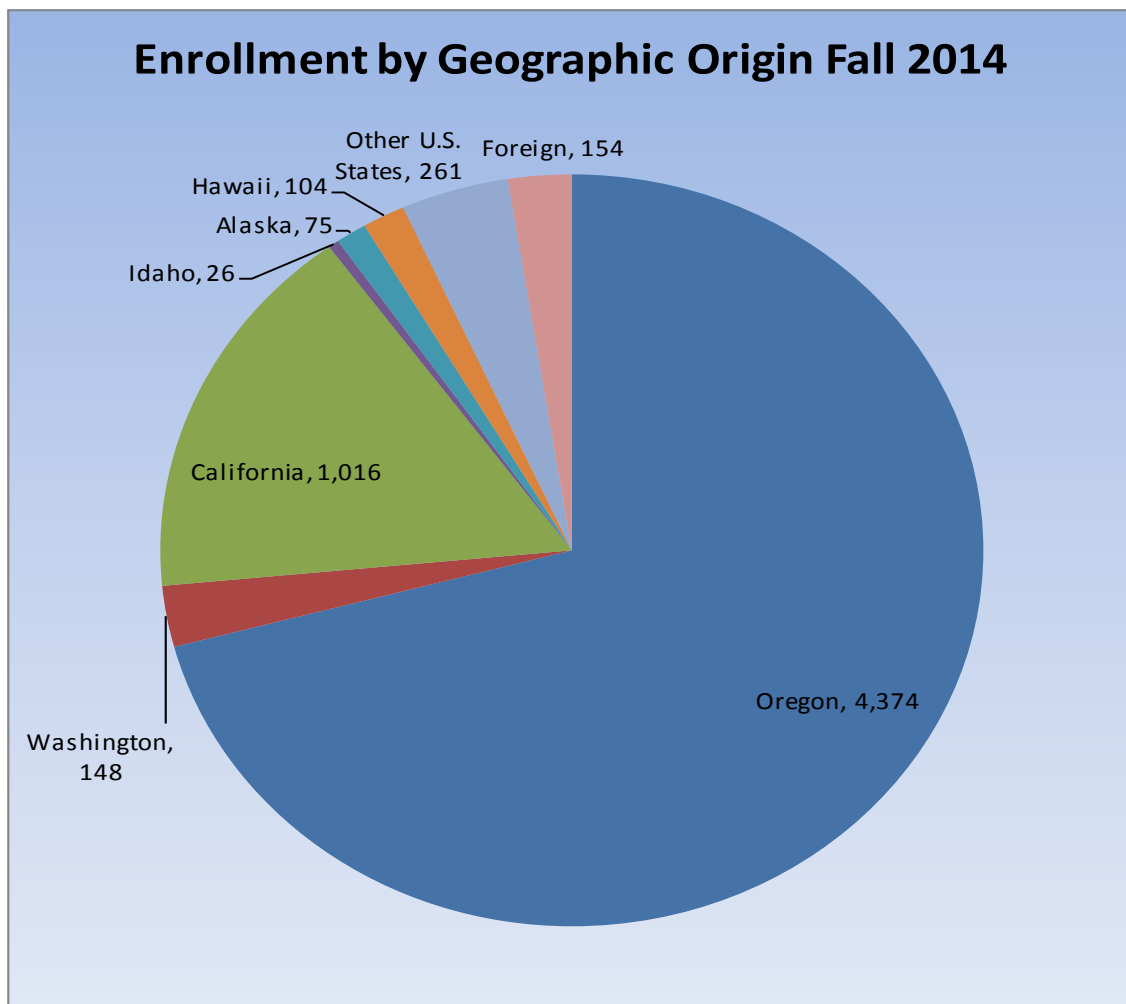
Enrollment by Geographic Origin

Enrollment Trends

4th Week of Fall Term

continued...

	2011	2012	2013	2014
State of Washington	144	148	152	162
State of California	928	969	913	1,016
State of Idaho	39	33	24	26
State of Alaska	92	103	94	75
State of Hawaii	115	100	87	104
Other U.S. States	206	210	240	261
Foreign	139	135	160	154
Unknown Geog. Source	4	10	120	14
Total Other	1,667	1,708	1,790	1,812
Grand Total	6,745	6,477	6,097	6,186



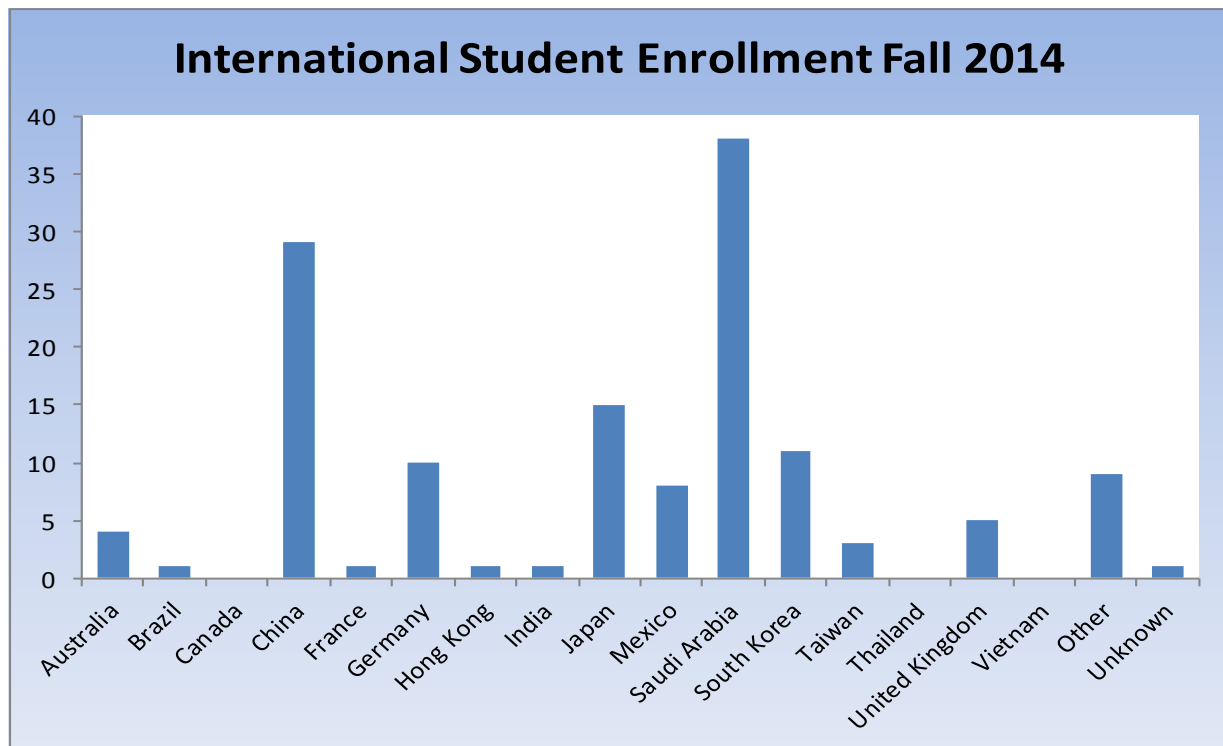
* Source SOU Institutional Research

Fall International Student Enrollment

Enrollment Trends

4th Week of Fall Term

	2011	2012	2013	2014
Australia	1	3	3	4
Brazil	1		2	1
Canada	1	1		
China	10	12	20	29
France	2	2		1
Germany	8	7	8	10
Hong Kong	1		1	1
India	2	3	1	1
Japan	22	22	15	15
Mexico	32	20	20	8
Saudi Arabia	38	37	46	38
South Korea	6	7	28	11
Taiwan	1	1	1	3
Thailand	1	1		
United Kingdom	7	6	4	5
Vietnam	1	1	1	
Other	8	12	11	9
Unknown	1		1	1
Total	143	135	162	137



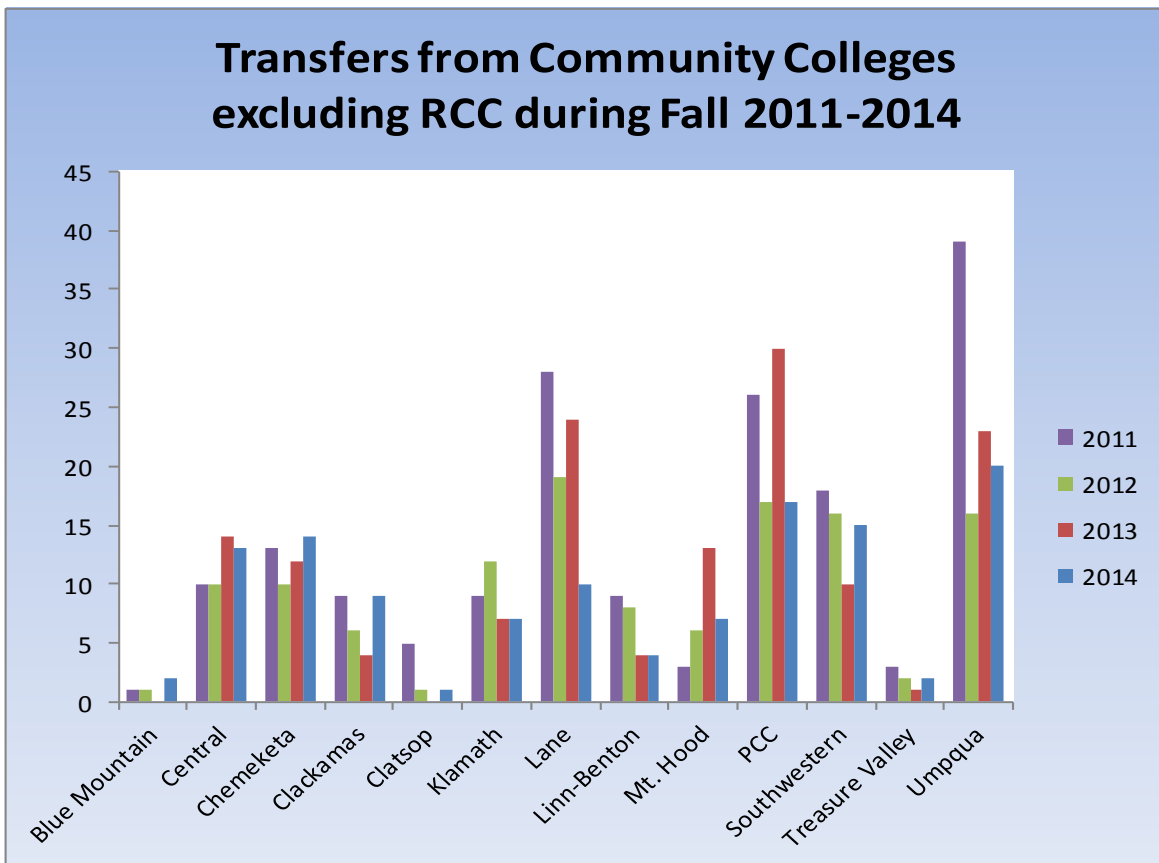
* Source SOU Institutional Research

Fall Transfers From Community Colleges

Enrollment Trends

4th Week of Fall Term

	2008	2009	2010	2011	2012	2013	2014
Blue Mountain	2	4	1	1	1		2
Central	6	7	13	10	10	14	13
Chemeketa	8	3	12	13	10	12	14
Clackamas	6	4	8	9	6	4	9
Clatsop	0	2	2	5	1		1
Klamath	7	4	8	9	12	7	7
Lane	9	9	23	28	19	24	10
Linn-Benton	4	3	4	9	8	4	4
Mt. Hood	4	2	5	3	6	13	7
PCC	14	11	31	26	17	30	17
Southwestern	5	13	17	18	16	10	15
Treasure Valley	1	2	1	3	2	1	2
Umpqua	8	17	16	39	16	23	20
RCC	137	120	146	211	186	153	194
Total Oregon CC	211	201	287	384	310	295	315



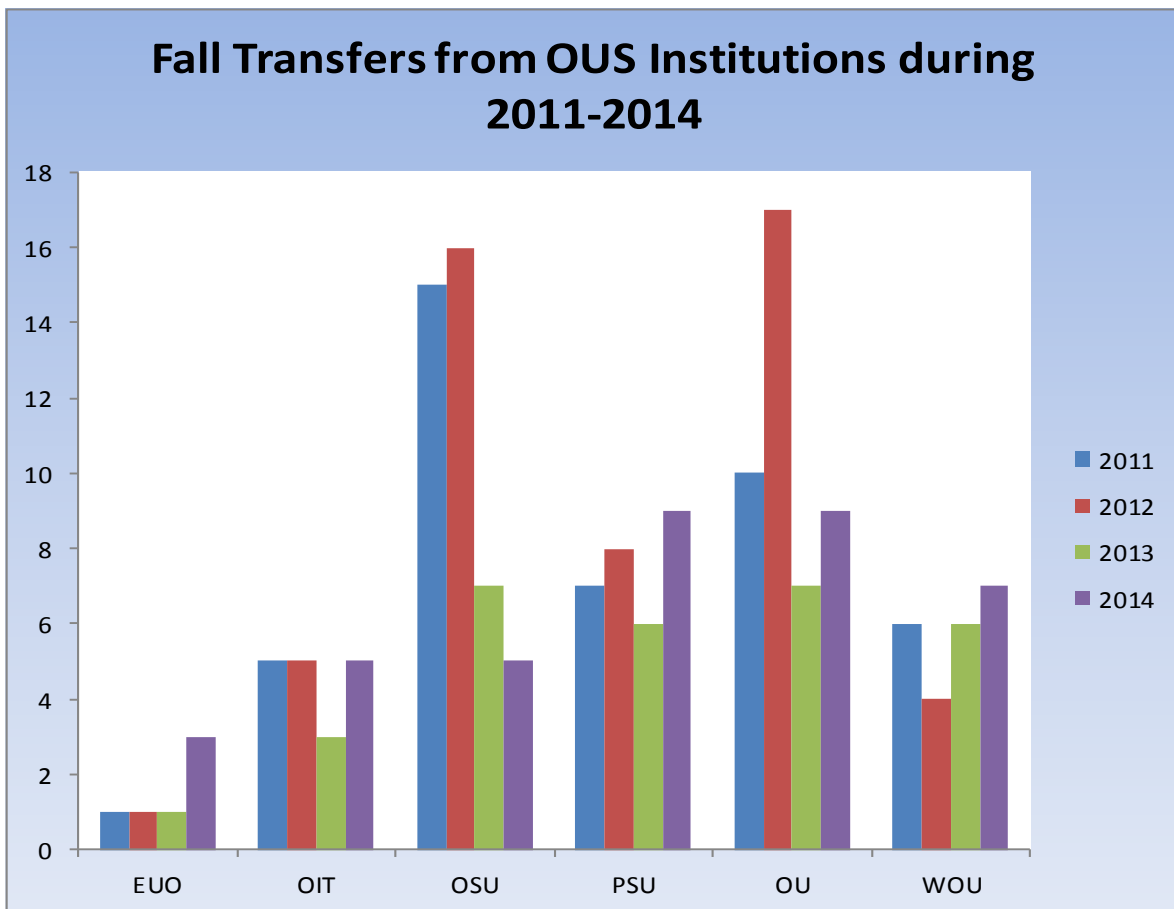
* Source OUS Gray Book Reports

Fall Transfers From OUS & Other Institutions

Enrollment Trends

4th Week of Fall Term

	2008	2009	2010	2011	2012	2013	2014
EUO	1	2	3	1	1	1	3
OIT	5	5	10	5	5	3	5
OSU	11	13	16	15	16	7	5
PSU	10	15	13	7	8	6	9
OU	8	11	15	10	17	7	9
WOU	4	4	5	6	4	6	7
Subtotal	39	50	62	44	51	30	38
Other Institutions							
Oregon CC	211	201	287	384	310	295	315
Other Institutions	280	300	390	401	484	502	573
Grand Total	530	551	739	829	845	827	926



* Source OUS Gray Book Reports

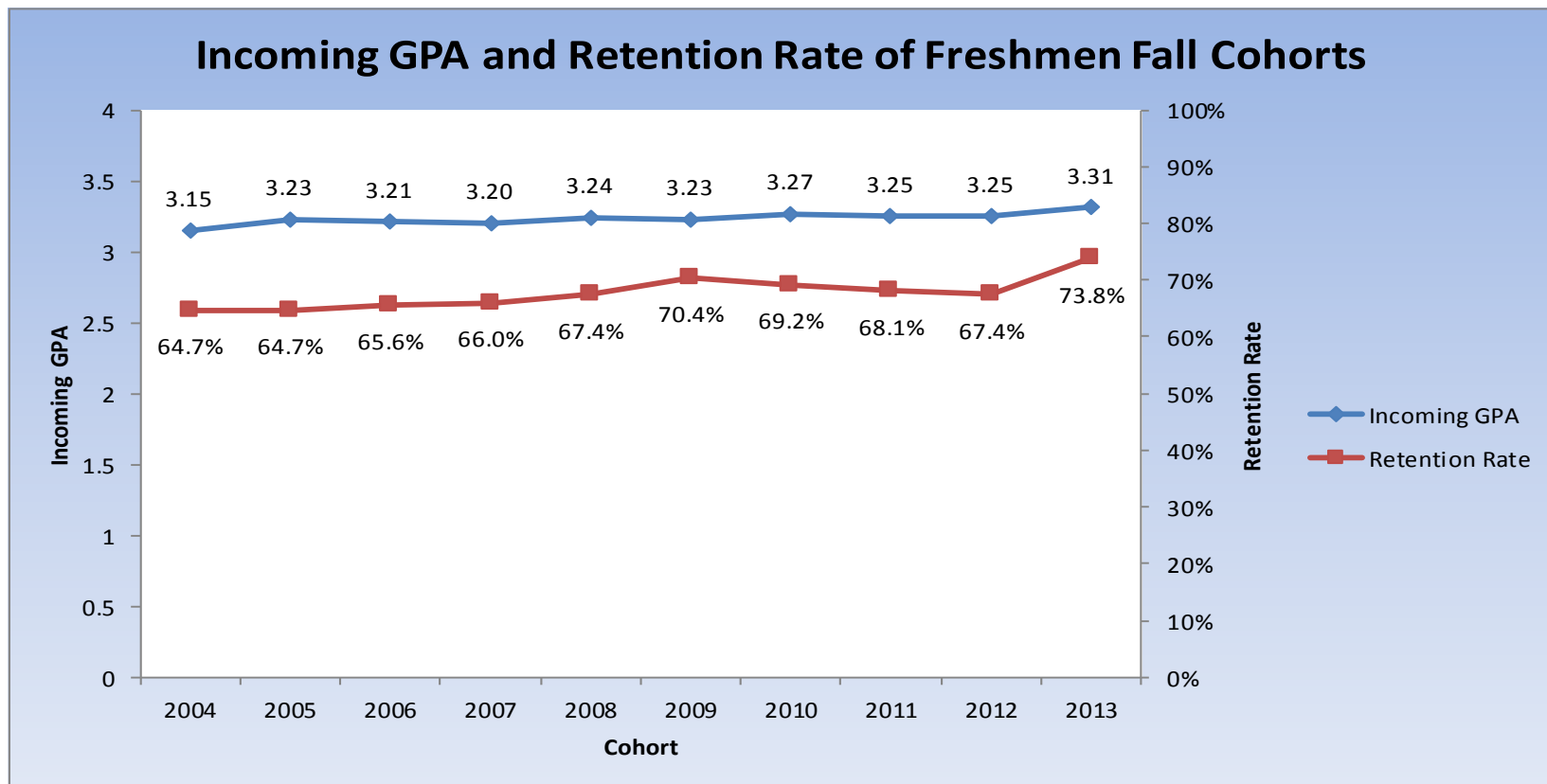


Retention & Graduation

Average GPA and Retention Retention & Graduation

First Time, Full Time, Degree Seeking Freshmen Fall Cohort

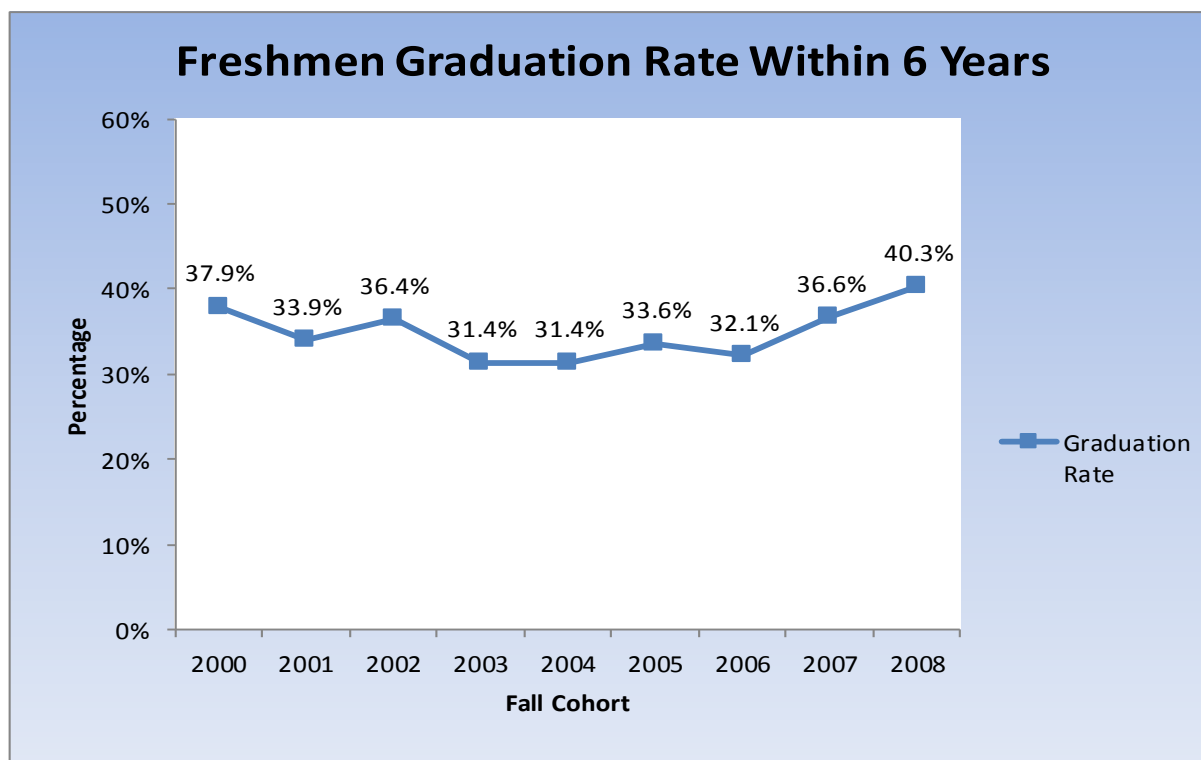
Cohort	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
N	745	706	704	703	675	653	738	709	641	595
Incoming GPA	3.15	3.23	3.21	3.20	3.24	3.23	3.27	3.25	3.25	3.31
% Retained at SOU the following Fall	64.7%	64.7%	65.6%	66.0%	67.4%	70.4%	69.2%	68.1%	67.4%	73.8%



* Source SOU Institutional Research

Freshmen Cumulative Graduation Rate Retention & Graduation within 6 years highlighted

	Graduation Year								
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Cohort									
2000	37.9%	39.8%	40.4%	41.1%	41.4%	41.9%	42.0%	42.3%	42.5%
2001	29.4%	33.9%	35.8%	36.3%	37.6%	38.2%	38.4%	38.9%	39.2%
2002	21.0%	33.6%	36.4%	38.5%	39.6%	40.0%	40.7%	40.7%	41.2%
2003	1.6%	17.7%	27.4%	31.4%	32.5%	34.2%	35.0%	35.6%	36.0%
2004		2.0%	13.6%	27.1%	31.4%	33.2%	34.4%	34.8%	35.0%
2005		0.1%	1.7%	15.7%	29.3%	33.6%	35.4%	36.5%	37.2%
2006			0.1%	2.1%	15.6%	28.1%	32.1%	34.2%	34.8%
2007					1.7%	18.7%	32.6%	36.6%	38.5%
2008				0.1%	0.1%	4.0%	22.4%	36.0%	40.3%
2009						0.2%	2.8%	19.8%	32.9%
2010								2.6%	22.8%
2011									4.8%
2012									0.2%

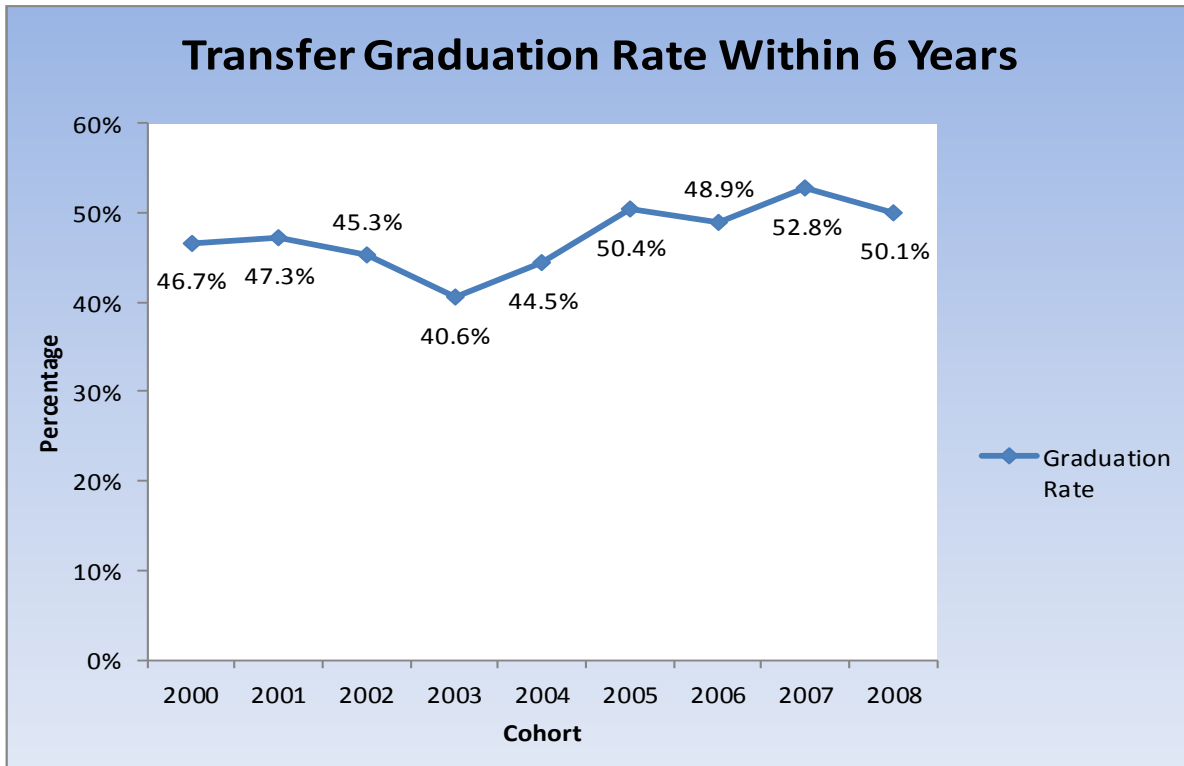


* Source SOU Institutional Research

** Undergraduate Degrees Awarded to First Time, Full Time Freshmen

Transfer Graduation Rate Retention & Graduation within 6 years highlighted

	Graduation Year								
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Cohort									
2000	46.7%	47.6%	47.8%	48.7%	49.2%	49.9%	49.9%	50.1%	50.3%
2001	45.6%	47.3%	48.3%	48.8%	48.8%	49.4%	49.4%	49.8%	49.8%
2002	40.6%	43.9%	45.3%	46.1%	46.6%	47.6%	48.0%	48.1%	48.5%
2003	24.9%	34.2%	38.4%	40.6%	42.2%	43.3%	43.4%	43.8%	44.1%
2004	11.3%	29.3%	37.9%	42.4%	44.5%	45.6%	46.9%	46.9%	47.2%
2005	0.8%	15.9%	36.4%	44.3%	49.4%	50.4%	50.8%	51.1%	51.3%
2006		0.6%	13.2%	30.7%	43.9%	47.0%	48.9%	49.8%	50.8%
2007			0.3%	12.1%	32.5%	44.4%	50.8%	52.8%	53.7%
2008				0.2%	12.1%	32.8%	45.4%	48.5%	50.1%
2009					0.3%	12.1%	34.5%	44.3%	47.6%
2010						1.0%	12.1%	30.8%	41.9%
2011							0.6	13.7%	30.9%
2012									12.6%

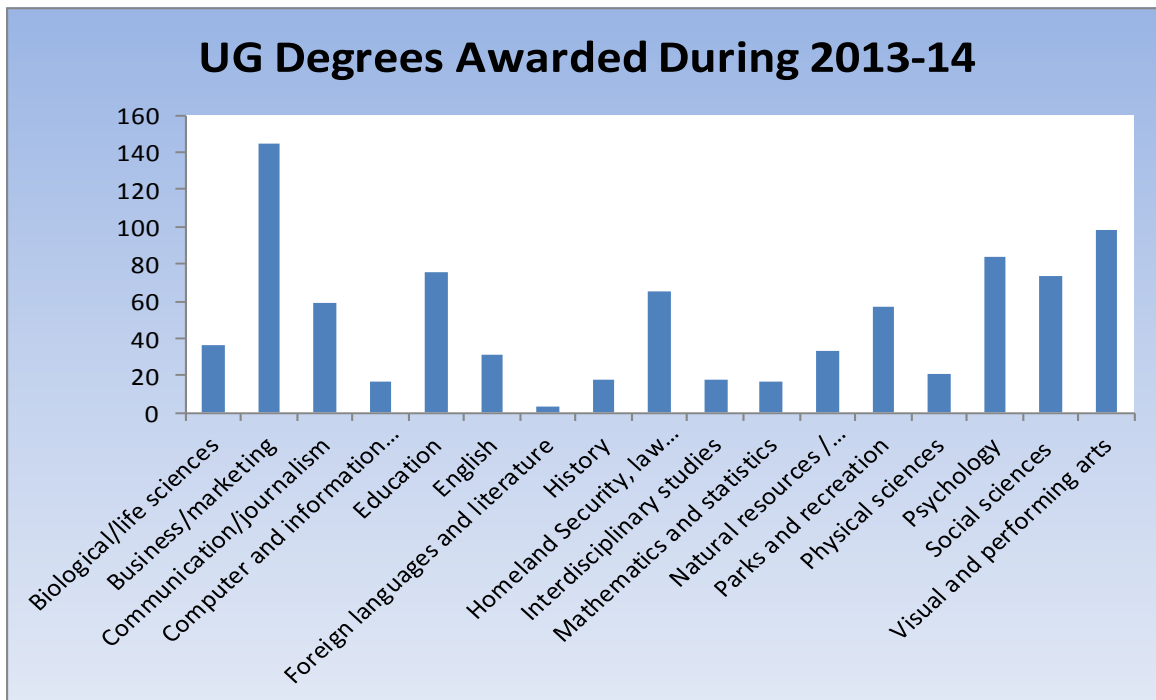


* Source SOU Institutional Research

** Undergraduate Degrees Awarded to Transfer Students

Undergraduate Degrees Awarded by Major Retention & Graduation

	2010-11	2011-12	2012-13	2013-14
Biological/life sciences	18	20	22	36
Business/marketing	128	119	145	145
Communication/journalism	50	48	44	59
Computer and information sciences	34	27	34	17
Education	60	43	77	76
English	35	44	45	31
Foreign languages and literature	23	19	17	3
History	27	23	21	18
Homeland Security, law enforcement, firefighting, and protective services	52	60	69	65
Interdisciplinary studies	18	21	18	18
Mathematics and statistics	4	11	14	17
Natural resources / environmental science	12	28	17	33
Parks and recreation	38	61	47	57
Physical sciences	16	19	13	21
Psychology	66	95	96	84
Social sciences	62	73	67	74
Visual and performing arts	73	57	59	98
Total	716	768	805	852



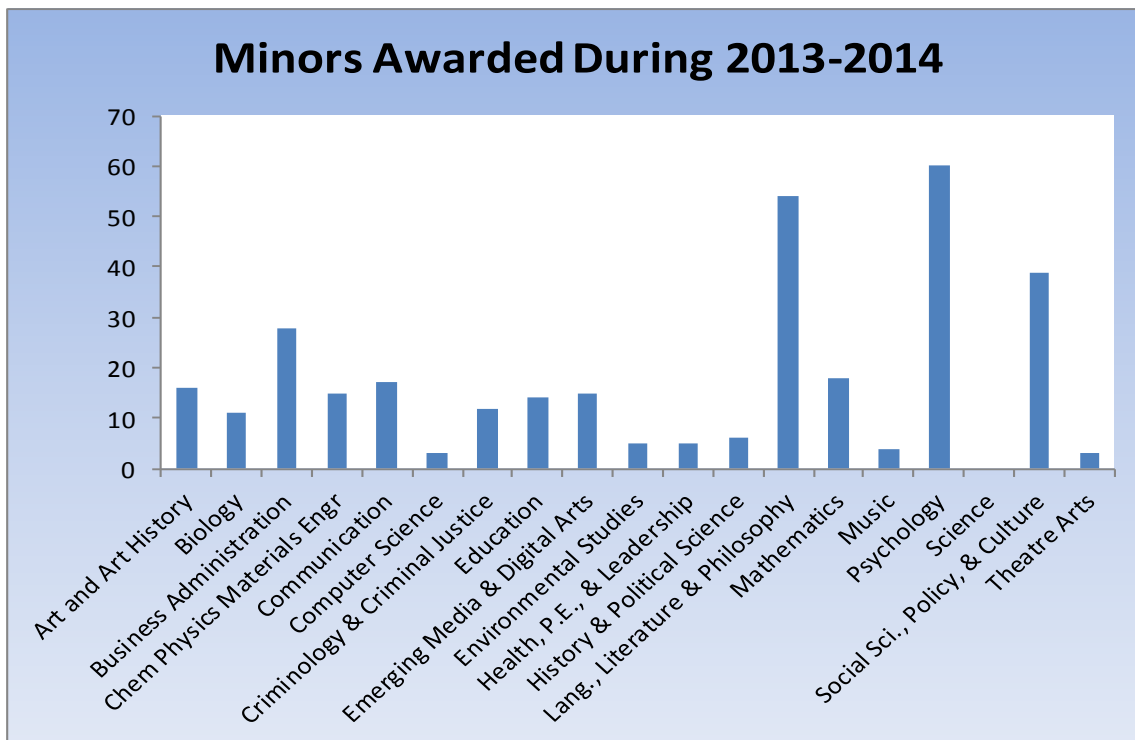
* Source SOU Institutional Research

** Note: Primary and Secondary Majors Included

Awarded a Degree anytime within the academic year

Minor Degrees Awarded Retention & Graduation

	2010-11	2011-12	2012-13	2013-14
Art and Art History	22	17	10	16
Biology	4	10	10	11
Business Administration	17	30	19	28
Chem Physics Materials Engr	9	9	11	15
Communication	37	22	16	17
Computer Science	4	5	4	3
Criminology & Criminal Justice	15	18	16	12
Education	6	8	9	14
Emerging Media & Digital Arts		3	19	15
Environmental Studies	5	8	3	5
Health, P.E., & Leadership	8	9	11	5
History & Political Science	15	8	4	6
Lang., Literature & Philosophy	36	39	41	54
Mathematics	7	12	14	18
Music	3	3	2	4
Psychology	63	62	67	60
Science	6	2		
Social Sci., Policy, & Culture	52	52	58	39
Theatre Arts	1			3
Total	310	317	314	325



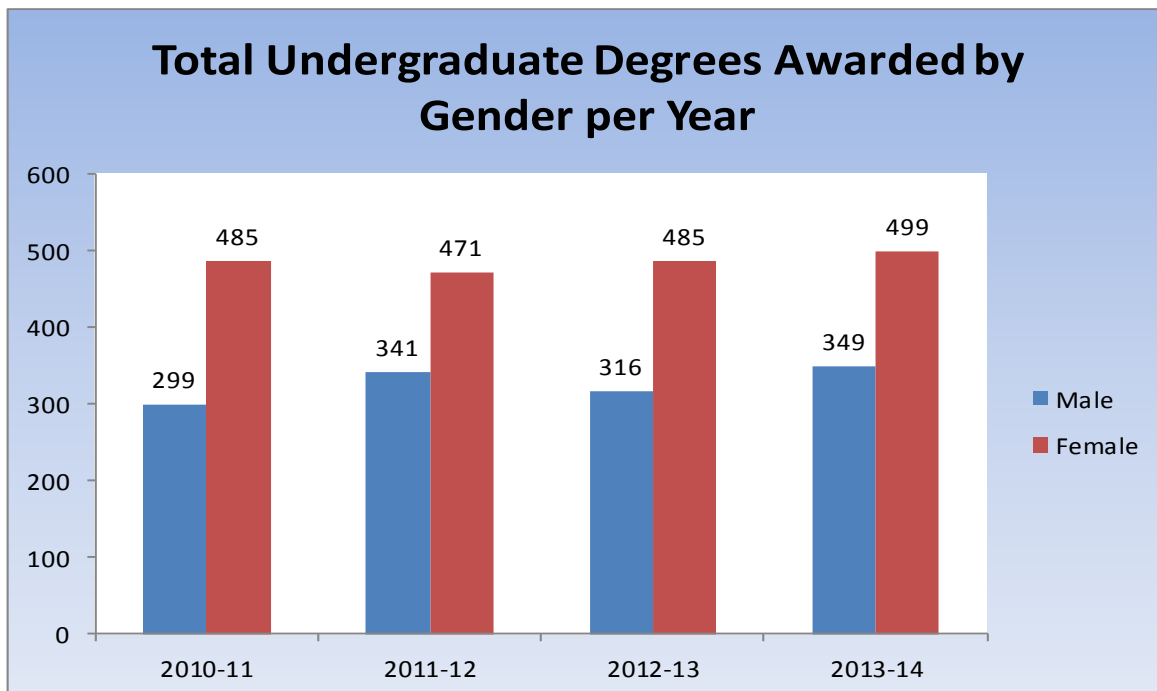
* Source SOU Institutional Research

** Note: Primary and Secondary Minors included

Awarded a Minor any time within the academic year

Undergraduate Degrees Awarded Retention & Graduation by Ethnicity and Gender

	2010-11	2011-12	2012-13	2013-14
Male	299	341	316	349
American Indian/Alaskan Native	3	6	4	5
Asian/Pacific Islander	19	18	10	10
Black	14	9	4	6
Hispanic	9	16	22	29
White	230	251	245	242
Other ¹	24	41	31	57
Female	485	471	485	499
American Indian/Alaskan Native	8	8	9	10
Asian/Pacific Islander	17	23	18	10
Black	6	4	5	1
Hispanic	17	33	43	44
White	404	365	362	363
Other ¹	33	38	48	71



* Source SOU Institutional Research

¹Includes Multiple Ethnicities, Declined to Respond, Unknown, or None of the Above

** Note: Primary and Secondary Majors Included
Awarded a Degree within the Academic Year



Tuition & Financial Aid

Annual Tuition and Fee Rates

Tuition and Financial Aid

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Undergraduate												
Resident	4,697	5,005	5,233	5,502	5,718	6,252	6,795	7,215	7,521	7,794	7,720	-1.0%
Non-Resident	15,146	16,054	16,918	17,580	18,264	19,914	20,430	20,490	20,238	21,278	21,296	0.1%
Graduate												
Resident	9,053	9,646	10,186	10,632	1,169	11,919	12,195	14,190	14,298	15,029	15,047	0.1%
Non-Resident	15,146	16,045	16,882	17,553	18,324	18,810	19,005	17,790	17,538	18,437	18,455	0.1%

*based upon 15 credit hours for undergraduates and 12 credit hours for graduates

Inflation Adjusted Against 2004-05 Dollars

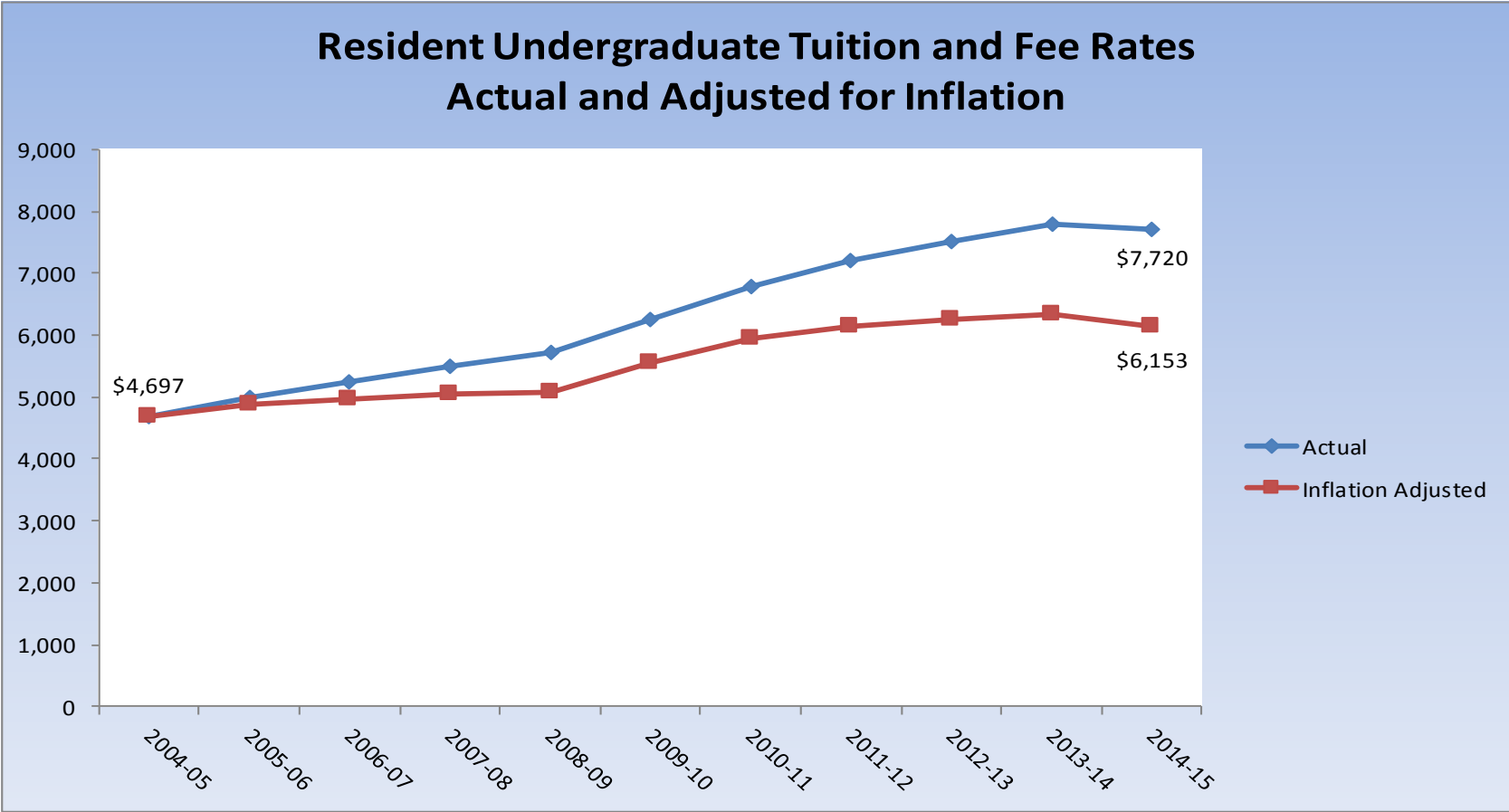
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Undergraduate												
Resident	4,697	4,880	4,973	5,041	5,073	5,540	5,947	6,139	6,255	6,324	6,153	-2.7%
Non-Resident	15,146	15,653	16,077	16,109	16,204	17,647	17,881	17,435	16,831	17,264	16,974	-1.7%
Graduate												
Resident	9,053	9,405	9,679	9,742	1,037	10,562	10,673	12,074	11,891	12,194	11,994	-1.6%
Non-Resident	15,146	15,644	16,043	16,084	16,258	16,669	16,634	15,137	14,586	14,960	14,710	-1.7%

*Source OUS Fact Book & SOU Enrollment Services

**Inflation adjustment indexed against the Portland-Salem Consumer Price Index

Annual Tuition and Fee Rates

Tuition and Financial Aid



*Source OUS Fact Book & SOU Financial Aid

**Inflation adjustment indexed against the Portland-Salem Consumer Price Index

Student Budget Breakdown for Resident Undergraduates

Tuition and Financial Aid

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Resident Tuition and Fees	4,697	4,932	5,233	5,409	5,718	6,252	6,795	7,215	7,521	7,794	7,720	-1.0%
Room and Board	6,765	7,254	7,404	7,941	8,418	8,454	8,508	9,240	9,651	11,340	11,682	3.0%
Books and Supplies	1,125	1,155	1,200	1,350	1,350	1,350	1,350	1,260	900	1,029	960	-6.7%
Personal Expenses (incl Transportation)	4,332	3,966	3,300	3,600	3,750	3,750	3,750	2,484	2,685	2,685	2,685	0.0%
Total	16,919	17,307	17,137	18,300	19,236	19,806	20,403	20,199	20,757	22,848	23,047	0.9%

Inflation Adjusted Against 2004-05 Dollars

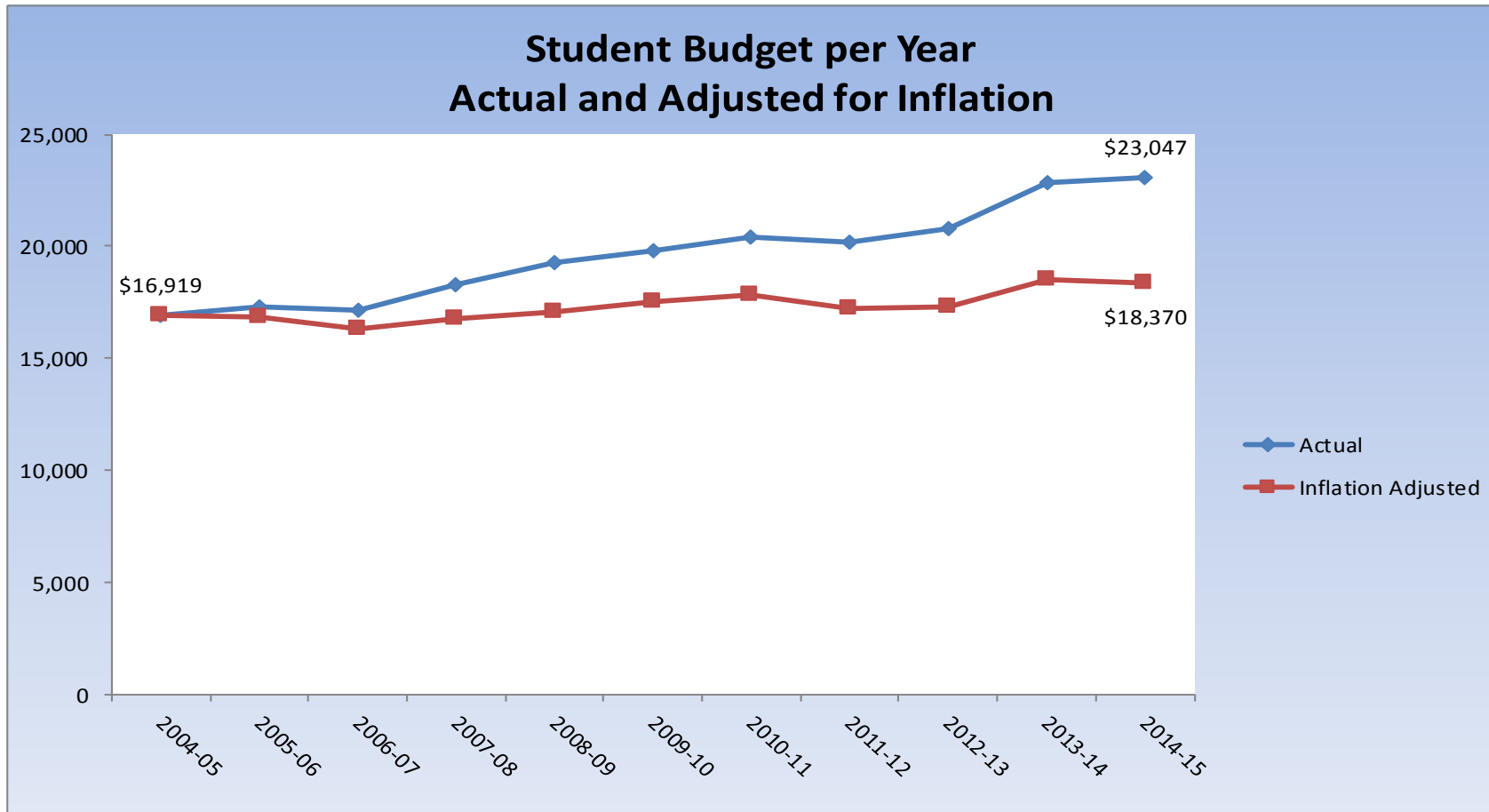
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Resident Tuition and Fees	4,697	4,809	4,973	4,956	5,073	5,540	5,947	6,139	6,255	6,324	6,153	-2.7%
Room and Board	6,765	7,073	7,036	7,276	7,469	7,492	7,446	7,862	8,026	9,201	9,311	1.2%
Books and Supplies	1,125	1,126	1,140	1,237	1,198	1,196	1,182	1,072	749	835	765	-8.3%
Personal Expenses (incl Transportation)	4,332	3,867	3,136	3,299	3,327	3,323	3,282	2,114	2,233	2,179	2,140	-1.8%
Total	16,919	16,874	16,285	16,768	17,067	17,551	17,857	17,187	17,263	18,538	18,370	-0.9%

*Source OUS Fact Book and SOU Enrollment Services

**Inflation adjustment indexed against the Portland-Salem Consumer Price Index

Student Budget Breakdown for Resident Undergraduates

Tuition and Financial Aid



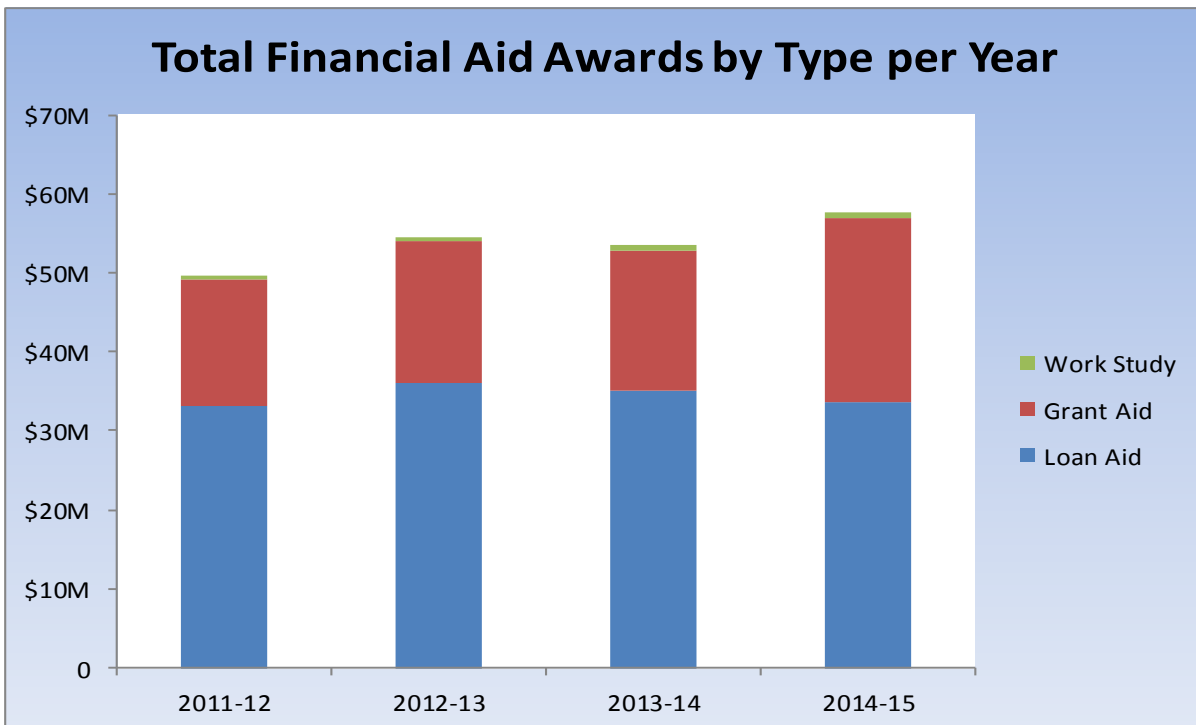
*Source OUS Fact Book & SOU Financial Aid Office

**Inflation adjustment indexed against the Portland-Salem Consumer Price Index

Financial Aid Awards by Type

Tuition and Financial Aid

	2011-12	2012-13	2013-14	2014-15
Loans				
Federal Subsidized Loans	\$ 12,298,914	\$ 10,689,883	\$ 10,339,722	\$ 9,251,710
Federal Unsubsidized Loans	13,964,913	16,156,172	14,972,836	14,855,611
Federal Perkins Loans	193,028	239,050	448,762	825,105
Parent PLUS Loans	5,901,912	8,398,898	8,623,131	7,865,379
University/Outside Loans	706,390	632,386	581,803	829,753
Total Loan Aid	33,065,157	36,116,389	34,966,254	33,627,558
Grants				
Pell Grants	9,671,864	9,837,458	9,831,123	12,776,249
Other Federal Grants	368,949	440,498	424,400	333,744
Oregon Opportunity Grants	1,019,711	1,635,231	1,713,417	4,834,017
State and Lottery Grants	70,000	318,325	77,591	2,000
Other Grants and Scholarships	1,516,968	2,172,687	2,611,084	1,448,008
Fee remissions	3,439,983	3,501,075	3,121,082	3,933,299
Total Grant Aid	16,087,475	17,905,274	17,778,697	23,327,317
 Work Study	 450,000	 450,000	 825,782	 706,845
 Grand Total	 \$ 49,602,632	 \$ 54,471,663	 \$ 53,570,733	 \$ 57,661,720

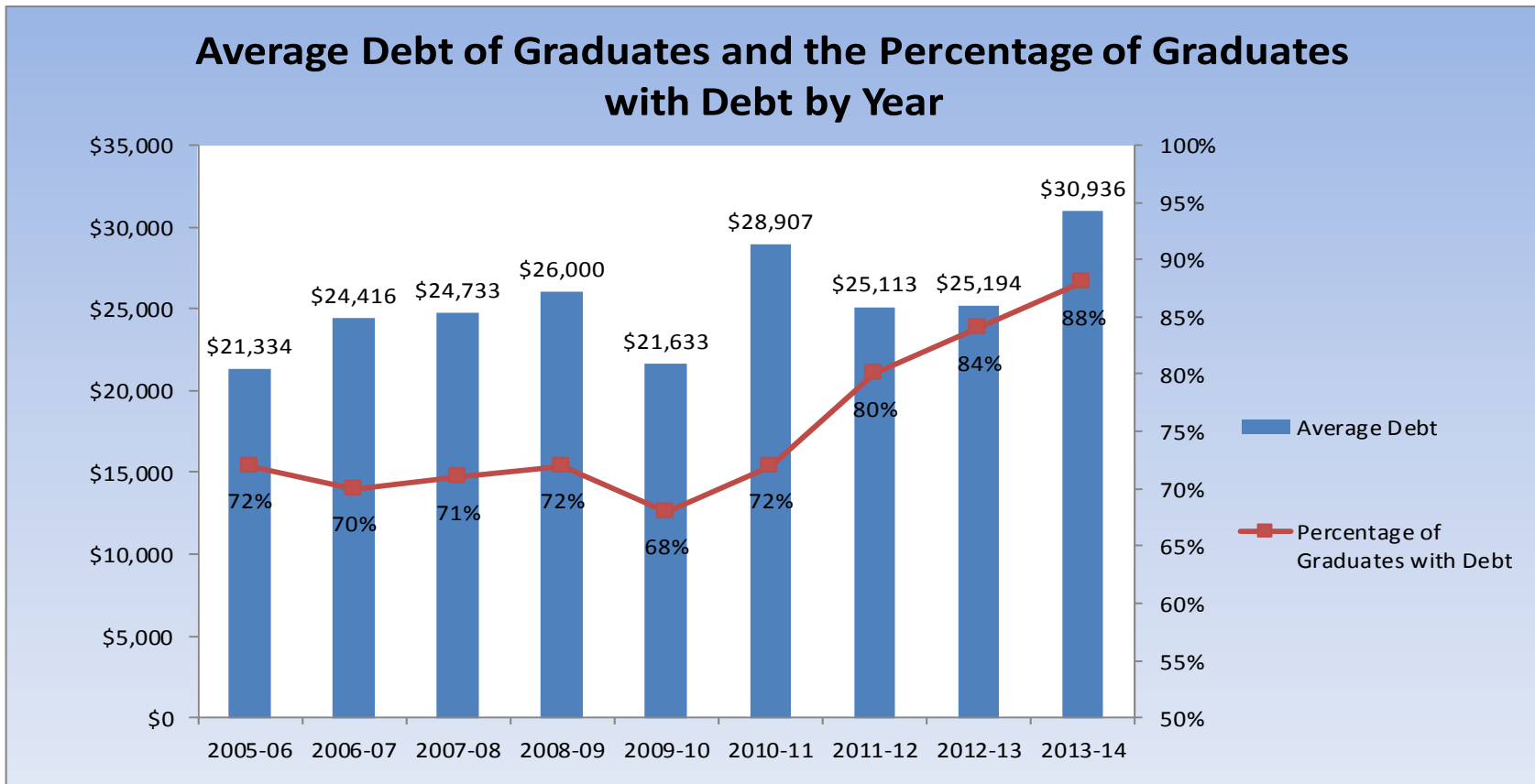


*Source SOU Financial Aid

Average Debt of Graduates by Year

Tuition and Financial Aid

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Average Debt	\$21,334	\$24,416	\$24,733	\$26,000	\$21,633	\$28,907	\$25,113	\$25,194	\$30,936
Percentage of Graduates with Debt	72%	70%	71%	72%	68%	72%	80%	84%	88%



* Source OUS Fact Book and CDS Reports

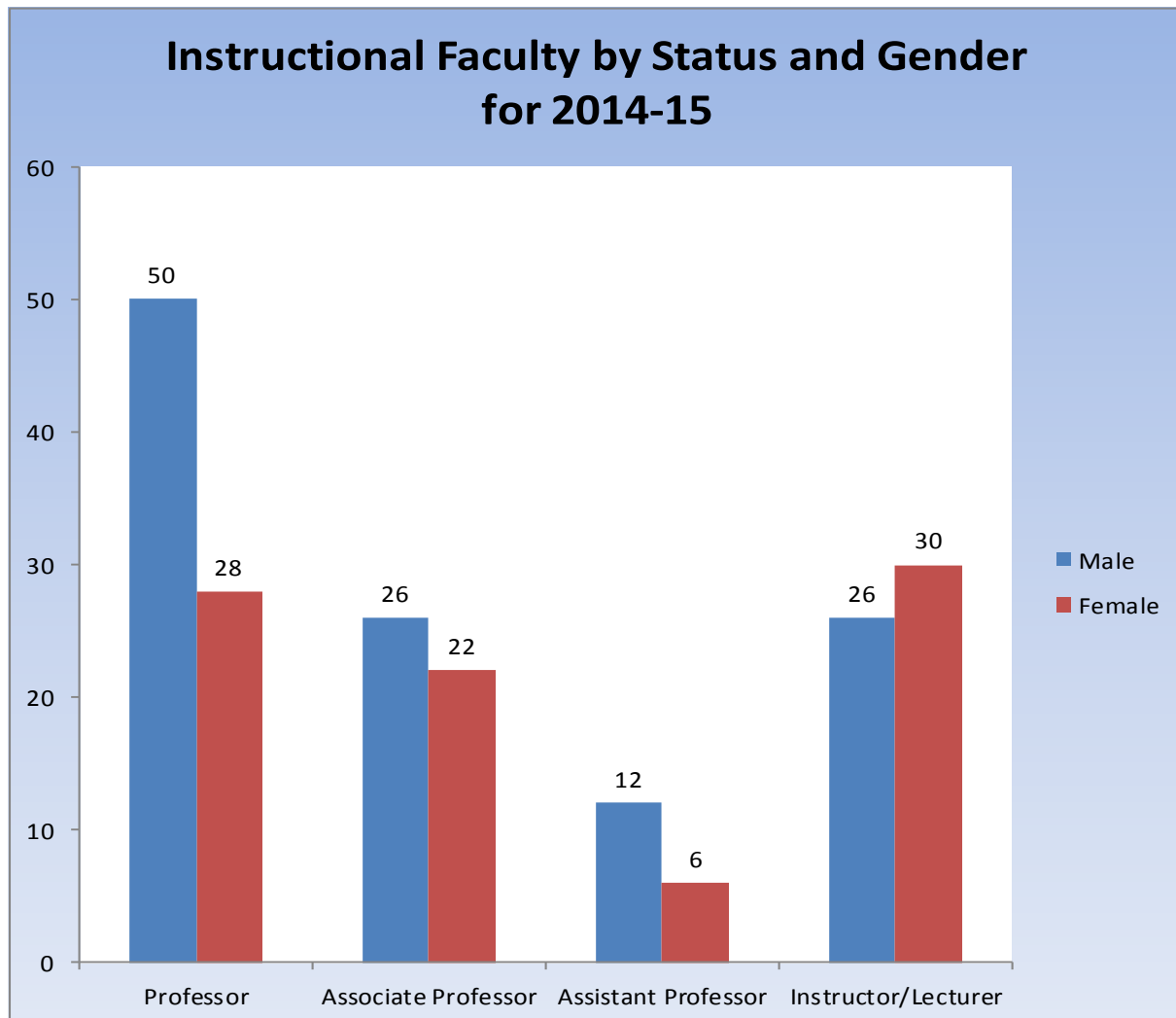
** Students who started at SOU as first time freshmen



Faculty & Staff

Instructional Faculty by Gender and Rank Faculty and Staff

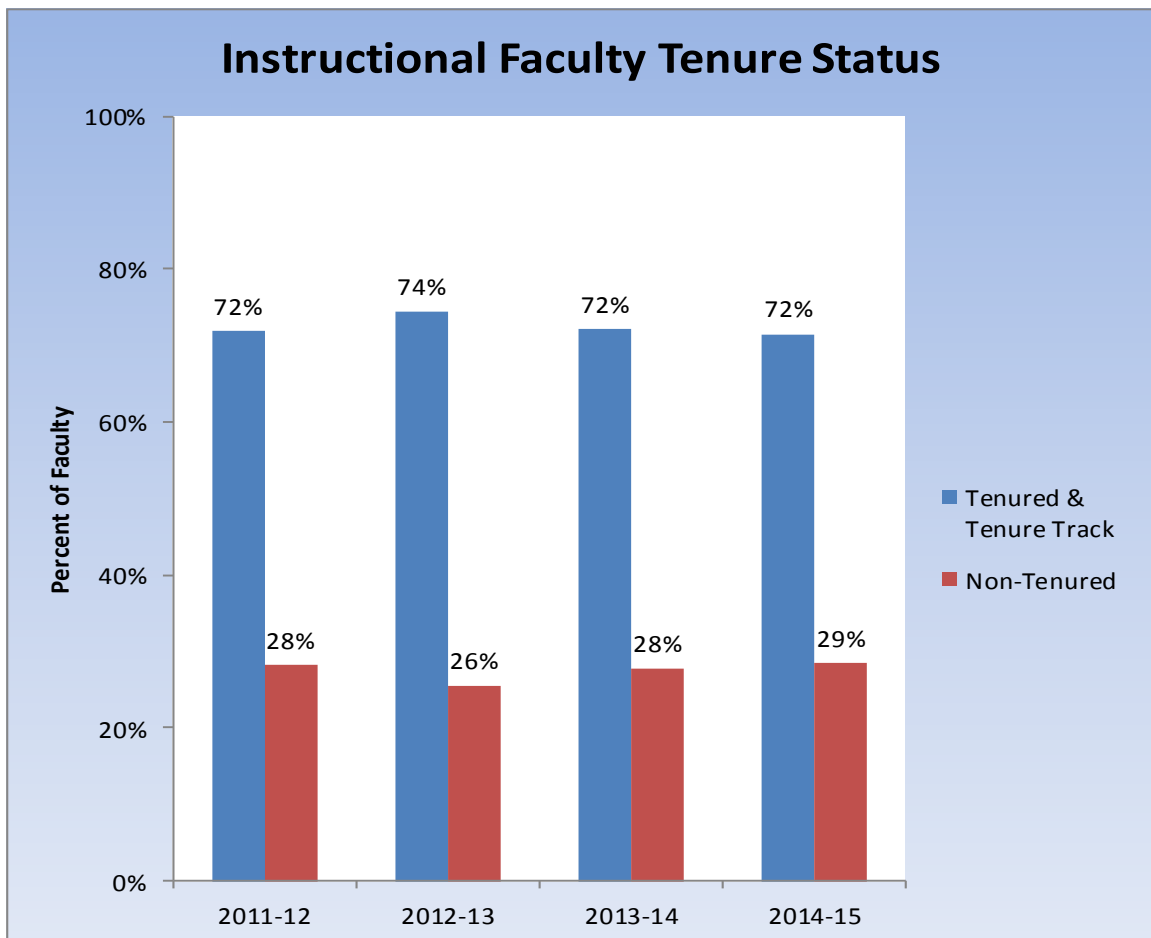
	2011-12	2012-13	2013-14	2014-15
Male				
Professor	55	56	57	50
Associate Professor	34	31	27	26
Assistant Professor	16	15	12	12
Instructor/Lecturer	32	29	33	26
Total	137	131	129	114
Female				
Professor	26	25	27	28
Associate Professor	29	29	24	22
Assistant Professor	16	12	10	6
Instructor/Lecturer	30	25	29	30
Total	101	91	90	86



*Source SOU Institutional Research

Instructional Faculty Rank by Tenure Status Faculty and Staff

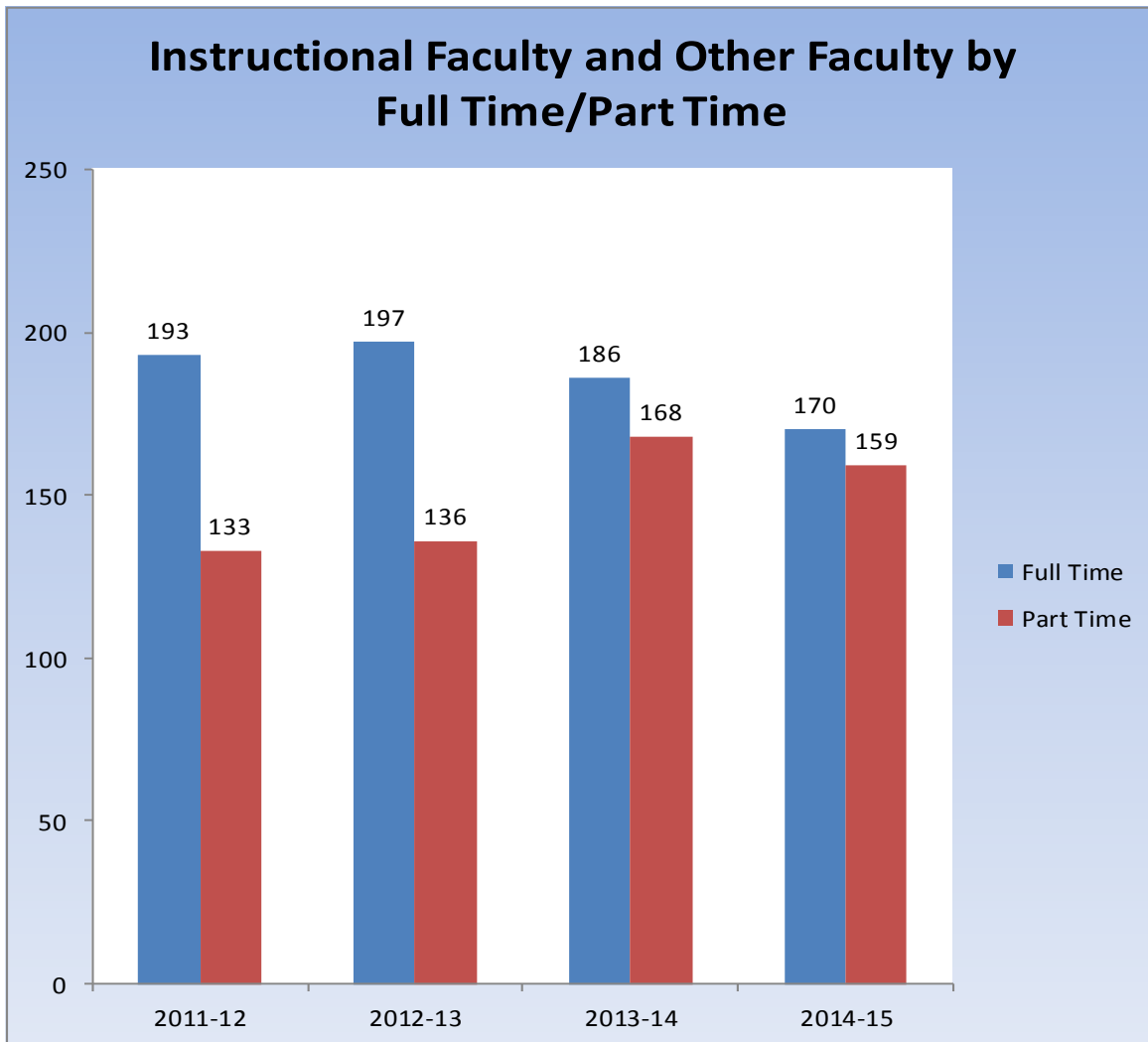
	2011-12	2012-13	2013-14	2014-15
Tenured & Tenure Track	71.8%	74.4%	72.1%	71.5%
Professor	81	81	84	78
Associate Professor	60	58	50	47
Assistant Professor	29	25	20	13
Instructor/Lecturer	1	2	4	5
Total	171	166	158	143
Non-Tenured	28.2%	25.6%	27.9%	28.5%
Professor	-	-	-	-
Associate Professor	3	2	1	1
Assistant Professor	3	2	3	5
Instructor/Lecturer	61	53	57	51
Total	67	57	61	57



*Source SOU Institutional Research

Faculty by Full Time/Part Time Faculty and Staff

	2011-12		2012-13		2013-14		2014-15		
	FT	PT	FT	PT	FT	PT	FT	PT	
Professor	73	8	74	7	74	10	70	8	
Associate Professor	57	6	52	8	43	8	41	7	
Assistant Professor	28	4	27	-	21	1	17	1	
Instructor/Lecturer	34	28	41	13	41	21	39	17	
Other Ranks	1	87	3	108	7	128	3	126	
Total	N	193	133	197	136	186	168	170	159
	%	59.2%	40.8%	59.2%	40.8%	52.5%	47.5%	51.7%	48.3%



*Source SOU Institutional Research

Faculty and Staff by Racial/Ethnic Group and Gender for Fall 2014

Faculty and Staff

	Faculty	Exec/Admin/ Mgmt	Professional Non-faculty	Tech/ Paraprof'l	Secty/ Clerical	Skilled Craft	Service/ Maint	Total	% of Total
American Indian/Alaska Native									
Male	2	0	5	0	0	0	1	8	1.06%
Female	1	0	4	0	0	0	0	5	0.66%
Subtotal	3	0	9	0	0	0	1	13	1.72%
Asian/Pacific Islander									
Male	6	1	2	0	0	1	1	11	1.46%
Female	9	0	5	0	0	0	0	14	1.85%
Subtotal	15	1	7	0	0	1	1	25	3.31%
Black/African American									
Male	1	0	2	0	0	0	0	3	0.40%
Female	0	0	1	0	0	0	0	1	0.13%
Subtotal	1	0	3	0	0	0	0	4	0.53%
Hispanic/Latino									
Male	4	0	4	1	0	1	3	13	1.72%
Female	6	1	2	0	2	0	1	12	1.59%
Subtotal	10	1	6	1	2	1	4	25	3.31%
Multiple Ethnicities									
Male	1	0	1	1	0	1	0	4	0.53%
Female	1	0	0	0	2	0	0	3	0.40%
Subtotal	2	0	1	1	2	1	0	7	0.93%

* Source SOU Institutional Research

Faculty and Staff by Racial/Ethnic Group and Gender for Fall 2014

Faculty and Staff

...continued

	Faculty	Exec/Admin/ Mgmt	Professional Non-faculty	Tech/ Paraprof'l	Secty/ Clerical	Skilled Craft	Service/ Maint	Total	% of Total
Total Minority									
Male	14	1	14	2	0	3	5	39	5.16%
Female	17	1	12	0	4	0	1	35	4.63%
Subtotal	31	2	26	2	4	3	6	74	9.79%
White									
Male	142	9	89	20	12	12	26	310	41.01%
Female	141	7	132	14	58	1	10	363	48.02%
Subtotal	283	16	221	34	70	13	36	673	89.02%
Other / Unknown									
Male	1	0	4	1	0	0	0	6	0.79%
Female	1	0	0	0	2	0	0	3	0.40%
Subtotal	2	0	4	1	2	0	0	9	1.19%
Total									
Male	157	10	107	23	12	15	31	355	46.96%
Female	159	8	144	14	64	1	11	401	53.04%
Grand Total	316	18	251	37	76	16	42	756	100.00%

* Source SOU Institutional Research

* All Teaching, Administrative, Classified and Unclassified Faculty & Staff Included

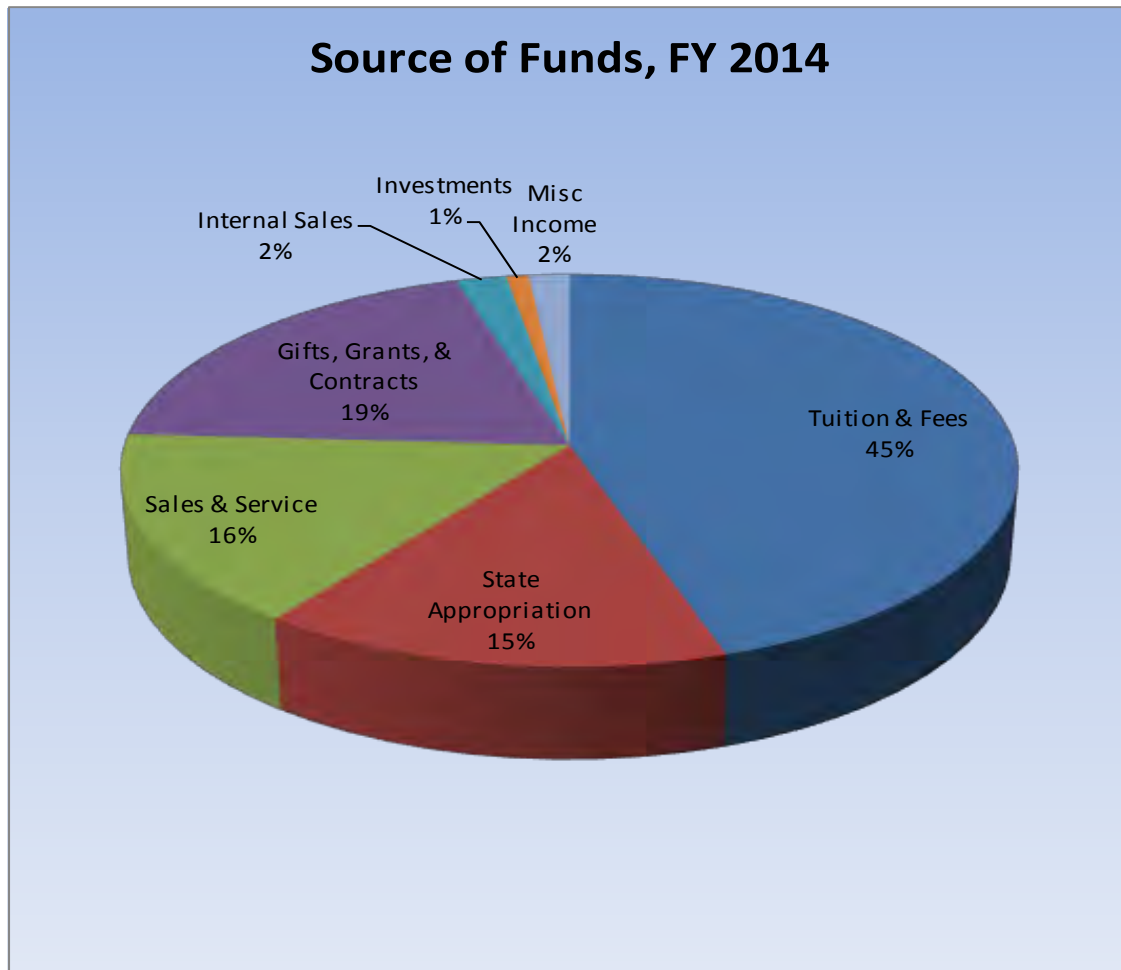


Financial Summary

Source of Funds - Actuals

Financial Summary

	FY 2011	FY 2012	FY 2013	FY 2014
Revenue				
Tuition & Fees	\$ 38,155,477	\$ 42,320,446	\$ 43,267,105	\$ 42,368,667
State Appropriation	16,663,454	12,972,645	13,518,004	14,211,725
Sales & Service	13,923,405	13,972,033	14,063,091	14,918,333
Gifts, Grants, & Contracts	20,328,418	20,888,777	19,646,630	18,304,690
Internal Sales	2,298,633	2,031,133	1,553,317	1,951,696
Investments	547,369	719,328	940,332	849,842
Misc Income	221,228	378,256	369,975	1,564,798
Total	92,137,984	93,282,618	93,358,453	94,169,752

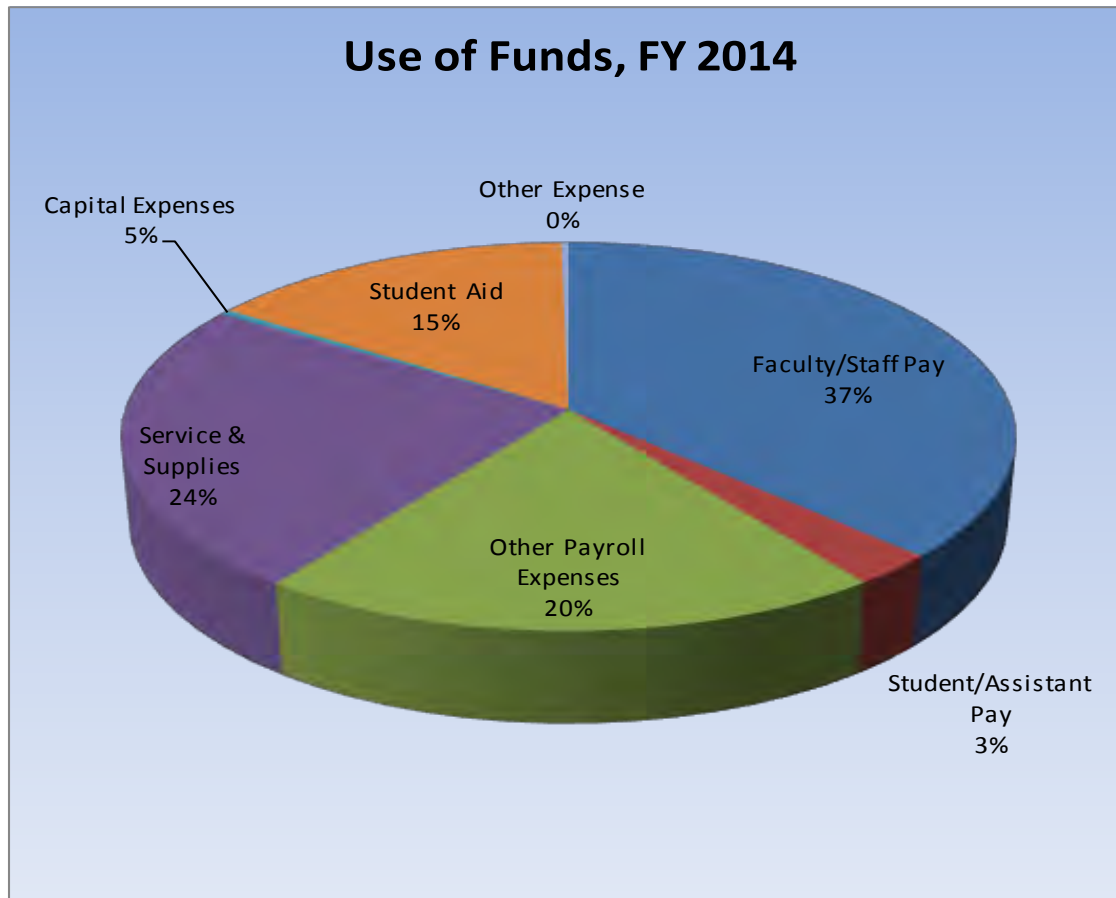


*Source SOU Institutional Research

Use of Funds - Actuals

Financial Summary

	FY 2011	FY 2012	FY 2013	FY 2014
Expenses				
Faculty/Staff Pay	\$ 31,723,936	\$ 33,966,671	\$ 34,076,109	\$ 34,289,052
Student/Assistant Pay	2,358,665	2,253,236	2,140,257	2,450,194
Other Payroll Expenses	16,495,162	18,407,111	18,081,022	18,436,055
Service & Supplies	20,936,574	21,993,376	25,278,055	22,206,399
Capital Expenses	713,962	720,621	296,095	389,997
Student Aid	13,374,316	14,234,781	14,271,932	14,000,107
Other Expense	720,289	1,131,584	600,568	(271,833)
Total	86,322,905	92,707,380	94,744,038	91,499,971

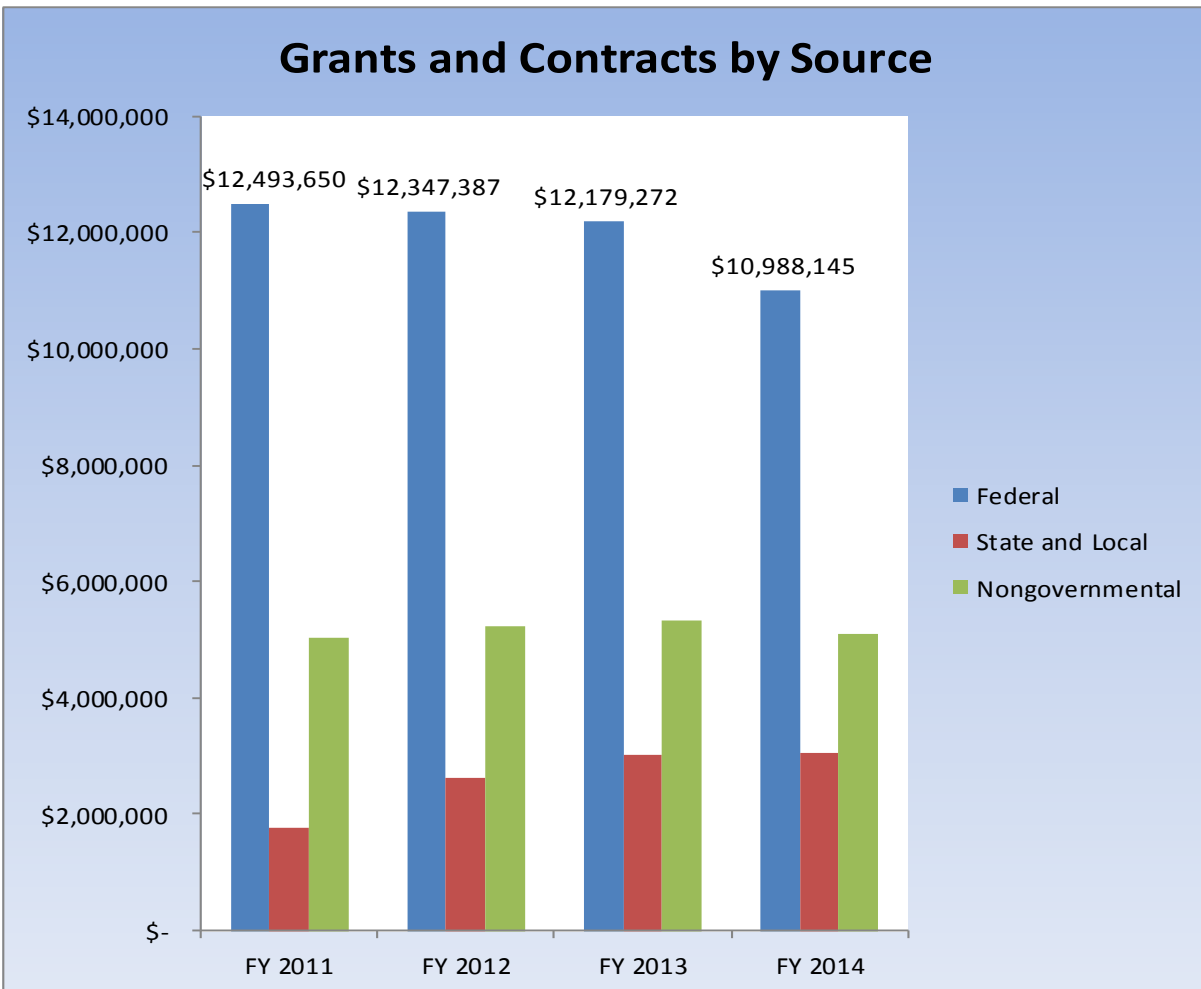


*Source SOU Institutional Research

Other Expense includes Merchandise-Resale/Redistribution, Depreciation/Amortization, Indirect Costs, Internal Sales, and Interfund Transfers

Grants and Contracts Financial Summary

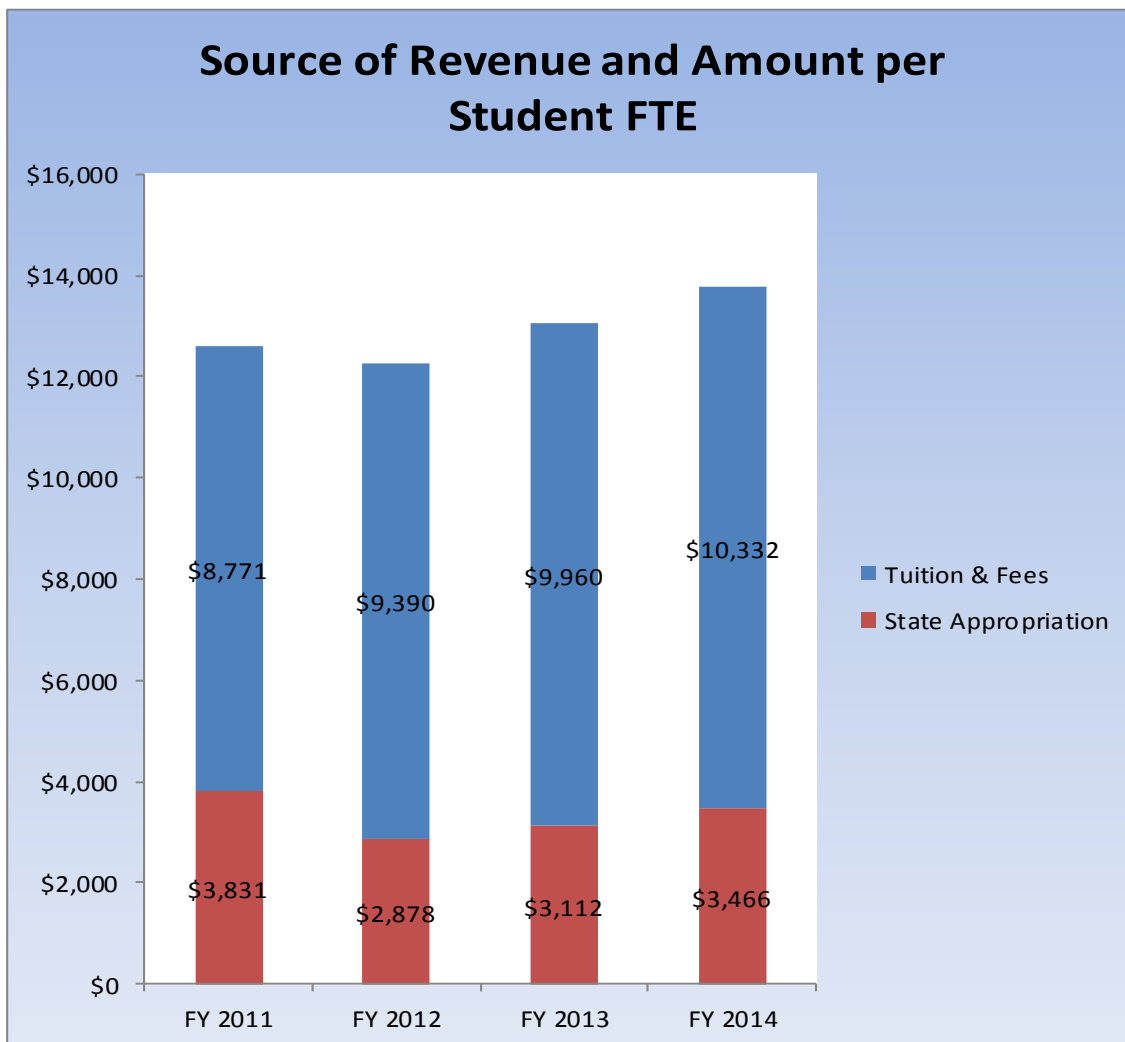
	FY 2011	FY 2012	FY 2013	FY 2014
Federal Grants & Contracts	\$ 12,493,650	\$ 12,347,387	\$ 12,179,272	\$ 10,988,145
State and Local Grants & Contracts	1,753,670	2,619,579	3,006,179	3,043,211
Nongovernmental Grants & Contracts	5,030,530	5,215,731	5,322,140	5,095,204
Overhead Cost Recovery	321,040	277,518	261,028	334,451
Refunds to Grantors	(1,738,150)	(2,195,747)	(3,865,151)	(4,412,242)
Total	\$ 17,860,740	\$ 18,264,468	\$ 16,903,468	\$ 15,048,770



* Source SOU Institutional Research

Revenue per Student FTE Financial Summary

	FY 2011	FY 2012	FY 2013	FY 2014
Tuition & Fees				
Amount	\$8,771	\$9,390	\$9,960	\$10,332
% of Total	70%	77%	76%	75%
State Appropriation				
Amount	\$3,831	\$2,878	\$3,112	\$3,466
% of Total	30%	23%	24%	25%
Total	\$12,602	\$12,268	\$13,072	\$13,797



*Source SOU Institutional Research

*FTE calculated as the average of Fall, Winter, and Spring