SO|U **Southern OREGON UNIVERSITY**

YEAR SIX
STANDARD TWO

Policies, Regulations, and Financial Review Self-Study (PRFR)
September 15, 2022

Northwest Commission on
Colleges and Universities

YEAR SIX, STANDARD TWO,
POLICIES, REGULATIONS, AND FINANCIAL REVIEW
(PRFR)

Submitted by

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September 15, 2022

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MISSION FULFILLMENT

Southern Oregon University is a regionally engaged learning community committed to being the educational provider of choice for learners throughout their lives. We endeavor to accomplish this in part by striving to meet the following five principles:

- We inspire curiosity and creativity, compel critical thinking, foster discovery, and cultivate bold ideas and actions.

- We achieve student success, professional preparation, and civic engagement through service excellence, evolving technologies, and innovative curriculum.

- We foster access, equity, inclusion and diversity in thought and practice.

- We prepare our learners to be responsible, engaged citizens in our democracy.

- We promote economic vitality, sustainability, cultural enrichment, and social well-being in our region, the state, the nation, and the world.

Our mission aligns with our strategic plan, developed over the course of two academic years beginning in January of 2017 and adopted in January of 2018. The plan identifies seven strategic directions, each one supported by specific goals. Importantly, these strategic directions and goals drive our processes and decision-making, including our annual assessment reporting process. Those seven directions are as follows:

- Strategic Direction I: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

- Strategic Direction II: SOU will become an employer of choice and provide excellent service to all of its constituents.

- Strategic Direction III: SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.

- Strategic Direction IV: SOU will create a diverse, equitable, inclusive community where learners flourish.

- Strategic Direction V: SOU will maintain financial stability and invest for institutional vitality.

- Strategic Direction VI: SOU will develop physical and virtual environments in which all learners can thrive.

- Strategic Direction VII: SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners.

Standard 2. Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2.A Governance

2.A.1 *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

The Southern Oregon Board of Trustees (BOT) was established by legislation effective July 1, 2015. The BOT is comprised of 15 members and has broad authority to supervise and manage the affairs of the university and may exercise and carry out all of the powers, rights, and privileges that are expressly conferred upon the university, or that are implied by law, or are incidental to such powers, rights and duties. This is explicitly expressed in the Bylaws of Southern Oregon University.

The formation, composition, terms, voting rights, and powers and duties of the BOT are established through legislation and referenced in Oregon Revised Statutes (ORS) 352.076, 352.084. Fourteen trustees are appointed by the Governor and include 11 community members who serve four-year terms as well as one SOU faculty member, one SOU staff member and one SOU student who each serve two-year terms. The president of the university is an ex officio, non voting member of the governing board.

The Board Statement on Delegation of Authority outlines the authority, role and responsibility of the BOT itself. This document defines the distributed or delegated authorities of the president, the administration, and the faculty as well as those responsibilities the board retains. The individual roles and responsibilities of the BOT members are outlined in the board's "Resolution on the Responsibilities of Individual Trustees" as well as the "Board Statement on Ethics and Conflicts of Interest." In addition to these documents the full list of BOT policies including the bylaws can be viewed on the BOT Bylaws and Policies website. The BOT bylaws are publicly available and they are reviewed on an annual basis.

The Board of Trustees publishes a calendar that lists both past and future meetings of the full board as well as the three committees. The 2022-2023 Calendar can be viewed [here](#).

These public documents are available on the board's [website](#).

2.A.1 Evidence (* indicates required item)

[Bylaws of Southern Oregon University](#)*
[Oregon Revised Statutes (ORS) 352.076, 352.084](#)*
[Board of Trustees Bylaws and Policies](#)*
[Board of Trustees calendar](#)*
[Board of Trustees Bylaws](#)*

2.A.2 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

Southern Oregon University maintains an [organizational chart](#) that is updated as necessary. The Human Resources department maintains a digital database that contains the position descriptions, requirements, and authority for all positions at the university. This same database contains the evidence of the professional qualifications for all positions at the university. The Southern Oregon University Executive Leadership Team includes the following personnel:

- Provost and Vice President for Academic Affairs, Susan Walsh

- Vice President for Equity Diversity and Inclusion, Toya Cooper

- Vice President of Enrollment Management and Student Affairs, Neil Woolf

- Vice President for Finance and Administration, Greg Perkinson

- Vice President of University Advancement and SOU Foundation Executive Director, Janet Fratella

2.A.2 Evidence (* indicates required item)

Appendix 2.A.2.A Provost and Vice President for Academic Affairs, Susan Walsh CV*
Appendix 2.A.2.B Vice President for Equity Diversity and Inclusion, Toya Cooper CV*
Appendix 2.A.2.C Vice President of Enrollment Management and Student Affairs, Neil Woolf CV*
Appendix 2.A.2.D Vice President for Finance and Administration, Greg Perkinson CV*
Appendix 2.A.2.E Vice President of University Advancement and SOU Foundation Executive Director, Janet Fratella CV*

2.A.3 *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

President Richard J. Bailey Jr. began his tenure at SOU in January of 2022 and serves as an ex officio, non voting member of the SOU Board of Trustees. Prior to SOU, Dr. Bailey served as the president at Northern New Mexico. Dr. Bailey is a veteran with a 24-year career in the U.S. Air Force, retiring as a full colonel and command pilot with more than 3,500 flying hours. Dr. Bailey also served as the first-ever dean of students at the School of Advanced Air and Space Studies at Air University, Maxwell Air Force Base, Alabama. Dr. Bailey was also the associate professor of strategy and security studies.

2.A.3 Evidence (* indicates required item)

Appendix 2.A.3 President Richard J. Bailey, Jr. CV*

2.A.4 *The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The university has a deep and long-standing commitment to the shared governance ideal and there are multiple avenues for faculty, staff, and students to weigh in on university decision-making. Notable among these are the Faculty Senate, Student Senate (ASSOU), and the recently convened Staff Assembly.

The SOU Faculty Senate maintains the Faculty Constitution and Bylaws. The Faculty Senate represents all faculty at SOU and is comprised of faculty representing the academic divisions at SOU. The Faculty Senate also has twelve standing committees all of whom report and make recommendations to the Senate. The Senate's charge, composition and procedures are further described in detail in the Bylaws of the Constitution of SOU. The SOU Faculty Senate makes recommendations to the Provost and President.

All faculty members who are employed at the rank of professor, associate professor, assistant professor, senior instructor, or instructor and who hold a position of at least .5 FTE or above are members of the Associated Professors of SOU (APSOU). Every three years the SOU administration and APSOU negotiate a collective bargaining agreement.

Classified staff at SOU are members of the Service Employees International Union (SEIU). SEIU and SOU also have a collective bargaining agreement, and that bargaining agreement is negotiated on behalf of all seven public universities in the state of Oregon.

Administrative employees are represented by the recently convened SOU Staff Assembly, whose purpose is to "contribute to the culture and success of Southern Oregon University (SOU), to the growth and welfare of its staff employees, to the promotion of a positive and supportive work environment, and to the benefit of our community." It is a key part of the university governance system and provides "a forum for open communication and ongoing dialogue among staff and between staff, faculty, and the administration." The Staff Assembly is governed by the SOU Staff Assembly Bylaws (See Exhibit 2.A.4.A). Membership on the Staff Assembly is elected and is open to all SOU employees who are benefits-eligible and whose primary employment purpose is working as a non-academic member of the university's staff, rather than faculty or student.

The SOU student body is represented by the Associated Students of SOU (ASSOU). Their membership is representative of students from across campus and they are governed by the ASSOU bylaws.

Typically, policies and/or proposals are routed through the relevant governance body or bodies. In the case of broad, campus-wide policies, that often means all of the governing bodies are consulted. Furthermore, for official campus policies, all new policies and policy revisions are posted for campus-wide review and comments. The procedure for public comment is outlined on the webpage for proposed policies for campus comment.

2.A.4 Evidence (* indicates required item)

Faculty Constitution*
Faculty Bylaws*
SOU Administration/APSOU CBA*
SEIU CBA*
SOU Staff Assembly Bylaws (See Exhibit 2.A.4.A)*
Proposed policies for campus comment*

2.B Academic Freedom

2.B.1 *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Academic freedom is supported at multiple levels at SOU. Foremost among these is the policy on Academic Freedom (AAD.044 (580-022)). Academic freedom is also codified in the preamble of the SOU/APSOU Collective Bargaining Agreement. Academic freedom is further defined and clarified in faculty bylaws, specifically, the faculty performance expectations for both teaching (section 5.334 (a)) and service (5.226 (a)). For example, the expectations for the service components are described as follows: "Equally important is encouraging an atmosphere where healthy and productive debate is embraced in an environment of academic freedom, where ideas are examined and challenged, and well-thought-out decisions result. Support of such an atmosphere may be demonstrated by tolerating contradicting viewpoints while engaging constructively with others in the solution of problems in the common interest of the secondary academic division and the university, showing flexibility and adaptability as needed to move forward, assuming responsibility for one's own actions and holding reasonable expectations of others, and remaining respectful in the midst of disagreement."

2.B.1 Evidence (* indicates required item)

Academic Freedom Policy*
SOU/APSOU Collective Bargaining Agreement*
Faculty Bylaws

2.B.2 *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

SOU values and reaffirms the commitment to both academic and intellectual freedom in its mission and values. In addition to the overt statements related to academic freedom mentioned previously in criteria for academic teaching and service, the criteria for faculty scholarship reinforces the notion of independent thought and dissemination. These scholarship criteria establish that all scholarship must demonstrate the following characteristics: originality, meaningfulness, review, and dissemination. Regardless of the academic field of study, these

values are the foundation of critical and scientific inquiry and, as such, they are communicated to students and embedded into the courses throughout the SOU University Studies curriculum.

In addition, numerous SOU policies uphold and reinforce the values of intellectual and individual freedom. These include policies on affirmative action, accessibility, sexual harassment, and student conduct.

2.B.2 Evidence (* indicates required item)

SOU University Studies curriculum*
Affirmative Action and Equal Employment Opportunity*
Accessibility and Selection of Instructional Materials*
Equal Opportunity, Sexual Harassment, and Sexual Misconduct
Code of Student Conduct*

2.C Policies and Procedures
The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 *The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

SOU transfer policies and procedures are published on both the Admissions webpage and in the university catalog. The transfer webpage provides a number of resources including information on how to meet with a transfer specialist, a course equivalency search tool, and an FAQ for students. To support the integrity of SOU programs, requests for transfer of credit include a thorough review of course descriptions and syllabi by a subject matter expert. SOU maintains a database of previously established course equivalencies. Those equivalencies are publicly accessible through the course equivalency search tool.

SOU also maintains a website that lists all of our course and exam equivalencies, and Advance Placement (AP) and College Entrance Examination Board (CEEB) credit. SOU maintains a separate policy for Credit for Prior Learning (CPL), the details of which are included in the university catalog under academic policies.

2.C.1 Evidence (* indicates required item)

SOU transfer policies*
University Catalog*

[Transfer Webpage](#)*
[Course Equivalency Search Tool](#)
[Course and Exam Equivalencies](#)
[Advance Placement (AP) and College Entrance Examination Board (CEEB) credit](#)
[Credit for Prior Learning](#)

2.C.2 *The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

Southern Oregon University's policies and procedures related to student rights and responsibilities that include, but are not limited to academic honesty, conduct, appeals, and grievances are included in the [Code of Student Conduct.](#) The [Community Standards](#) page has a specific call out for [Academic Integrity](#) which includes information for understanding student expectations and responsibility, guidance for faculty, and helpful information for parents/support systems. The [Student Handbook](#) (See p. 4) which includes a link to the Code of Student Conduct, is distributed to all students via email as a link and PDF each term. We also utilize social media campaigns and flyer distribution that encourage students to "Know the Code."

Accommodations for persons with disabilities is managed by [Disability Resources.](#) The process and expectations for students, faculty, and the Disability Resource Office are found on the [Rights & Responsibility](#) page.

2.C.2 Evidence (* indicates required item)

[Student Handbook (See p. 4)](#)*
[Code of Student Conduct](#)*
[Community Standards](#)*
[Academic Integrity](#)*
[Disability Resources](#)*

2.C.3 *The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's*

expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Our academic and administrative policies and procedures are outlined in detail and published in our university catalog and on our Admissions webpage. To attend classes at SOU, students first must apply for and receive formal admission to the university. High school graduate requirements are outlined on our Admissions page and include a minimum 2.5 grade point average (GPA) in the following subjects:

- English (4 years)

- Math (3 years; 1 year each of Algebra 1, Geometry, and Algebra II or higher)

- Science (3 years; 2 years of lab science)

- Social Science (3 years)

- Second language (2 years of the same language)

Applicants who do not meet any of the above requirements can submit supplementary documents with their application materials. This same page also includes SOU's GED requirements.

The university requires students to demonstrate proficiency through minimum test scores (foreign language, math), satisfactory academic standing and prerequisite courses to succeed and advance to higher level coursework. The math placement policies and guidelines are outlined in detail on the Math Placement Assessment webpage and the World Language Placement page has information about the world language placement test.

Academic standing is defined by the following categories: good standing, academic warning, academic probation, and academic suspension. Students in good standing are those who earn a term GPA of at least 2.0 and who have a cumulative GPA of at least 2.0. Students in good standing who earn a term GPA below 2.0 will be placed on academic warning. Students on academic warning who earn a term GPA of at least 2.0 but have an SOU cumulative GPA of less than 2.0 will remain on academic warning. Students on academic warning who earn a term GPA of less than 2.0 will be placed on academic probation. Students on academic probation who earn a term GPA of at least 2.0 but have an SOU cumulative GPA of less than 2.0 will remain on academic probation. Students on academic probation who earn a term GPA of less than 2.0 will be placed on academic suspension. Academic suspension is recorded on the student's academic record. Students who are academically suspended are denied all the privileges of the university and of all organizations in any way connected to it, including university-organized living groups.

Graduate programs have individualized entry requirements. Generalized information about all graduate programs can be found in both the online webpage for SOU graduate programs and in the SOU catalog. However, most graduate programs have individualized requirements for both admissions and academic standing. Information on all of our graduate programs can be found on the individual websites for each program.

2.C.3 Evidence (* indicates required item)

Policies and procedures
• University Catalog*   • Admissions Webpage*
Policies and Procedures related to continuation and termination from educational programs   • Academic Standing   • SOU graduate programs   • Graduate Programs

2.C.4 *The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

Student records are maintained in accordance with the retention schedule as determined by the state of Oregon. All physical documents are stored in a secure location in the offices of the University Registrar.

SOU also maintains a student records policy that outlines the definitions, variety, scope, location, and timelines for the maintenance of student records.

The Information Security Policy provides details on all matters related to information security and handling at SOU. This comprehensive policy covers system-wide computer systems including workstations and servers, mobile computing, as well as the maintenance and protection of paper records.

2.C.4 Evidence (* indicates required item)

State of Oregon Records Retention Policy*
Student Records Policy*
Information Security Policy

2.D Institutional Integrity

2.D.1 *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

University Advancement's office of Marketing and Communications is responsible for producing announcements, statements and publications for the institution, in accordance with marketing guidelines. All information is sourced directly from academic and administrative departments, including the Provost's Office, Enrollment Services, Admissions, Records and Registration, Institutional Research, Financial Aid, and others.

Information Technology maintains the university's primary website. University Advancement manages the university's Facebook, Instagram, Twitter and YouTube channels for external audiences and provides support to faculty and staff in departments and programs, who are ultimately responsible for the accuracy of the information on their internal pages and/or social media accounts, in accordance with the SOU Social Media Guidelines.

The university's major external publications include SOU News, the SOU Fact Book, The Raider magazine, Alumni News, and SOU Office of the President Messages, as well as materials used for student recruitment and fundraising efforts. These publications are updated or produced regularly using information vetted by the university's Institutional Research office and other official sources, such as the SOU Foundation and the SOU Alumni Association.

Information about university degrees is maintained across several online locations and in the SOU catalog. All of our majors have a website that contains information about degree requirements, degree fit, career path and the estimated salary range for careers in that area. The webpage for the Biology program provides one example. Information on these webpages is maintained by Marketing and Communications in consultation with the home program and they are checked for accuracy a minimum of once per year. The SOU catalog is another source and contains a wealth of information about each academic program. Each major is represented in the catalog and the information for each program is maintained by the home academic unit and updated a minimum of once per year.

All news releases are posted on the university homepage as well as on the internal communications website, InsideSOU, as they may also be simultaneously distributed to local, regional and national media, depending on the subject matter.

All SOU students receive academic advising. All students are assigned a faculty advisor and they are required to meet with a faculty advisor at least once per year. In addition, each academic division has a Student Success Coordinator (SSC) who helps to coordinate academic advising

and to consult with students about other available support services. We utilize a number of digital tools to assist in advising and student support, including EAB Navigate, Degree Works, and Maxient.

Materials containing data and statistical reporting are usually published annually. Marketing and Communications requests data from the appropriate department, normally [Institutional Research](), and editorial staff members collect and compile it before handing it to the design team for production. A proofing process ensures no loss or degradation of data occurs before publication and distribution.

2.D.1 Evidence (* indicates required item)

[Marketing and Communications]()
[Marketing Guidelines]()
[Facebook](), [Instagram](), [Twitter sites]() and [YouTube channel]()
[SOU Social Media Guidelines]()
Major external publications [SOU News]() [SOU Fact Book]() [Alumni News]() [SOU Office of the President Messages]()
Degree Requirements [Biology program (example)]() [SOU catalog]()
[InsideSOU]() [Institutional Research]()

2.D.2 *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

SOU has policies and procedures in place to maintain high ethical standards in management and operations, including dealings with the public, NWCCU, and other external organizations. Ethical standards are defined by state statutes and regulations (including [ORS 244]() and [OAR 199]()) and govern the use of public office, gifts, conflicts of interest, and the Code of Ethics, which was adopted from the State Board of Higher Education's Oregon University System. Leadership communicates regularly to campus regarding expectations regarding ethical standards in management and operations as well as in dealings with external constituencies.

The university has several policies designed to provide a fair, welcoming and equitable environment for employees, students and others. These policies include complaint and grievance procedures to ensure that complaints and grievances are addressed in a fair, equitable, and timely manner. Some of the key policies are listed below, but a list of all university policies is published on the SOU Policies page.

Fraud/Waste: Students and employees are encouraged to report suspected fraud, waste, or abuse by calling 1-855-375-6776 or submitting an online report through sou.ethicspoint.com. Staff, faculty, and students may also call the Oregon Secretary of State's fraud, waste, and abuse hotline. Employees who report concerns are protected by state whistle-blower laws. The university retains internal auditor services that report directly to the president and the Board of Trustees.

Misconduct: The policies entitled Employee Conditions of Service, Code of Student Conduct, Student Grievance, Library Code of Conduct, Intercollegiate Athletics, Prohibited Conduct Relating to Students, Resident Halls Conduct, SEIU Collective Bargaining Agreement Articles 18 and 64, APSOU Collective Bargaining Agreement Article 17, Faculty Grievances Procedures, Faculty Constitution/Bylaws, Ethical Standards in Research, and Administrative Grievances provide guidelines around service expectations and dispute resolution.

Title IX/Equity: The university maintains an Office of Equity Grievance and Title IX that provides a variety of ways to report concerns. The Equal Opportunity, Harassment, and Sexual Misconduct Policy details the university's commitment to provide an environment free of harassment and discrimination. It details the procedures for filing complaints, supportive measures, reviewing and investigating complaints and hearings for matters involving discrimination, including sexual misconduct and interpersonal violence consistent with Title IX and the Violence Against Women Act (VAWA).

Protected Leaves, Accommodations, and Accessibility: Human Resources maintains a dedicated website with critical information around protected leaves, reasonable accommodation, campus lactation rooms, gender neutral and single-occupancy restrooms, accessibility on campus, and service animal/emotional support animal frequently asked questions. Disability Resources provides several resources and consultative services to both students and faculty.

Accessible Technology: The Electronic and Information Technology Accessibility Policy demonstrates the university's commitment to providing electronic technology in a manner that ensures accessibility for individuals with disabilities and provides a grievance and complaint procedure.

2.D.2 Evidence (* indicates required item)

Policies/procedures for reviewing internal and external complaints and grievances.
State of Oregon Government Ethics Policies and Provisions (ORS 244) and State of Oregon Government Ethics Commission OAR 199)

[SOU Policies page](#) [Complaint Submission Form](#) [Statement of Commitment](#) [Oregon Secretary of State's fraud, waste, and abuse hotline](#) [State Whistleblower Law](#) [Fraud Hotline](#)
Dispute Resolution [Employee Conditions of Service](#) [Code of Student Conduct](#) [Student Grievance](#) [Library Code of Conduct](#) [Intercollegiate Athletics](#) [Prohibited Conduct Relating to Students](#) [Resident Halls Conduct](#) [SEIU Collective Bargaining Agreement Articles 18 and 64](#) [APSOU Collective Bargaining Agreement Article 17](#) [Faculty Grievances Procedures](#) [Faculty Constitution/Bylaws](#) [Ethical Standards in Research](#) [Administrative Grievances](#)
Title IX Equity Grievance [Office of Equity Grievance and Title IX](#) [Reporting Options](#) [Equal Opportunity, Harassment, and Sexual Misconduct Policy](#)
Protected Leaves, Accommodations, and Accessibility [State and Federal Leave Laws](#) [Disability Resources](#) [Electronic and Information Technology Accessibility Policy](#)

2.D.3 *The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

SOU defines and prohibits conflicts of interest for its employees through the Oregon Code of Conduct ([ORS 244](#)), [Conflict of Interest around Consensual Relationships](#), and [Outside Activities and Related Compensation](#) policies. Under the [Board of Trustees Conflict of Interest policy](#) and [Board Statement on Ethics and Conflict of Interest](#), board members are required to declare any actual or potential conflicts of interest.

2.D. 3 Evidence (* indicates required item)

Conflict of Interest Policies Oregon Code of Conduct ([ORS 244](#))*

Conflict of Interest around Consensual Relationships*
Outside Activities and Related Compensation*
Board of Trustees Conflict of Interest policy*
Board Statement on Ethics and Conflict of Interest*

2.E Financial Resources

2.E.1 *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

SOU's audit and reporting processes are designed to ensure financial stability to allow the university to achieve and fulfill its mission. The university complies with state laws (ORS 341.709 Annual Audit Required) and board policies governing the oversight and management of resources.

External Independent Audit

Since July 1, 2015, SOU has engaged independent auditors to perform audits of financial statements, internal controls and compliance, and single audits in the areas of financial aid and COVID-related federal funding. The Executive and Audit Committee (EAC) of SOU's board considers matters pertaining to audits, compliance, and risk management. Matters that may be brought before the committee include but are not limited to: audits and internal controls-matters relating to external and internal auditors, audit plans and reports, and internal controls; compliance-matters relating to compliance with legal and regulatory requirements; and risk management-matters relating to risk management, insurance, and risk transfer devices. All matters considered pursuant to section 2.5 of the Board Statement on Board Committees by the EAC sitting as the Audit Committee that require action by the board shall be referred to the Board as seconded motions 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. Any of the examples of matters brought before the EAC sitting as the Audit Committee pursuant to section 2.5 may be directed to any other committee or the board for consideration.

The audit is performed on an annual basis in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Completed audits, including the most recent (2020) are posted in the audited financial statements section of the Accounting and Business Services website for both internal and external audiences.

The Executive and Audit Committee of the board oversees the university's accounting and financial reporting processes and independent audits of its financial statements. The Board of Trustees engages the independent accounting firm of Clifton Larson Allen, LLP to audit the

university's financial statements for the preparation and fair presentation of these financial statements, and receives required governance communications. The annual financial report is presented to the Executive and Audit Committee of the board and to the governing Board of Trustees and is accepted by the Board of Trustees.

Internal Audit

The Executive and Audit Committee oversees external and internal audit activities. With guidance from the university and approval from the board, the internal auditor uses a risk-based approach to establish an annual audit plan, which the Executive and Audit Committee reviews and the Board of Trustees adopts. Progress on the plan and results are shared regularly with the appropriate level of university administration personnel, as appropriate. Progress on the plan and results are shared in each regular meeting of the Executive and Audit Committee of the board, which also provides a report to the Board of Trustees. The internal auditor also communicates regularly and directly with the chair of the Executive and Audit Committee.

Pursuant to Section 1.4 of its Statement on Delegation of Authority, the Board of Trustees retains sole authority to adopt the university's budget. Staff aid in the process by highlighting opportunities and challenges before the board ultimately adopts the budget each fiscal year. The board contemplates and adopts the annual fiscal year's budget, and any tuition or fee increases in public meetings.

Reporting, review, and analysis of financial information throughout the year are key elements of a process that ensures financial stability, and that the university can meet its current and future financial needs. The university utilizes Ellucian's Banner Finance system, which provides a comprehensive, integrated financial management approach that enables the university to record, process, and report financial data in real time. During Fiscal Year 2023, the university will be converting its Finance, HR, and Payroll systems over to Workday (to be followed by converting the Banner Student system over to Workday Starting in Fiscal Year 2024). Both unrestricted and restricted resources and expenses are managed with multiple fund types, depending on the nature and activity. Spending and monitoring of these funds (i.e., General Fund, Financial Aid, Grant, Capital Projects, Auxiliary) occur at the program level, with further monthly reporting and analysis from financial analysts within the campus departments, Business Services, Budgeting, and Finance division. Effective budgetary and cash flow management is confirmed by reporting the university's budget status of funds at each regular meeting of the Finance and Administration Committee and of the Board of Trustees. Budget variance reports are available to all budget managers and senior administrators on an ongoing basis, which give them access to up-to-date information on demand. The university closes each monthly accounting period on the 5th business day of the following month. Reports being viewed in the Cognos reporting tool will provide confirmation whether the accounting period being viewed is still open or has been closed.

As defined in the Board Statement on Investments for the SOU Endowment Fund, results are regularly monitored by the investment advisor, selected designees, and board staff. The

investment advisor, and/or a designee, shall report investment results, or other information, to the board no less frequently than annually. In addition, quarterly investment reports are provided to the board. Any material non-compliance with the Investment Policy, Guidelines and Objectives of the Fund or with the investment management agreement will be reported to the board immediately.

2.E.1 Evidence (* indicates required item)

Policies/procedures that articulate the oversight and management of financial resources • SOU Fiscal Procedures Manual
Latest external financial audit including management letter • Latest external financial audit, including the management letter* (See Appendix 2.E.1.A – 2.E.1.D) • Audited financial statements, including statement of cash flow*   • Cash flow balance sheets (see p. 26 of the Audited financial Statements)* • Single Audit Report*
Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments • Tuition and Fees, Educational, and Auxiliary Revenue (See Appendix 2.E.1.E)
Significant Contracts/Grants • SOU Summary of Grant Awards by Division
Endowment and Giving Reports • SOU Foundation Financial Statements • SOU Foundation Annual Report
Investment Revenue • SOU 2021 Annual Financial Report (See Note 11, Investment Activity p. 45)

The described processes and reporting functions are designed to safeguard and ensure strong and accurate financial planning

2.E.2 *Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.*

At SOU, financial planning includes meaningful opportunities for stakeholder participation, produces objective, realistic projections of financial resources, ensures adequate available funds, and provides comprehensive risk management that ensures short-term financial health and long-term financial stability and sustainability. The budgeting process engages all relevant campus stakeholders in the work of setting fiscal and expenditure targets, aligning resources with fiscal targets and the university's strategic plan and improving efficiency and effectiveness.

Budgeting occurs at the unit level through collaborative meetings with stakeholders across campus. Unit leaders and key support staff, accompanied by their vice president, meet, at a minimum, annually with the Budget Director and the Vice President for Finance and Administration. Academic Division Directors and key support staff meet monthly with the Budget Officer for Academic Affairs and the Provost. Meetings include a review of the current year's budget activity, identification of changes expected for the coming year, reallocation within units and across units within budget organizations, and long-term planning for changes that support the university's strategic plan.

The University Budget Committee is a diverse and representative group of stakeholders that provides recommendations for the university's strategic budget initiatives, such as new investments. The committee also provides feedback to administration and disseminates information about ongoing budgetary trends and strategic opportunities.

The Tuition Advisory Council is a lawfully-mandated body comprising students, faculty, and administrators appointed by the president pursuant to ORS 352.103. This group gathers input from students as it develops a recommendation for the following year's resident undergraduate tuition rate and mandatory enrollment fees (excludes mandatory incidental fees per ORS 352.105).

Pursuant to Section 1.4 of its Statement on Delegation of Authority, the Board of Trustees retains sole authority to adopt the university's budget. Staff aid in the process by highlighting opportunities and challenges before the board ultimately adopts the budget each fiscal year. The board contemplates and adopts the annual fiscal year's budget, and any tuition or fee increases in public meetings.

The board's action on and adoption of each fiscal year's expenditures budget establishes a targeted Education and General Fund unrestricted fund balance as a percent of expenditures to ensure the availability of funds to continue the delivery of institutional services and to address any unexpected emergencies. The fund balance serves as a buffer against enrollment fluctuations and protects against the uncertainty of state support funding or possible revenue shortfalls. In addition, the university also maintains other reserves to support Auxiliary Fund activities. The E&G Fund balance standards are calculated as the percentage of ending fund balance to total operating revenue. The board is reviewing a formal policy to provide guidance on fund balance targets.

SOU's financial planning process integrates the annual budgeting process, as described above, with evolving information on expected revenues. SOU's two largest sources of revenue are (1) tuition and fees and (2) state appropriations. Tuition revenue is determined by two elements: enrollment levels and tuition and fee rates. Predicting enrollment levels requires input and collaboration from offices across campus, including Admissions, Academic Affairs, Financial Aid, University Housing, Registrar's Office, Institutional Research, and Budget and Planning. Tuition and fee rates are determined through a collaborative process that starts with the Tuition and

Fee Advisory Committee, as described above. Tuition and fees are set by SOU's Board of Trustees, typically in April of the prior academic year. State appropriations depend upon biennial legislative action, and a more reliable estimate of funding levels is typically available in the second year of the biennium.

The university uses mechanisms to ensure appropriate fund structures for university operations, including but not limited to:

- Long-term budget planning used to monitor expenditure and revenue trends to aid in understanding costs structures and aid in setting pricing policies for the university.

- Regularly projecting and monitoring cash flow to ensure appropriate available funds.

- Periodic updates to the Board of Trustees regarding the status of SOU's financial position throughout the year.

SOU Foundation is a nonprofit corporation, governed by a volunteer Board of Trustees with IRS 501(c)3 status. Serving as the fundraising arm of the university, its mission is to strengthen relationships and provide resources to serve and support the mission and vision of Southern Oregon University. The Foundation's scholarship program includes more than 250 donor-funded scholarships. In addition, the Foundation manages nearly 300 funds for academic and student programs. As of 2021, the SOU Foundation has approximately $42 million in assets and a permanent endowment of $23 million. The Foundation's activities are governed by bylaws, policies and procedures for deposits and withdrawals from foundation accounts.

In addition to the financial risk management procedures and policies outlined above, the university actively considers risks, design practices, and protections to support its ongoing viability. The board's Executive and Audit Committee provides oversight and policy direction to ensure the efficacy of compliance programs. It serves as the board's audit committee and, per its charter, "may consider matters pertaining to audits, compliance and risk management. The committee also considers matters pertaining to governance of the board such as structure, composition, engagement and assessment."

Regarding best practices, risk management, and insurance coverage, the university is a member of both the Risk Council and the Public University Risk Management and Insurance Trust (PURMIT). Six of Oregon's seven public universities participate in this program. PURMIT provides strategic oversight of the insurance and risk management program, while the Risk Council conducts the day-to-day transactions and risk mitigation for the program. The SOU Vice President for Finance and Administration is the university's representative on the PURMIT Board of Trustees, and is the Risk Council representative.

2.E.2 Evidence (* indicates required item)

> Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds
> - Operating - Budgeted Operations Fund Balances (FAD.048)
> - Capital Budgets - Capital Construction and Contracting (FAD.049)
> - Reserves - Budgeted Operations Fund Balances (FAD.048)
> - Investments (See Appendix 2.E.2.A)
> - Fundraising - Campus Fundraising Policy (FAD.081)
> - Cash Management
> - Debt Management - Debt (FAD.051)
> - Transfers and Borrowing Between Funds - Operating Ledger Transfers

2.E.3 *Financial resources are managed transparently in accordance with policies approved by Southern Oregon University's governing board, governance structure, and applicable state and federal laws.*

The university's financial practices, processes, and procedures are controlled by the Board of Trustees' adopted statements and policies, and the university applies those statements and policies in accordance with the provisions of the board statements on the Delegation of Authority and Board Committees. Moreover, SOU has adopted policies on purchasing and both the formal and informal procurement of goods and services. Those policies are consistent with prevailing state and federal regulations and statutes, such as the disposition of state and federal property, employer accountable plans as to the reimbursement of business expenses incurred by employees, and other activities, such as capital construction.

The university manages an accounting and financial reporting system, including ledgers and transactions that conform to Generally Accepted Accounting Principles (GAAP), statements by the Government Accounting Standard Board (GASB), and other standards set by regulatory bodies, such as the Internal Revenue Services and Department of Treasury. Transparency is ensured when quarterly financial/management statements are included in publicly disseminated Board of Trustees meeting dockets and minutes, as are annual summaries. A coordinated system of financial controls is routinely practiced, ensuring transactions are fair, reasonable, and accurate. The university hires an independent auditor each year to attest to the same.

2.E.3 Evidence (* indicates required item)

> Description of internal financial controls
> - Internal Controls (FAD.055)
>
> Board approved financial policies, state financial policies, or system financial policies

- [Board Statement on Delegation of Authority](#)*
- [Board Statement on Board Committees](#)*
- [Board Statement on Investments for the SOU Endowment Fund](#)*
- [Procurement](#)

2.F Human Resources

2.F.1 *Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

All new employees participate in a digital hiring paperwork orientation process which provides specific information about the university, service expectations, and compliance. Additionally, all new employees are invited to an in-person orientation where detailed information is further disseminated. The Provost's office also offers a workshop to all new faculty that includes a detailed overview of all key academic policies and procedures. Each department orients its new hires around the expectations of their positions and department specific policies and procedures. During the COVID-19 pandemic, Human Resources' in-person new employee orientations were paused due to furloughs, a hiring freeze, and mandatory remote work restrictions.

Faculty, classified staff, and administrators receive letters of appointment that direct them to the appropriate information based on employment or contract type (e.g., employment status, salary information, start dates, eligible benefits information, references to conditions of employment and respective collective bargaining agreements, etc.).

Collective bargaining agreements serve as the primary source of information about conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination for faculty and classified staff. Classified staff are represented by the Service Employees International Union Local 503 – Oregon Public Employees Union ([SEIU](#)), and faculty whose FTE is 0.50 or higher are represented by the Associated Professors of Southern Oregon University ([APSOU](#)), with additional parameters provided within the [Faculty Constitution/Bylaws](#). Administrators refer to the [Full Policy Listing site](#) for information about conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.
Students are temporary at-will employees, and their employment is guided by the [Student Employment Handbook](#) and the [Office of Career Connections](#).

The [Bylaws of the SOU Faculty Constitution](#) contain detailed information on promotion and tenure, including the definitions, minimum qualifications, timelines and criteria. The criteria for promotion and tenure begins in Section 5.224. Because the promotion criteria for scholarship varies across academic programs, the webpage for the Provost's office maintains a [repository](#) for the scholarship criteria for all programs.

2.F.1 Evidence (* indicates required item)

> [SOU Policies](#)*
> [SEIU CBA](#)*
> [APSOU CBA](#)*
> [Student Employment Handbook](#)*
> [Office of Career Connections](#)*
> [Bylaws of the SOU Faculty Constitution](#)*
> [SOU Faculty Scholarship criteria](#) (by program)*

2.F.2 *The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

SOU provides opportunities and support for professional growth and development of faculty, classified staff, and administrators. University leadership expects employees to have ongoing professional development opportunities, and the university considers time spent in required or approved training to be work time. Each department is responsible for ensuring that employees receive appropriate opportunities and support for growth and development to enhance their job skills and performance. The university provides information about training opportunities and access to online resources found on the websites of [Human Resources](#) (with the coordination of both online LinkedIn Learning and in-person sessions), [Environmental Health and Safety](#), [Information Technology](#), [Center for Advancement of Teaching and Learning](#), [Outreach and Engagement](#), and [Grants and Sponsored Programs](#).

In accordance with the [APSOU CBA Article 9](#), faculty are provided opportunities and support for professional growth and development in their faculty activity plans and workloads. The university allocates $200,000 during the term of the collective bargaining agreement for the purpose of professional development. Additionally, the university sets aside a professional development account (PDA) equivalent to $900 for full-time professional faculty and $1,500 for professorial faculty. In addition to the funding sources described above, the Provost's office manages Carpenter I and II grants that faculty can use to augment other professional development sources. Carpenter I grants are earmarked specifically for scholarship development, creative endeavors, the pursuit of terminal degrees and updating academic skills. The Carpenter II grants are earmarked for travel to academic conferences. Information about both grants can be found on [Faculty Resources section](#) of the Academic Affairs website.

In accordance with the [SEIU CBA Article 56](#), the university makes available educational and developmental opportunities to support the training and professional development for all classified staff at least once per year. Such opportunities may include but are not limited to on-the-job training, developmental work assignments, participation in mentoring programs, appointment to committees, cross-training, education stipends and participation in professional conferences, institutes, workshops, and online training. Assistance to the

employee may include registration fees, educational leave with pay, travel and per diem at prevailing rates.

All SOU employees appointed to a regular position at least .50 FTE are eligible for employee tuition reduction privileges (also known as staff tuition), set at a rate of thirty-percent of the resident undergraduate tuition, a 70% discount.

SOU also offers internal-only recruitment searches and assists directors with internal reclassification opportunities to qualified employees when reorganizations present themselves.

2.F.2 Evidence (* indicates required item)

Opportunities for Professional Growth and Development
Human Resources*
Environmental Health and Safety
Information Technology
Center for Advancement of Teaching and Learning, Outreach and Engagement
Grants and Sponsored Programs
APSOU CBA Article 9
SEIU CBA Article 56
Faculty/Staff Tuition Discount
SOU Internal-Only Job Postings

2.F.3 *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic program.*

As of fall 2021, SOU employed approximately 168 classified staff, 168 faculty, 95 term-by-term/adjunct faculty, 204 administrators, and 111 non-faculty/non-student hourly staff positions to serve the needs of the university and its mission and programs. The university publishes an organizational chart for the institution, and its various division and department organizational charts can be found on their respective websites.

The university's recruitment procedures are detailed in the policy on the recruitment of administrative positions and in the Administrator Appointment, Non-renewal, and Resignation policy. These procedures require job descriptions, essential position function analysis and screening/selection criteria for all positions. Applicant pools are certified by Human Resources. All position advertisements are made public on the university's website, along with other pertinent external sources. The university uses PeopleAdmin, a secure online application system, for applicants to submit their materials. An initial screening is conducted to screen out individuals who fail to meet the minimum qualifications required for the position. Search committee members and managers complete the rest of the recruitment screening and

interview process, including any reference checks. Upon notification of a preferred candidate, Human Resources facilitates completion of the hiring process. Once employed, staff and faculty receive direction on day-to-day duties and responsibilities from their supervisors.

2.F.3 Evidence (* indicates required item)

SOU Organizational Chart*
Recruitment for Administrative Positions Policy*
Administrator Appointment, Non-renewal, and Resignation Policy*

2.F.4 *Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

Classified staff and administrators are subject to annual performance reviews, as specified in the SEIU CBA or the Administrators Performance Management Policy, respectively. Performance reviews include an optional self-evaluation, supervisor evaluation, coaching and mentoring, and review and revision, as needed, of the position description. Use of templates for the review provide for transparency, greater consistency, and fairness across reviews. Annual review of position descriptions ensures that expectations are aligned with formal job duties and that, as duties evolve, changes are memorialized in position descriptions. Feedback, which occurs at least annually in one-to-one meetings with employees, offers opportunities for development of both employees and supervisors.

Faculty evaluations for tenure and promotion are governed by the APSOU CBA. The faculty are evaluated based on the criteria set forth in the Faculty Constitution/Bylaws. The university also uses a variety of strategies that encourage development related to faculty performance, including discussion, clarification of expectations, verbal coaching or counseling, written coaching and counseling, and performance improvement plans.

2.F.4 Evidence (* indicates required item)

Faculty Staff and Administrator Evaluation Policies and Procedures
SEIU CBA
Administrators Performance Management Policy*
APSOU CBA
Faculty Constitution/Bylaws

2.G Student Support Resources

2.G.1 *Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

As outlined in SOU's [vision and mission](#), equity, diversity and inclusion (EDI) is at the core of the university's value structure and infused throughout our policies, procedures, curriculum, as well as the support that we provide to students. The SOU [Office of the Dean of Students](#) (ODOS), provides a host of resources for students. One of our primary points of contact is our [cares note system](#), provided by Maxient. Any staff, faculty member or student can file a cares note on behalf of a student. When a cares note is filed, ODOS personnel triage those notes and coordinate care and response appropriately.

The ODOS also manages SOU's academic resources, including our [Success at Southern/Trio-SSS](#) program, [Disability Resources](#), the [Tutoring Center at SOU](#), and [Care Coordinators](#).

The ODOS also manages a [resource page](#) for students that provides a wealth of information about services and support available to SOU students. These services and support include financial support, medical care, mental health services, information on food security, housing, and many others.

Another key resource available to all SOU students is our [Social Justice and Equity Center](#) (SJEC), which provides "advocacy, education, community, and resources at SOU." The SJEC provides support for SOU's multicultural groups including the Asian Student Union, Black Student Union, Gender and Sexuality Union, Ho'opa'a Hawaii Student Union, International Student Union, Latino Student Union, and Native American Student Union. The SJEC also serves as a [resource area](#) in support of queer, trans, femme folks, women, and survivors at SOU.

2.G.1 Evidence (* indicates required item)

Maintaining Effective Learning Environments
[Vision and Mission](#)*
[Office of the Dean of Students](#)*
[Cares Note System](#)
[Success at Southern/Trio-SSS](#)
[Disability Resources](#)
[Tutoring Center at SOU](#)
[Care Coordinators](#)
[Social Justice and Equity Center](#)
[Gender and Sexuality Justice](#)

2.G.2 *The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

SOU annually publishes (digitally) the [Southern Oregon University Catalog](#) that is made fully available to all constituents. The Catalog includes a compendium of core information, including (with applicable links):

- [Institutional mission, vision, and values](#)

- [Admission requirements and procedures](#)

- [Grading policies](#)

- [Core information about academic programs, associated requirements and sequences, and related items](#)

- [Administrator and faculty names, titles, degrees, and related items](#)

In addition, core information about several items is readily available on the institutional website, including:

- [Student conduct, rights, responsibilities, etc.](#)(see P. 4)

- [Tuition, fees, and other costs](#)

- [Refund policies/associated deadlines](#)

- [Financial aid opportunities and requirements](#)

- [Academic calendar](#)

SOU's Catalog is kept current through university curricular review and approval processes used to add, remove, or alter courses, programs, program requirements, as well as course and program learning outcomes. Academic Policies Committee (under Faculty Senate) evaluates and makes decisions regarding proposed changes to academic regulations that govern grading and degree requirements.

While degree and program information are listed in the university catalog, individual program webpages also provide a wealth of information for students and other constituents. The full list of academic degrees including majors, minors, certificates, graduate programs, and micro-credentials is provided on the academic programs page. All our degree programs include information on degree fit, potential career paths, salary range, and the required coursework. The page for our Psychology major provides one example.

2.G.2 Evidence (* indicates required item)

Southern Oregon University Catalog*
Institutional mission, vision, and values
Admission requirements and procedures
Grading policies
Core information about academic programs, associated requirements and sequences, and related items
Administrator and faculty names, titles, degrees, and related items

2.G.3 *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Many of our programs in the Education program at SOU have external licensure and/or credentialing options. Because of the number of programs and their interrelatedness, the education program maintains a separate licensure webpage that provides clear information about these options and resources on all of the programs with a licensure option or requirement. A separate endorsements webpage details the various endorsements that students can earn.

In addition to the Education programs, the following degrees have additional licensure/credentialing options or requirements:

- SOU's Clinical Mental Health Program (CMHC) is accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP). In addition to the CACREP requirements, The CMHC program also aligns with the State of Oregon's requirements for Licensed Professional Counselors.

- SOU's Chemistry program is accredited by the American Chemical Society.

- SOU's Environmental Education program receives accreditation through the North American Association for Environmental Education.

- Post-baccalaureate Certificate in Accounting

Information about each of these is provided on the individual webpages for each program and in the academic catalog.

2.G.3 Evidence (* indicates required item)

Department of Education Licensure Webpage*
Education Program Endorsements Webpage*
Clinical Mental Health Program *
Council for the Accreditation of Counseling and Related Education Programs *
Chemistry program *
American Chemical Society.*
Environmental Education *
North American Association for Environmental Education*
Post-baccalaureate Certificate in Accounting*

2.G.4 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

SOU administers a full slate of financial aid options, including internal and external scholarships and federal and state grants and loans. All eligibility information is included on the Financial Aid website.

2.G.4 Evidence (* indicates required item)

Financial Aid website*
List of Financial Aid Types*
List of Internal and External Scholarships*
List of Available Grants*
List of Available Loans*

2.G.5 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

SOU strictly adheres to federal and state requirements regarding repayment obligations and enforces associated entrance and exit counseling obligations. Loan default rates and other vital consumer information items are readily available on the consumer information page of our Financial Aid website. The SOU Financial Aid Office closely monitors changes to institutional, state and federal policies and procedures and adapts accordingly.

2.G.5 Evidence (* indicates required item)

Checklist for New Students*

2.G.6 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

SOU is deeply committed to student success. This commitment is exemplified by our intentionally multivariate and integrated approach to academic advising. All students receive regular academic advising and are required to do so at established intervals in order to progress in their studies, register for upcoming terms, etc. Students receive academic advising and associated support from a variety of wrap-around sources depending upon their class and level standing, program affiliations (such as TRIO, athletics, ROTC, etc.), and academic ability. SOU employs an intentionally decentralized approach to advising that relies heavily upon our highly trained and skilled Student Success Coordinators. All students are assigned a faculty advisor and they are required to meet with their advisory a minimum of once per academic year. Specific academic support programs, such as TRIO and University Coaching and Mentoring, also contribute significantly to academic advising/support of affiliated students. Finally, our first-year-experience (University Seminar) faculty also provide integrated academic advising and associated support.

2.G.6 Evidence (* indicates required item)

Student Success Coordinators*
TRIO*
University Coaching and Mentoring*
First-Year-Experience (University Seminar)*

2.G.7 *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

SOU verifies student identity through the use of assigned login credentials via the inside SOU portal. This portal is our single sign on point of access for all of the infrastructure provided to students. This includes access to Moodle, our learning management system and a host of other course related materials. In addition, we utilize Duo for our two-step multi-factor

authentication that requires students to confirm their identity through a second secure device like a mobile device or a token.

In addition to the account security measures that we take; students also consent to the [Computing Resources Acceptable Use Policy](#). In addition, all students are made aware of the [academic standards policy](#) that expressly prohibits taking an examination for another student or arranging to have someone else take an examination for you.

2.G.6 Evidence (* indicates required item)

[Computing Resources Acceptable Use Policy](#)*
[Academic Standards Policy](#)*

2.H Library and Information Resources

2.H.1 *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

Library staff periodically assesses the adequacy of the Hannon Library collections. There are three main elements of the assessment process for the library's acquisition and maintenance processes, as detailed on the [Collection Development Principles](#) page. The first is to evaluate current holdings to ensure that they are still aligned with the academic needs of our students. To accomplish this library staff periodically analyze the circulation usage statistics. The second way that library staff assess this is the faculty/staff surveys that are conducted on a bi-annual basis. Library staff also regularly physically engage in the weeding-out of outdated materials on a semi-annual basis.

A standing library committee comprised of faculty librarians meets monthly to engage in proposal generation for [collection development](#) and [maintenance](#). The committee utilizes assessment data to create a proposal that is then brought to all faculty librarians for a vote. If the committee believes a new project will have impacts outside their immediate domain, they bring it forward to the library faculty meeting, which also includes two rotating library staff members. Collection development planning occurs within this larger context. The Collection Development Librarian initiates and/or oversees collection development planning activities in consultation with the Collection Development Team. Larger decisions are brought to the library faculty.

Faculty librarians offer instruction sessions to all programs, with a special focus on writing-intensive and/or capstone courses and on University Seminar courses. Each program has an expert librarian familiar with the research needs of the discipline and the resources available through SOU subscriptions and collections and open access materials. Library instruction sessions are informed by the [Framework for Information Literacy for Higher Education](#) and by SOU's institutional goals for critical thinking and information literacy.

The Hannon Library staff is composed of 3 administrators, including the University Librarian, 6 tenure-track faculty with terminal degrees (2 Master's degrees or above), 2 non-tenure-track faculty members, and 10 classified staff. The Southern Oregon University Faculty Senate, in accordance with the faculty bylaws, appoints a University Library Committee to review policies and practices. To ensure library resources and information literacy are integrated into the learning process, the Hannon Library structures library information literacy instruction and assessment into the University Studies/General Education outcomes. When new academic programs are proposed faculty librarians review all proposals to ensure adequate resources are available for those programs.

2.H.1 Evidence (* indicates required item)

Procedure for Assessing adequacy of library collections*
Hannon Library Website*
Mission Statement*
Library planning committee and procedures for planning and collection development
Library instruction plan; policies/procedures related to the use of library and information resources • Library Instruction/Information Literacy * • Research Services • Data about the Library • Tutoring and Tech Help
Library Staffing Information • Staff Directory*
Policies/Procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process. • Library Instruction/Information Literacy*

2.I. Physical and Technology Infrastructure

2.I.1 *Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

The Southern Oregon University (SOU) campus in Ashland sits on 178 acres of land and consists of fifteen major academic and administrative buildings. The Southern Oregon University campus in Medford consists of one major academic and laboratory building.

Our current Campus Master Plan from 2010 is being revised in two phases. Phase I of the revision is complete, with a current map (See Appendix 2.I.1.A), physical and technological

infrastructure, campus boundaries, property names and updated square footages. The campus Facilities Planning and Use Committee (FPUC) (See Appendix 2.I.1.B) and the Space Management Committee are the primary groups that will develop the new master plan. In addition, SOU has a policy that provides guidance on equipment replacement policies and procedures.

Current Capital Projects
Current Capital Projects planned for the next three years include: a funded and ongoing Phase I renovation of Central Hall ($6m); a 2-phased Creative Industries / Leadership Center ($44m); and Phase II Central Hall renovation ($14m). In addition, SOU was recently awarded $3.5M in state funding to demolish our old 700-bed Cascade Complex Residence Halls that were constructed between 1958 and 1962. The Central Hall project improves seismic, mechanical, and electrical deficiencies (and is home to multiple academic programs). The Creative Industries project will renovate the Music Building and provide a 10,000 sq ft addition to allow our Digital Media Center to integrate with Music, Theater and Jefferson Public Radio.

Future Capital Projects
Long-term planning for capital improvements on campus continues through the FPUC and will be guided by the campus-wide strategic plan and the updated Campus Master Plan. Future projects under consideration include a modern classroom & kitchen facility at the SOU Farm, a Native Indigenous Garden which is being developed by students and staff associated with SOU's Native American Studies Program, a Longhouse for Native American Studies, and a potential public-private partnership building on the site of the old Cascade Complex dormitory.

Classroom Upgrades
Annually, a portion of the capital repairs budget is allocated for classroom modernization and upgrades. Typically, six to eight classrooms are remodeled per year. As teaching methods have evolved so too have the types of upgrades to classroom configurations, hardware and software.

Accessible, Safe, Secure, and Sufficient Infrastructure
SOU is committed to providing accessible, safe, secure, and sufficient infrastructure. We have an extensive list of policies that outline procedures across campus. The central policy that provides for a safe and secure infrastructure is the Environmental Health and Safety Policy. Two recent additions to our safety policies are the Face Coverings/Safety During COVID-19 policy and the Wildfire Smoke policy. Safety trainings are offered to all new SOU employees. SOU maintains a formal hazardous waste disposal policy.

The Information Technology strategic plan is under revision. The current focus of the Chief Information Officer is implementing a Core Information System Replacement (CISR) project. This involves a $10m effort, lasting three years, to transition from Banner to Workday. The CISR project will transform Business Affairs technology and processes; and will integrate Student Information Systems. Separately, the upcoming IT strategic plan aligns with the current campus strategic plan and focuses on modernizing, simplifying, and streamlining the technology infrastructure and application portfolio at SOU.

In accordance with the [Leased Computer Replacement plan](#), all permanent full-time faculty and staff are provided with either a standard desktop or laptop computer. Computers are leased and replaced on a four-year replacement cycle. Computers that do not meet minimum standards will be replaced or upgraded. Classroom, conference rooms, and laboratory computers use the same leasing program. Presentation and camera technology are purchased and replaced on an as-needed basis.

2.I.1 Evidence (* indicates required item)

[Campus Master Plan](#)*
[Equipment Replacement](#)*
Sufficiency of physical facilities (See Appendix 2.I.1.B)
[Policies and procedures for ensuring accessible, safe, and secure facilities](#)*
[Information Technology Strategic Plan](#)*
[Procedures](#)*
[Technology equipment update and replacement plan](#)*