



Year One Self-evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

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Institutional Overview

The University of Oregon (UO) is a member of the distinguished Association of American Universities (AAU) and one of only two AAU universities in the greater Northwest. Although similar to its fellow AAU members in the quality of its research and teaching, UO's character is distinctly different, smaller, and more intimate in educational experience, with a research profile that is highly multidisciplinary. Designated a Carnegie "Doctoral/Very High Research Activity" institution, UO is a world class public teaching and research institution that offers over 300 comprehensive degree and certificate programs drawing from a breadth and depth in the liberal arts and sciences as well as professional programs.

Founded in 1876, the UO is one of seven public universities in the State of Oregon. The university enrolls approximately 24,000 undergraduate, graduate, and professional students from all 50 states and more than one hundred countries worldwide. The vast majority of undergraduate and graduate students are enrolled full-time (90.9%). Nearly 27% of the total students are students of color (26.8%) and 11.8% of the total population are international students. Approximately 25% of the undergraduate population are first-generation (24.2%) and/or Pell recipients (24.8%). The average age of undergraduate students is 21.3 and the average age of graduate students is 30.7 (Fall 2017).

The university is organized into nine distinct schools and colleges which include:

- College of Arts and Sciences;
- Charles H. Lundquist College of Business;
- College of Design;
- College of Education;
- Robert D. Clark Honors College;
- School of Journalism and Communication;
- School of Music and Dance;
- School of Law; and
- Graduate School.

UO enjoys notable, long-standing strengths in the sciences. Doctoral programs in anthropology, biology, geography, and psychology are ranked among the best in the nation according to the National Research Council. The university's College of Education is among the top 15 in the country and recognized for its exceptional contributions to the fields of behavioral and preventative sciences. Three of UO's law programs rank in the top 10 in the nation. The Robert D. Clark Honors College is the oldest honors college in the United States and is ranked in the top 10.

The interdisciplinary nature of scholarship at the UO is one of its greatest strengths, contributing to all aspects of the university's teaching, research, and service missions. In 2015-16, the UO awarded 6,571 bachelors, masters, doctoral, and professional degrees and certificates. Each degree, regardless of major, provides graduates with a broad-based liberal arts foundation—a hallmark of a University of Oregon education.

The UO is deeply committed to research, scholarship, and creative activities. Included among the 2,041 teaching and research faculty (2017), UO enjoys 1 MacArthur Fellow, 2 National Medal of Science Recipients, 2 American Cancer Society Fellows, 3 Pulitzer Prize Winners, 8 National Academy of Sciences

Members, and 41 Guggenheim Fellows. In 2017, UO hired its first Nobel Laureate who has joined the UO Department of Physics as a Knight Research Professor.

The UO has more than doubled its research funding over the last twenty years to a total of \$114.9 million in sponsored projects during fiscal year 2017. This is a particularly impressive achievement given that the UO has no schools of medicine, engineering, or agriculture. In 2015-16, UO researchers submitted 1,136 research proposals and despite cutbacks in federal funding they continue to successfully secure research funding from the Department of Health and Human Services, the Department of Education, and the National Science Foundation, among others. This success is driven in part by investments in interdisciplinary research centers which include the Institute for Molecular Biology, the Institute on Neuroscience, and the Prevention Science Institute. The Office of the Vice President for Research and Innovation is responsible for 30 distinct research centers, institutes, and core research facilities which account for more than half of all sponsored research dollars at the university.

The University of Oregon has an operating budget of nearly \$1 billion and contributes \$2.3 billion dollars to the state economy in both direct and indirect spending (Duy, 2015)¹. This economic footprint includes \$1.3 billion of direct impact from new economic activity and is made up of four primary drivers: university spending, student spending, visitor spending, and construction. The university supported more than 24,500 jobs in Oregon and of those, 8,500 were created as a result of dollars attracted from outside the state. UO faculty, staff, and students all contribute to the economic footprint of the state and region through their impact on the workforce and through discoveries and innovations that fuel new business development and improvements in the quality of life for people in Oregon, the nation, and the world.

It is with this societal impact in mind that the UO is engaged in an ambitious \$1 billion initiative to accelerate the impact of research for the benefit of society. The Phil and Penny Knight Campus for Accelerating Scientific Impact is made possible by an extraordinary \$500 million lead gift from Penny and Phil Knight, the largest gift ever made to a public research university. The first-phase of the new campus within a campus, is a \$225 million, 160,000 square-foot construction project creating new laboratories and collaborative research spaces. The two buildings are slated to open in early 2020. Over the next 10 years, the Knight Campus will house an estimated 30 principal researchers and their teams, generate an estimated 750-1,000 new jobs and stimulate an estimated \$80-\$100 million in annual statewide economic benefits. The development of the Knight Campus builds on existing interdisciplinary strengths at the university, allows researchers to expand into new areas of science, and creates new educational opportunities for graduate and undergraduate students to engage in scientific discovery.

¹ <https://around.uoregon.edu/content/new-report-shows-uo-boosts-oregons-prosperity-billions-dollars>

Preface

Institutional Changes since Last Report

The University of Oregon completed its Year 7 report in March 2017 as a part of the NWCCU unique Demonstration Project. Since that time, there have been a number of institutional changes to report.

Leadership Changes

In July 2017, Dr. Jayanth R. Banavar began his tenure as provost and senior vice president, replacing Dr. Scott Coltrane. Dr. Banavar joined the UO from the University of Maryland where he served as Dean of the College of Computer, Mathematical, and Natural Science. A distinguished physicist, Dr. Banavar earned his bachelor of science with honors and a master of science in physics from Bangalore University and his doctorate in physics from the University of Pittsburgh.

As a part of the provost transition and continuing under Dr. Banavar's leadership, the Office of the Provost established a new leadership structure designed to advance the university's strategic goals and create a more focused, nimble and sustainable support for academic programs, units, faculty, and initiatives. The redesigned structure established two new executive vice provost (EVP) positions and a new associate vice president and vice provost position. Dr. Scott Pratt was appointed to the position of EVP for academic affairs and Dr. Brad Shelton to the position of EVP for academic operations. Dr. Pratt, a professor of philosophy, formerly served as vice provost and dean of the Graduate School. In his EVP role, he is focused on defining and implementing high-priority academic priorities including supporting the development and success of faculty. Dr. Shelton, former senior vice provost, interim vice president for research and innovation, and professor of math, is responsible for developing the academic budget allocation and supporting academic planning, including the development of an institutional hiring plan for all tenure-track faculty. The associate vice president and vice provost for academic initiatives is the third new leadership position, helping to establish and implement key academic priorities and ensure productive relationships with the state and University Senate.

In accepting the EVP role, Dr. Pratt vacated his position as dean of the graduate school. Dr. Sarah Hodges, associate dean and professor of psychology is serving as interim dean while a national search is underway.

Marcilynn Burke joined the UO in July 2017 as the new dean of the School of Law. Dean Burke succeeds Michael Moffitt who served in the role since 2011.

Dr. Terry Hunt, dean of the Clark Honors College (CHC), left his position for a new role as dean of the University of Arizona Honors College in July 2017. Dr. Karen Ford, professor of English and divisional dean for the College of Arts and Sciences was appointed as the CHC interim dean.

In September 2017, Dr. Lisa Freinkel dean of undergraduate studies announced her return to the faculty. Dr. Dennis Galvan, vice provost for international affairs was appointed as the interim dean while retaining his current role in international affairs.

Dr. Kevin Marbury was appointed to the permanent position of vice president for student life in November 2017 following his successful service in an interim role since October 2016.

In November 2017, President Schill named Robert E. Guldberg the vice president and executive director of the Phil and Penny Knight Campus for Accelerating Scientific Impact. Dr. Guldberg joins the UO from

Georgia Tech, where he serves as Parker H. Petit Director's chair in bioengineering and bioscience and as the executive director of the Petit Institute for Bioengineering and Bioscience. Guldborg is also a professor in the George W. Woodruff School of Mechanical Engineering and the Wallace H. Coulter Department of Biomedical Engineering. He will join the UO in his new role in summer 2018.

Brad Foley, dean of the School of Music and Dance (SOMD) announced his return to the faculty in June 2017. Sabrina Madison-Cannon, associate dean of academic and faculty affairs in the Conservatory of Music and Dance at the University of Missouri-Kansas City will assume the new SOMD dean position in the summer of 2018.

Academic Policies

The University Senate approved a **Policy on Major Declaration** that was implemented in fall 2017. The policy establishes clear timelines for first-time, full-time freshman and transfer students to declare a major or see an advisor to assist in choosing a major or developing a plan to declare a major in the future. This policy supports comprehensive student success efforts established during the Demonstration Project and articulated in Core Theme 1 objectives.

Addenda: Response to Recommendations 1 and 2 of 2013 Spring Report

Recommendation 1

The evaluation committee recommends that the University of Oregon clarify its objectives and related indicators of achievement, ensuring that they are measurable, assessable, and verifiable, so that UO can collect the necessary information to prepare the year seven self-evaluation report (Standard 1.B).

Response to Recommendation 1

The following Year One Self-evaluation report clearly articulates objectives and indicators for each of the three core themes of: exceptional teaching and education; exceptional discovery; and exceptional service. Within the core theme sections, rationales are provided for each of the suggested indicators and great care is given to ensuring that they are "measurable, assessable, and verifiable" with a strong understanding that the objectives and indicators will inform our year seven self-evaluation reporting and be used to evaluate accomplishment of the related objectives and mission fulfillment.

Recommendation 2

The committee recommends that the University of Oregon intensify and focus its effort to identify and publish expected course, general education, program, and degree learning outcomes (Standard 2.C.1, 2.C.2, and 2.C.10).

Response to Recommendation 2

We began using an enterprise-wide course-approval system in 2015. As part of that new system, we require course learning outcomes for every new course proposal. In the last year, we've expanded that requirement to any existing course seeking approval for revisions. So, as we process new and revised proposals, we are increasing the percentage of courses in our system with learning outcomes.

As a result of our participation in the NWCCU Demonstration Project, we identified a need to review and revitalize our general education (what we are calling "core education") requirements. That review has resulted in a multi-year plan to enact changes. The first steps in that plan are underway this year and

include the formation of a standing senate council, the Core Education Council, which will be charged with oversight of all general education requirements. That council will be seated in AY 2018-19. In the meantime, a Core Education Task Force has undertaken the task of establishing core education learning outcomes aligned with our mission. Those are currently being reviewed by senate committees and the hope is to have those approved by the senate effective fall 2018. We are also currently continuing assessment pilots that began with the Demonstration Project in our writing composition program. The results of that pilot will inform the Core Education Council's efforts next year to scale and institutionalize an assessment plan for core education.

During the Demonstration Project, we established a requirement and process for each program and degree to create and publish learning outcomes and assessment plans. That work continues this year and, as stated in our last peer evaluation report, we are currently at about 80% compliance. The plan is to have 100% completion of those by January 2019. Details are posted on the Provost's Office website.

Mission, Core Themes, and Expectations

NWCCU Eligibility Requirement 2

The University of Oregon is one of seven institutions established as public universities in the State of Oregon by Oregon Revised Statute (ORS) 352.002. According to ORS 352.039(2), each Oregon public university is "an independent public body with statewide purposes and missions without territorial boundaries." The statute further directs that "a public university shall exercise and carry out all of the powers, rights and privileges, within and outside this state, that are expressly conferred upon the public university, or that are implied by law or are incident to such powers, rights, and duties."

Authority to award degrees is vested in the Board of Trustees for the University of Oregon by ORS 352.087(1)(q) which reads, "a public university listed in ORS 352.002 may:

Subject to the procedures set forth in ORS 352.089, establish, supervise and control academic and other programs, units of operation and standards, qualifications, policies and practices relating to university matters such as admissions, curriculum, grading, student conduct, credits, scholarships and the granting of academic degrees, certificates and other forms of recognition."

ORS 352.089 requires that "any significant change in the university's academic program" be approved by the Oregon Higher Education Coordinating Commission.

NWCCU Eligibility Requirement 3

On August 14, 2013, Oregon initiated a significant reform to postsecondary governance in the state when the Oregon Legislature passed Senate Bill 270. The bill created institutional governing boards for the University of Oregon and Portland State University and pathways for Oregon's five other public universities to move towards institutional governance. Over the course of 2014-15, the State of Oregon established governing boards for each of Oregon's public universities, disbanding the Oregon University System and sun-setting the State Board of Higher Education. The Higher Education Coordinating Commission (HECC) was tasked with reviewing and approving mission statements for all the public universities in the state.

On July 1, 2014, the Board of Trustees for the University of Oregon assumed governing authority for the institution and initiated a process to review and revise the UO mission statement. The review process

- We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community.
- We value the unique geography, history and culture of Oregon that shapes our identity and spirit.
- We value our shared charge to steward resources sustainably and responsibly.

Represented within the mission are three core themes which serve as essential elements and collectively encompass the mission.

*The University of Oregon is a comprehensive public research university committed to **exceptional teaching, discovery, and service.***

The university's mission statement also provides six clearly articulated learning outcomes.

*We work at a human scale to generate big ideas. As a community of scholars, we help individuals **question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.***

These core themes and learning outcomes serve as the cornerstone of UO programming. They guide the allocation of resources and our efforts to educate students and impact society. The university mission statement is published widely on the UO website and in the Catalog of Courses.

Interpretation of Mission fulfillment

The University of Oregon mission statement clearly establishes the institution as a “comprehensive public research university” and articulates the three fundamental goals of nearly all modern research universities: teaching, research, and service. These three goals serve as the institution's core themes and yet, “mission fulfillment” can't be interpreted by equal progress or achievement in each core theme and can't easily be aggregated into a single measure of “fulfillment.” During any given accreditation cycle, the institution begins by assessing different areas of opportunities and challenges which in turn, form the strategic priorities that guide institutional efforts and resource allocations during different periods of time. These strategic priorities are best reflected in the objectives and indicators described within and they support continuous improvement in mission fulfillment. Incremental progress on the university's strategic initiatives, objectives, and indicators provides evidence that the UO continues to improve in important aspects of its mission.

Articulation of an Acceptable Threshold

As a comprehensive research university, the three-parts of our university mission of “exceptional teaching, discovery, and service” are inseparable from our identity. The UO aspires to continuously improve mission fulfillment by identifying and executing on strategic objectives that enhance performance but the success of these initiatives, or the lack thereof, does not speak to an acceptable threshold of mission fulfillment. The UO currently performs at a high-level in all aspects of its mission. Aspirations to increase performance must be viewed through the lens of continuous improvement and not as a threshold for mission failure.

Articulating an “acceptable threshold” of fulfillment requires considering at what level of performance the university would not meet baseline expectations in teaching, research, and service. To that end, if graduation rates significantly declined to below the national average and students did not graduate with the requisite knowledge and experiences to be successful in their communities, professional fields, or

ongoing educational work, UO could not claim to be fulfilling its mission. If UO was no longer a research-intensive university contributing innovations and discoveries to help advance society, improve health and well-being, and fuel economic development in the state and region, it would fail to meet its mission. These examples are illustrative of the minimal levels of success required to achieve the mission but they do not speak to the university’s aspirations to enhance mission fulfillment through priority objectives and initiatives outlined in this self-evaluation.

Standard 1.B Core Themes

In 2016, President Schill established a strategic framework, entitled “Excellence” outlining three institutional priorities that guide our institution and the objectives within each of the three core themes.

1. Promote and enhance student access, retention, and success.
2. Enhance the impact of research, scholarship, creative inquiry, and graduate education.
3. Attract and retain high quality, diverse students, faculty and staff.

Core Theme I – Exceptional Teaching and Education

Exceptional teaching and education manifests itself in more than classroom instruction at the University of Oregon. An exceptional education is inclusive, engaged and research-led. As a residential community of scholars serving undergraduate and graduate students, this core theme exhibits itself in classrooms and laboratories, in co-curricular activities, and in experiential learning opportunities for all of our students. The University of Oregon purpose statement reads:

*We strive for **excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge.** We are **devoted to educating the whole person**, and to fostering the next generation of transformational leaders and informed participants in the global community.*

At the University of Oregon, we seek to advance student success—defined by degree progress and quality of educational experience—through engaged, high-impact practices. Beginning in the fall of 2014, the University of Oregon joined three other institutions in a unique Demonstration Project with the NWCCU to explore how general education assessments could provide sufficient data to assess mission fulfillment. The University of Oregon used the Demonstration Project to engage in a comprehensive exploration of the strategic priority related to student success and in doing so, initiated many of the objectives that are identified here. Each of these objectives should be viewed in support of the overarching theme of student success and excellence in undergraduate and graduate teaching and learning.

Table 1: Exceptional Teaching and Learning— Objectives, Indicators, and Rationale

Core Theme I: Exceptional Teaching and Education		
Objective	Indicators	Rationale
A. Improve student progress toward degree	1. Advisor to student ratio	To effectively serve students, the university must have an adequate number of academic advisors to guide and support students through their academic planning.

Core Theme I: Exceptional Teaching and Education		
Objective	Indicators	Rationale
	2. Average time to completion	Lower average time to completion demonstrates efficient student progression and substantially reduces the cost of college for the student.
	3. Graduation rates	Graduation rates are an indicator of students' ability to access and successfully complete degree requirements.
B. Improve the quality of the student educational experience	1. % of students participating in a first-year experience annually	First-year experiences (e.g. residential learning communities, freshman experiences) are known to increase belonging, satisfaction, and retention.
	2. % of general education-satisfying courses reviewed and aligned to new standards	Revitalized general education standards will provide clarity of purpose for each group requirement and clear learning outcomes for students. An integrated core education with identified outcomes prepares students to become effective learners and creates a shared educational experience that promotes engagement and improves academic performance.
	3. % of students engaged in one or more high-impact practice by senior year	High-impact practices (e.g. undergraduate research, internships, collaborative projects) have been shown to improve retention and time to degree.
	4. % of students and faculty from diverse backgrounds (e.g. Pell recipients, students and faculty of color, women in science)	A diverse and inclusive campus enhances the student experience through learning with people from a variety of backgrounds.
C. Improve the quality of teaching across the institution	1. # of faculty participating in Teaching Engagement Program activities (e.g. workshops, programs, institutes, faculty learning communities)	Faculty trained in evidence-based teaching practices increase the likelihood of success for students taking their courses.
	2. # of Teaching Academy members	This is a measure of faculty engaged in improving teaching across campus. Higher membership represents more faculty engaged in evidence-based teaching practices and in turn, creates a critical-mass of faculty who have influence on teaching policies.

Core Theme I: Exceptional Teaching and Education		
Objective	Indicators	Rationale
	3. # of departments that implement policies and practices for the review of teaching that are aligned with the literature on evidence-based teaching	Robust policies and practices for the review of teaching allow for recognition and evaluation of teaching excellence in alignment with our goal to increase evidence-based teaching practices across the institution.
D. Support excellent graduate programs	1. # of PhD degrees awarded annually	Graduate programs contribute to the research and scholarship of the institution and enhance the university's reputation as a comprehensive institution.
	2. # of professional degrees awarded annually	
	3. # of masters degrees awarded annually	
	4. % of graduate students earning Graduate Teaching Initiative certificates	UO's Graduate Teaching Initiative helps graduate students to develop as creative and confident college teachers.

Objective 1.A: Improve student progress toward degree

Student progression and success are supported through multipronged initiatives spanning the institution. The UO is engaged in a concerted effort to develop and implement campus-wide, wrap-around advising plans to help students progress towards on-time completion. This work includes aligning advising resources across multiple divisions and within the schools and college to ensure that resources are strategically targeted to promote student success. Students who are supported with comprehensive advising and engaged in proactively planning their educational pathways are more likely to complete on-time, resulting in significant savings in the total cost of their university education.

Objective I. B: Improve the quality of the student educational experience

Through the Demonstration Project, the UO highlighted the importance of a cohesive, highly engaged educational experience for student success and is actively scaling many of the strategies piloted at that time. This includes important transition supports like first-year experiences and residential learning communities but also experiential learning through internships, undergraduate research experiences, and study abroad. The university is working to increase the number of these high-impact practices and to provide access to one or more of these opportunities for every undergraduate student.

The project also identified a clear need to review and revitalize our general education curriculum. Learning outcomes associated with core education had not been reviewed in some time and the preponderance of general education satisfying courses resulted in the potential for a disjointed experience for students. A UO Core Ed Task Force, formed in 2017, is now working to develop revitalization proposals for the UO Senate to consider, including aligning learning outcomes to our mission statement and discussing Core Education “themed clusters” to support a shared educational experience for undergraduate students. Our research on general education reform also convinced us that large-scale reform was unlikely to produce better outcomes for students. So, we’ve focused on alignment with the mission and streamlining requirements, while putting energy where the research suggests it will make a bigger difference—improving teaching across the curriculum.

Objective I. C: Improve the quality of teaching across the institution

Another benefit of the Demonstration Project was that UO engaged in significant discussions with the Center of Inquiry at Wabash College. Charles Blaich, Director, and Kathy Wise, Associate Director, are principal researchers on a large-scale, longitudinal study (2006-2012) to investigate critical factors that affect the outcomes of liberal arts education. Their research suggests that three practices consistently produce positive effects on students across both cognitive and affective domains:

- 1) Good teaching and high-quality interactions with faculty and staff;
- 2) Academic challenge and high expectations; and
- 3) Interactional diversity (referring to meaningful interactions between individuals of diverse groups as opposed to the presence of individuals of diverse groups).

Following an August 2016 visit to UO, Blaich and Wise applauded a number of “remarkable examples of faculty development programs” like the Teaching Engagement Program (TEP) but noted that the decentralized nature of our campus had the effect of creating pockets of high-quality experiences. We first formed a Teaching Academy as an organizing structure to define teaching excellence, and serve as an engaged advisory body. That effort resulted in a definition of teaching excellence that says it is “inclusive, engaged, and research-led,” all of which are responsive to the findings of the Wabash study. To expand the impact of this innovative work to all undergraduate students, this objective aims to elevate teaching excellence as a Provost-supported priority, bring more clarity and coherence to these efforts, and to increase the use of evidence-based teaching practices across the curriculum.

Objective I. D: Support excellent graduate programs

Graduate education shapes the educational experience of all UO students. Graduate students contribute to the research and scholarship of the institution, support the teaching mission as instructors, and enhance experiential learning opportunities for many undergraduate students. These contributions are essential to a thriving comprehensive research university. Recognizing that many of our graduate students will become the next generation of university educators, TEP recently established a Graduate Teaching Initiative to provide graduate students resources to develop as effective teachers. The program helps to develop creative, confident, and well-informed teachers who will shape university teaching culture.

Core Theme II – Exceptional Discovery

Research, scholarship, and creative inquiry are central to the mission of the University of Oregon. Our vision statement (2014) reads:

*We aspire to be a **preeminent and innovative public research university** encompassing the humanities and arts, the natural and social sciences, and the professions.*

As a member of the prestigious Association of American Universities (AAU), our identity as a highly productive public research institution is core to our mission and guides our collective decision-making in the selection of faculty, in the assignment of professional responsibilities, and in the allocation of our valuable resources. The University of Oregon also takes great pride in the diversity of our faculty’s expertise and in our history as a liberal arts institution with a strong focus on the arts and humanities. It is with this in mind that we recognize that research and scholarship varies widely among our schools and colleges and that “exceptional discovery” takes many shapes across the sciences, arts, and humanities. University of Oregon endeavors to enhance the impact of research, scholarship, and creative inquiry and monitor the improvement in that impact through the use of appropriate measures of quality and excellence.

Over the past two years, the university has made considerable investments to enhance competitively funded research activities. These strategic investments are a concerted effort to raise the university’s research profile and they necessarily influence the objectives put forward for this seven-year accreditation cycle. These investments include an increase in the number of tenure track faculty, competitive start-up packages, extensive laboratory renovations, a high performance computing facility and high-speed internet connectivity. In addition, the UO is launching the Knight Campus for Accelerating Scientific Impact, a \$1 billion initiative that will add additional faculty and new research buildings, laboratories, and instructional space. Included in this strategy is an effort to increase externally sponsored research funding. This focus on externally-sponsored research should not be viewed as a statement of the value of sponsored research in comparison to other equally important types of scholarship and artistic creation.

Table 2: Exceptional Discovery – Objectives, Indicators, and Rationale

Core Theme II: Exceptional Discovery		
Objective	Indicators	Rationale
A. Increase faculty capacity to submit competitive grant proposals	1. # of proposals submitted to external sponsors	The number and value of proposals generated are indicators of the entrepreneurial activities of our faculty.
	2. \$ value of proposals submitted to external sponsors	
	3. # of awards received from external sponsors	The number and value of extramural awards received indicate the quality of the research in the eyes of external sponsors.
	4. \$ value of awards received from external sponsors	

Core Theme II: Exceptional Discovery		
Objective	Indicators	Rationale
B. Incentivize research, scholarship, and creative activity	1. # of tenured faculty	The number of tenured faculty demonstrate that faculty are meeting high expectations of scholarly work and is a peer-evaluated indication of research quality.
	2. # of PhD and other terminal degree awards	PhD and other terminal degree-seeking students perform independent research and make original contributions to their fields.
	3. # of postdocs	Postdocs support a thriving research environment by creating and disseminating new knowledge or supporting faculty principal investigators.
C. Increase the number of prestigious faculty and graduate student awards and honors	1. # of faculty with nationally recognized faculty awards and honors (e.g. National Academy, AAAS Fellows)	Prestigious awards and honors enhance the reputation of the university in the eyes of national peers and potential sponsors.
	2. # of NSF Graduate Research Fellows	NSF graduate fellowships recognize and support outstanding graduate students in NSF-supported disciplines.
D. Enhance the use of appropriate unit-level measures of quality, equity, and excellence in decision-making and resource allocation	1. % of academic departments with discipline-specific metrics of excellence	Discipline-specific quality metrics allow faculty to evaluate research and scholarship in relation to disciplinary expectations and guides university resource allocation to support excellence.

Objective II. A: Increase faculty capacity to submit competitive grant proposals

The goal of this objective is three-fold: 1) increase the number of major center or other large multi-private investigator grants; 2) diversify and expand our federal funding base; and 3) accelerate the rate at which faculty apply for awards. This effort will require a careful mapping of the strengths of UO faculty and the opportunities for external support, development of new programming, and an expansion of research development services provided through the Office of the Vice President for Research and Innovation (OVPRI).

Objective II. B: Incentivize research, scholarship, and creative activity

Faculty research and scholarship must be supported and incentivized through appropriate distribution of resources, professional responsibilities policies, performance evaluations, and in promotion and tenure decisions. To achieve the goals within this objective, the Office of the Provost and schools and colleges must incentivize research activities and align hiring decisions to clear areas of excellence within the university. This can be particularly important in encouraging inter-disciplinary research, drawing on the disciplinary expertise of individuals across a wide spectrum of the institution.

Objective II. C: Increase the number of prestigious faculty and graduate student awards and honors

Prestigious awards and honors enhance the reputation of the university, leading to more opportunities for external funding and increased faculty recruitment. To accomplish this objective, the UO must develop an institutional plan for nominating faculty including a process for identifying and cultivating potential honorees. The university currently does not have an organized system leading to isolated efforts at the departmental level and lost opportunities for eligible faculty.

Objective II. D: Establish goals, measure results, and communicate outcomes related to research productivity

The goal of this objective is to establish metrics to define research and scholarship excellence within each of the academic departments. It's understood that there are severe limitations to using faculty productivity tools for any number of disciplines. Still, there is great value in developing metrics that allow our faculty to compare their efforts within their fields to other faculty within and outside of our university, to track departmental performance over time, and to set goals for investment and improvement. The UO aspires to celebrate all forms of research, scholarship and artistic creation. Developing a baseline understanding of excellence in each of our disciplinary areas will allow us to incentivize and communicate the strength and impact of our faculty.

Core Theme III – Exceptional Service

Service is a fundamental value of the University of Oregon and a means for faculty and students to contribute their knowledge and expertise to societal needs and to the disciplinary professions. Service at the University of Oregon manifests itself in various forms: service to society, service to the profession, and service to the institution. Service is informed by the core themes of exceptional teaching and education, and exceptional research discovery. The University of Oregon purpose statement says:

*Through these pursuits, we **enhance the social, cultural, physical, and economic wellbeing** of our students, Oregon, the nation, and the world.*

Service is one of the most direct ways that UO actively engages with communities outside of the institution to disseminate knowledge and discoveries that are gained through research and scholarship. Although an essential element of all public research institutions, faculty service is expansive and often vaguely defined or tracked. The UO currently has no centralized mechanisms to record faculty or student service and will use this accreditation cycle to improve our collection and analysis of the impacts of service in its myriad forms. These data will help UO develop additional indicators around service to institution, and report meaningful progress on the objectives and indicators listed below.

Table 3: Exceptional Service – Objectives, Indicators, and Rationale

Core Theme III: Exceptional Service		
Objective	Indicators	Rationale
A. Contribute to the economic vitality of the state and region	1. Economic footprint of university	The University of Oregon is an important contributor to the state and local economy through direct and indirect spending.
	2. Licensing revenue from discoveries and innovations	Licensing revenue is an indication of the impact that university discoveries and innovations are contributing to businesses and industry.
	3. # of patent applications, awards, and copyrights	The application and awarding of intellectual property protections demonstrate the unique innovations that faculty contribute to the economy.
B. Provide opportunities for students to engage with the community	1. % of seniors who have completed an experiential-learning opportunity (e.g. internship, practicum, field experience)	Internships and other experiential-learning opportunities allow students to apply their education within the community and gain benefits from real-world experiences.
	2. % of students who have studied abroad	Study abroad allows students to enrich their academic experience by engaging with global communities and cultures.
C. Advance college and career readiness in PreK-12 education	1. # of interactions with PreK-12 schools across the state	The University of Oregon enhances secondary education in Oregon through myriad interactions with PreK-12 students and educators.
	2. # of grant awards that directly impact Oregon schools	Grant awards are an important indicator of the resources that the university leverages in support of Oregon schools.

Core Theme III: Exceptional Service		
Objective	Indicators	Rationale
	3. \$ value of College of Education grant revenue	The UO College of Education engages in cutting edge research and serves as a proxy for the university's commitment to supporting PreK-12 education in the state and nation.
D. Encourage faculty service to the professions	1. # of faculty serving in leadership positions in scholarly or professional organizations	Faculty service to the disciplines through engagement with professional organizations and journals is an important aspect of professional development and an indication of an engaged, productive faculty.

Objective III. A: Contribute to the economic vitality of the state and region

The UO is a significant contributor to the economic competitiveness of the State of Oregon. The current estimated economic footprint of the university is \$2.3 billion but beyond the impact of our direct and indirect spending, the university fuels the workforce with highly-qualified graduates and through new innovations and discoveries. Intellectual property protections are an indication of the unique contributions that the university makes to support public and private sector communities. UO licenses these innovations to businesses and industries which generates income to support additional university research and stimulates new products and processes that benefit society.

The Knight Campus for Accelerating Scientific Impact, a 10-yr, \$1 billion initiative to fast-track scientific discoveries into innovations that improve the quality of life for people in Oregon, the nation, and the world will allow UO to contribute even more to the economy of the State of Oregon. The interdisciplinary initiative builds off of the strong foundation of basic science at the university and is projected to generate between \$80 million and \$100 million of economic activity statewide and support between 750 to 1,000 jobs. In addition to the increased economic impact, the Knight Campus will transform student education at UO by creating more discovery-driven learning and access to scientific research.

Objective III. B: Provide opportunities for students to engage with the community

Experiential learning opportunities integrate learning goals with practical experiences to enhance the educational experience and contribute to student satisfaction and success. Practicums, internships, and service learning are important vehicles that allow students to observe and participate in the real-world application of skills and knowledge that they've earned through postsecondary study. The benefits of experiential learning are multifaceted and impactful on students, the institution, and community partners.

Faculty develop relationships with community partners such as local businesses, non-governmental organizations, or government agencies as they work to develop engagement opportunities. In doing so, they gain insights into the opportunities and challenges of these organizations and can support areas of need. Students benefit from practical experiences that improve learning outcomes but also contribute to personal, social, and career development. Finally, community partners benefit from additional resources to advance their goals and gain insights and innovations through new perspectives.

In a similar way, students who participate in study abroad also gain practical experiences in a global context that can advance their learning and contribute to satisfaction and success. Currently 24% of UO undergraduates study abroad. Global Education Oregon (GEO) offers more than 250 programs in 90 countries including international service-learning, research, and internship experiences that benefit UO students but also contribute to businesses and agencies in host countries.

Objective III. C: Advance college and career readiness in PreK-12 education

The University of Oregon has a strong history of supporting the PreK-12 education pipeline through direct interactions with faculty and students, and through the research and discoveries that improve learning environments and curriculum. As a public research university, the UO actively works to develop the capabilities of professional educators and clinicians while advancing the professional fields of education through research and evidence-based supports. UO faculty engage with PreK-12 schools across the state and support college and career readiness through myriad activities funded by grant awards. These awards provide valuable resources to Oregon schools and foster collaborative relationships between the university and PreK-12 institutions.

The College of Education is one of the most productive research colleges at the UO accounting for 38% of total awards received in FY17. The Department of Education funded approximately \$22 million of federal awards at the university during that same year. UO College of Education grant revenue serves as a proxy for the university's commitment to supporting PreK-12 education in the state and nation.

In addition, the University is increasing its commitment to K-12 partnerships in the state through efforts such as the new Oregon Schools Research Network initiative (ORSN). While ORSN is still in its development phase, it is meant to be a partnership between the University of Oregon's College of Education and high schools throughout Oregon. Faculty will be able to have a direct impact on Oregon students by providing: educator professional development, practical research support and guidance, and dual-credit instruction in high schools around the state.

Objective III. D: Encourage service to the professions

Service to the professions enhances the quality of disciplinary or professional organizations and activities, thereby strengthening the discipline and providing a venue for faculty professional development. When faculty make contributions to their disciplinary associations and edit disciplinary journals they partake in important service to the profession and gain valuable experience that can enhance their teaching and research. Service to the profession includes activities like serving as a leader in an academic or professional association, organizing conferences, editing a professional journal, or serving on an editorial board of a journal. The number of faculty who participate in these important leadership positions is indicative of the perceived quality of UO faculty and an important aspect of UO's reputation as an AAU public research institution.

Conclusion

It is an exciting time at the University of Oregon. The university is committed to excellence in all aspects of its mission and core themes—exceptional teaching and education, exceptional discovery, exceptional service—and is aligning programming and resources to achieve its goals. President Schill’s institutional priorities, first established in 2016, continue to evolve but remain a consistent guide:

- Building tenure-related faculty and promoting academic research;
- Ensuring affordability, access, and success for students; and
- Delivering a rich, excellent educational experience for students in an inclusive and diverse environment.

To achieve these priorities, the president launched a series of initiatives and is working with the provost, vice presidents, deans, faculty and staff to implement and sustain these efforts. Initiatives like the ambitious Knight Campus for Accelerating Scientific Impact and the Provost’s Teaching Engagement Program are poised to change the way the university delivers education, promotes student success, and contributes to the state and the nation.

The core themes, objectives, and indicators described within this report align to these strategic initiatives and provide a framework for measuring progress over this accreditation cycle. During the next several months, the Office of the Provost will initiate a collaborative process to define each of the objective indicators with greater specificity, develop baseline data, and establish targets to measure progress. These data will allow the UO to monitor accomplishments of the core theme objectives and help to shape the mid-cycle self-evaluation in 2020. The UO is optimistic for the future and committed to achieving excellence as a preeminent comprehensive public research university.