



UNIVERSITY OF OREGON

February 28, 2013

President Sandra Elman
Members of the Commission
Northwest Commission on Colleges and Universities
8060 165th Avenue, N.E. , Suite 100
Redmond, WA 98052-3981

Dear President Elman and Commission Members,

On behalf of President Michael Gottfredson, I am pleased to submit to you and to our external evaluators the University of Oregon's Three Year Report. President Gottfredson, who became the University's seventeenth President on August 1, 2012, endorses strongly our four core themes and the metrics by which we determine progress toward fulfillment of our objectives. We recognize that our objective of being in the upper one-half of the public institutions within the Association is aspirational; to be measured by our relationship to thirty two of the most prominent and respected institutions in the country is a challenge. We consider it a worthy challenge.

These objectives are accepted widely across the institution. We welcome this interim opportunity to convey the NWCCU the resources and structures that we have in place that will allow progress toward fulfillment of our goals in this seven year self-study cycle.

We look forward to the review and commentary of our outside readers and to our continuing interactions with the Northwest Commission on Colleges and Universities.

Best Regards,

David R. Hubin, Ph.D.

Senior Assistant to the President, and Accreditation Liaison Officer

cc: Michael Gottfredson, President
James C. Bean, Senior Vice President and Provost
External Peer Reviewers

OFFICE OF THE PRESIDENT

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An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Year Three

Self-Evaluation Report

Prepared for the

Northwest Commission on Colleges and Universities

Submitted

March 1, 2013



UNIVERSITY OF OREGON

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INSTITUTIONAL OVERVIEW

The University of Oregon opened its doors in 1876 on 17 acres with two trees, a single building, five faculty members and 155 students. The university has come far. Now more than 4,000 trees shade the current 295-acre campus, which holds more than 60 major buildings.

The UO is now the Oregon University System's flagship research university. The network of seven public universities also includes Oregon State, Portland State, Eastern Oregon, Southern Oregon and Western Oregon universities, and the Oregon Institute of Technology.

The University of Oregon is a world-class public teaching and research university that offers tremendous breadth and depth in liberal arts and sciences, as well as professional programs. Students, faculty members and employees from a wide variety of backgrounds share a commitment to preserving the environment and pursuing innovation in nearly 300 comprehensive academic programs that range from Eugene to Portland and from the coast to the mountains. Its UO in Portland, in the historic White Stag building, gives the state's students and professionals hands-on opportunities in subjects including journalism, architecture, digital arts, product design, and law. The Museum of Natural and Cultural History is Oregon's primary repository for anthropological and paleontological collections and enhances knowledge and encourages stewardship of human and natural history through research, preservation, and education. The Jordan Schnitzer Museum of Art supports UO's academic mission and the diverse interests of its off-campus communities by providing a destination for discovery and education centered on artistic expression. The UO's Oregon Institute of Marine Biology, in the coastal town of Charleston, is a living classroom where small numbers of undergraduate and graduate students in biology, marine biology, general science, and environmental science study marine organisms in their natural habitats. And the university's Pine Mountain Observatory, perched at an elevation of 6,300 feet on a remote Central Oregon mountaintop, makes the most of the high desert's dark skies while providing basic and advanced scientific research opportunities.

The UO is among the 108 institutions chosen from 4,633 U.S. universities for top-tier designation of "Doctoral/Very High Research Activity" in the most recent Carnegie Classification of Institutions of Higher Education.

The university was admitted in 1969 into the exclusive membership of the Association of American Universities, an organization of leading research universities devoted to maintaining a strong system of academic research and education. The UO is among 62 AAU universities, both public and private, and one of just two in the Pacific Northwest. The quality of the UO's research and teaching is similar to that of its fellow AAU members, but its character is distinctly different: smaller, with a more intimate educational experience and a research profile that has always been highly multidisciplinary.

The UO has the oldest four-year honors college in the nation. The university's academic programs are organized into eight degree-granting schools and colleges: the School of Architecture and Allied Arts, College of Arts and Sciences, College of Education, School of Law, Lundquist College of Business, School of Journalism and Communication, School of Music and Dance, and Graduate School.

The UO is particularly strong in the sciences (biology, chemistry, physics and geoscience), along with the neurosciences, cognitive sciences, materials, education and education research, sustainable architecture, journalism, entrepreneurship and sports business, environmental law, and East Asian languages and literatures. The university is well known for interdisciplinary programs such as environmental studies and comparative literature.

Our university's outstanding national reputation continues on its upward trajectory. In the past year, the UO has been named one of Forbes Magazine's 100 best research universities, one of Kiplinger's 100 best values in public colleges and was listed among the top 8 percent of national universities according to U.S. News and World Reports.

The two most recent freshman classes at the UO were the most academically prepared in the institution's history. Its current freshman class has a record number of 402 international students, illustrating the international appeal of the UO campus, and this year's is overall more diverse than any previous class. Total enrollment has reached nearly 25,000 students, representing all 50 states, the District of Columbia, three U.S. territories and more than 85 countries.

Seven Oregon governors are UO alumni, as are two Nobel laureates and nine Pulitzer Prize winners.



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Oregon

Address: 1585 E. 13th Avenue

City, State, ZIP: Eugene, OR 97403

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Oregon University System

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
College of Business	B.S., B.A. in Accounting	The Association to Advance Collegiate Schools of Business	January 2011
College of Business	M.A. in Accounting	The Association to Advance Collegiate Schools of Business	January 2011
College of Business	Ph.D. in Accounting	The Association to Advance Collegiate Schools of Business	January 2011
College of Business	B.S., B.A. in Business Administration	The Association to Advance Collegiate Schools of Business	January 2011
College of Business	M.B.A.	The Association to Advance Collegiate Schools of Business	January 2011
College of Business	Oregon Executive M.B.A.	The Association to Advance Collegiate Schools of Business	January 2011
College of Business	Ph.D. in Business Administration	The Association to Advance Collegiate Schools of Business	January 2011

Department of Art	B.A., B.S., B.F.A., M.F.A.	National Association of Schools of Art and Design	2010
Master of Public Administration	M.P.A.	National Association for Schools of Public Affairs and Administration	2006
Planning, Public Policy and Management	B.A., B.S., M.C.R.P.	Planning Accreditation Board	2009
Department of Architecture	B.Arch., M.Arch., Ph.D.	National Architectural Accrediting Board	2007
Department of Landscape Architecture	B.L.A., M.L.A., Ph.D.	American Society of Landscape Architects: Landscape Architecture Accreditation Board	2011
Department of Interior Architecture	B.I.Arch., M.I.Arch.	Council for Interior Design Accreditation	2010
Department of the History of Art & Architecture	B.A., M.A., Ph.D.	National Association of Schools of Art and Design	2010
Product Design Program	B.F.A.	National Association of Schools of Art and Design	2010
Arts and Administration Program	M.A., M.S.	National Association of Schools of Art and Design	2010
School of Journalism and Communication	B.A., B.S., M.A. M.S., Ph.D.	Accrediting Council on Education in Journalism and Mass Communication	2012
School of Music and Dance	B.A., B.S., M.A., M.Mus., D.M.A., Ph.D.	National Association of Schools of Music	2012
School of Law	J.D., L.L.M., M.A., M.S.	American Bar Association	2006

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Undergraduate FTE = credit hours/15; Masters FTE = credit hours/12; PhD FTE = credit hours/9; Law FTE = credit hours/14; Unclassified graduate students are included in the Masters category.)

Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	19,149	19,153	18,315
Graduate	3,426	3,465	3,478
Professional	578	590	615
Unclassified	222	240	223
Total all levels	23,373	23,447	22,620

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2012 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	18,785	18,676	17,760
Graduate	2,580	2,655	2,680
Professional	494	507	530
Unclassified	27	27	22
Total all levels	21,886	21,865	20,992

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Rank	Total Number		Number of Full Time (only) Faculty and Staff by Highest Degree Earned					
	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	263	56			1	30	1	231
Associate Professor	264	23				46		218
Assistant Professor	210	10			3	47		160
Instructor	291	382			12	170	11	98
Lecturer and Teaching Assistant	4	3						4
Research Staff and Research Assistant	293	213			74	78		141
Undesignated Rank	35	30				29		6

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	111,013	10.1
Associate Professor	79,380	6.9
Assistant Professor	76,171	2.4
Instructor	50,218	5.0
Lecturer and Teaching Assistant	64,000	.3
Research Staff and Research Assistant	54,495	4.7
Undesignated Rank	63,575	.5

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July-June

Reporting of income:	Accrual Basis	_____	Accrual Basis	_____	X
Reporting of expenses:	Accrual Basis	_____	Accrual Basis	_____	X

BALANCE SHEET DATA

ASSETS	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates:2012	Dates:2011	Dates:2010
CURRENT FUNDS			
Unrestricted			
Cash	138,599,920	128,212,769	88,768,809
Investments	0	0	0
Accounts receivable gross	32,318,837	32,047,789	26,452,382
Less allowance for bad debts	(5,477,073)	(5,118,335)	(4,588,688)
Inventories	2,976,473	2,419,666	2,078,640
Prepaid expenses and deferred charges	4,997,491	3,903,378	3,117,385
Other (identify)	645,282,962 [a]	597,218,729	435,373,376
Due from	0	0	0
Total Unrestricted	818,689,610	758,683,986	551,201,904
Restricted			
Cash	39,045,649	23,437,314	14,181,175
Investments	0	0	0
Other (identify)	38,249,480 [b]	51,002,174	58,130,991
Due from	0	0	0
Total Restricted	77,295,129	74,439,488	72,312,166
TOTAL CURRENT FUNDS	895,984,739	833,123,474	623,514,070
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	26,294,870	26,854,009	22,994,521
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	26,294,870	26,854,009	22,994,521
PLANT FUND			
Unexpended			
Cash	66,546,398	171,421,429	241,781,112
Investments	0	425,600	425,600
Other (identify)	10,573,945 [c]	3,419,652	1,093,597
Total unexpended	77,120,343	175,266,681	243,300,309
Investment in Plant			
Land	56,209,548	55,977,125	55,055,497
Land improvements	13,755,566	8,971,444	10,426,943
Buildings	484,376,030	434,238,371	394,420,053
Equipment	82,059,223	77,166,786	72,067,515
Library resources	157,238,894	152,862,724	149,842,783
Other (identify)	(340,291,221) [d]	(322,002,060)	(302,755,280)
Total investments in plant	453,348,040	407,214,390	379,057,511
Due from	0	0	0
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	530,468,383	582,481,072	622,357,820
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	1,452,747,992	1,441,448,555	1,268,866,411

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:2012	One Year Prior to Last Completed FY Dates:2011	Two Years Prior to Last Completed FY Dates:2010
CURRENT FUNDS			
Unrestricted			
Accounts payable	16,616,619	18,073,385	14,617,616
Accrued liabilities	0	0	0
Students' deposits	460,508	410,922	369,145
Deferred credits	46,738,884	44,298,766	31,814,555
Other liabilities (identify)	245,406,459 [e]	243,001,881	37,988,284
Due to	215,506,465	220,627,487	396,403,178
Fund balance	293,960,675	232,271,545	70,009,125
Total Unrestricted	818,689,610	758,683,986	551,201,903
Restricted			
Accounts payable	12,606,044	8,985,645	7,582,389
Other (identify)	22,911,952 [f]	21,862,012	23,738,124
Due to	0	0	0
Fund balance	41,777,133	43,591,831	40,991,654
Total Restricted	77,295,129	74,439,488	72,312,167
TOTAL CURRENT FUNDS	895,984,739	833,123,474	623,514,070
ENDOWMENT AND SIMILAR FUNDS			
Restricted	7,409,328	7,390,625	7,390,625
Quasi-endowed	18,379,116	18,897,965	14,923,605
Due to	0	0	0
Fund balance	506,426	565,419	680,281
TOTAL ENDOWMENT AND SIMILAR FUNDS	26,294,870	26,854,009	22,994,521
PLANT FUND			
Unexpended			
Accounts payable	17,665,841	31,423,245	18,328,269
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	59,454,502	143,843,436	224,972,040
Total unexpended	77,120,343	175,266,681	243,300,309
Investment in Plant			
Notes payable	0	0	0
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	168,404,810 [g]	176,475,486	164,579,276
Due to	44,193,604	47,199,693	39,786,561
Other plant fund liabilities (identify)	240,752,626 [h]	183,539,211	174,691,674
TOTAL INVESTMENTS IN PLANT FUND	453,348,040	407,214,390	622,357,520
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	790,508,187	685,071,443	735,207,397
FUND BALANCE	662,239,806	630,100,033	533,659,014

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:2012	One Year Prior to Last Completed FY Dates:2011	Two Years Prior to Last Completed FY Dates:2010
Tuition and fees	324,442,075	285,187,404	243,053,802
Federal appropriations	0	0	0
State appropriations	44,810,301	61,676,866	60,346,363
Local appropriations	0	0	0
Grants and contracts	204,747,878	220,391,161	262,135,608
Endowment income	13,099,688	9,744,383	5,596,897
Auxiliary enterprises	132,949,511	126,614,630	114,369,890
Other (identify)	56,043,148 [i]	73,627,239	74,080,543
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	239,079,146	215,843,713	192,879,161
Research	82,353,453	87,066,145	82,872,243
Public services	40,947,504	39,671,832	35,287,620
Academic support	45,700,166	42,662,540	40,435,919
Student services	33,070,466	29,304,011	26,841,607
Institutional support	65,119,000	62,242,004	57,105,973
Operation and maintenance of plant	32,326,609	29,695,636	26,297,629
Scholarships and fellowships	14,489,905	15,749,182	17,121,748
Other (identify)	10,259,585 [j]	9,437,230	7,679,995
Mandatory transfers for:			
Principal and interest	20,890,980	14,784,127	18,680,883
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	584,236,814	546,456,420	505,202,780
Auxiliary Enterprises			
Expenditures	149,626,998	132,955,789	141,990,893
Mandatory transfers for:			
Principal and interest	9,089,017	6,388,454	4,157,141
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	158,716,015	139,344,243	146,148,034
TOTAL EXPENDITURE & MANDATORY TRANSFERS	742,952,829	685,800,663	651,350,814
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	33,139,772	91,441,019	108,232,290

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:2012	One Year Prior to Last Completed FY Dates:2011	Two Years Prior to Last Completed FY Dates:2010
For Capital Outlay	688,508,428	703,204,157	655,036,255
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Bend area (not Cascade Campus)	Bend area (not Cascade Campus)	28	60	15
520 NW Wall Street, Bend, OR 97701	Biology	1	10	1
	Educational Leadership	27	50	14
Cascades Campus: UO	Cascades Campus: UO	78	418	24
2600 N.W. College Way Bend, OR 97701	Anthropology	10	76	5
	Biology	14	33	3
	Chemistry	8	42	2
	History	4	55	2
	Human Physiology	12	21	3
	Mathematics	3	5	1
	Political Science	1	22	1
	Psychology	20	107	6
	Sociology	6	57	1
Corvallis area	Corvallis area	18	11	16
No permanent location	Joint Campus	18	11	16
NE Oregon area	NE Oregon area	1	9	1
No permanent location	Educational Leadership	1	9	1
North Central Oregon area	North Central Oregon area	2	18	2
1027 NW Trenton, Bend, OR 97701	Geological Sciences	2	18	2
NW Oregon Coast area	NW Oregon Coast area	2	47	1
No permanent location	Educational Leadership	2	47	1
Other U.S. state or territory	Other U.S. state or territory	12	57	5
No permanent location	Art	1	16	1
	Educational Leadership	7	11	1
	Geological Sciences	1	17	1
	Landscape Architecture	2	12	1
	School Psychology	1	1	1
Other/Unknown	Other/Unknown	1	60	1
	Counseling Psychology	1	60	1

Portland Metro area	Portland Metro area	258	653	111
UO Portland Center 70 NW Couch St. Portland, OR 97209	Allied Arts Architecture Architecture & Allied Arts Art History Arts & Administration Business Administration Cinema Studies Digital Arts Education Educational Leadership Educational Studies English Joint Campus Journalism Law Physics Product Design Special Education Writing	18 95 7 3 1 32 1 7 2 24 1 1 1 24 20 7 1 12 1 1 1	85 139 4 37 9 65 10 20 7 46 11 3 22 86 41 12 46 3 7	6 30 1 3 1 2 1 3 14 1 1 1 19 9 7 1 8 1 1
Salem area	Salem area	16	123	13
No permanent location	Conflict & Dispute Resolution Educational Leadership English Geography Geological Sciences Honors College Planning, Public Policy, & Mgmt Sculpture	1 3 1 1 1 7 1 1	13 18 1 1 1 86 1 2	1 2 1 1 1 5 1 1
SE Oregon area	SE Oregon area	10	49	2
No permanent location	Anthropology Historic Preservation	4 6	29 20	1 1
SW Oregon Coast area	SW Oregon Coast area	62	113	18
Oregon Institute of Marine Biology 63466 Boat Basin Road Charleston, OR 97420	Biology	62	113	18

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Foreign Country (outside USA)		1761	1063	67
ART		1	7	1
Fibers		1	7	1
Study Abroad		1746	1000	61
Akita Intl University, Japan		20	3	1
Angers, NICSA Program		54	23	1
Athens, Greece - AHA		9	8	1
Baden-Wurttemberg		61	15	1
Baden-Wurttemberg-Spring		6	8	1
Bristol University		10	2	1
Budapest Univ Econ Sci		7	2	1
Cambridge Intl Summer Sch, Eng		15	10	1
Cen Inst Plan & Stats, Warsaw		5	1	1
Charles University, Prague		9	2	1
Chinese Flagship Program		20	8	1
Copenhagen Internatl Study Pgm		51	20	1
Copenhagen, Business, Denmark		34	21	1
Council for Intl Educ Exchange		241	65	1
Curtin University		8	2	1
Dublin, Ireland - AHA		3	4	1
Galway, Ireland - USAC		9	10	1
Hanyang Univ, Seoul, S Korea		11	3	1
Hebrew Univ of Jerusalem		12	1	1
Hokkaido Univ, Sapporo, Japan		4	2	1
Journalism Prog, Accra, Ghana		5	24	1
La Trobe University		21	5	1
London, NICSA Program		23	35	1
Macerata, Italy - AHA		19	15	1
National Taiwan University		20	3	1
National Univ of Singapore		10	3	1
Norwich, Univ of East Anglia		59	14	2

Overseas Africa	13	4	1
Overseas Asia/Oceania	48	36	1
Overseas Europe	49	73	1
Overseas Internships	10	86	1
Overseas Latin America	16	47	1
Overseas Studies: Russia	15	3	1
Oviedo, Spain - AHA	46	43	1
Paderno del Grappa - CIMBA	33	23	1
Pavia, Univ of Pavia	3	1	1
Queretaro, Sum Study in Mexico	32	76	1
Quito Cath Univ of Ecuador	31	7	1
Rome, Summer Architecture Stu	12	22	1
Rosario, Argentina - AHA	41	32	1
School for Internat Training	54	22	1
Segovia, Spain - AHA	6	5	1
Semester at Sea	69	35	1
Senegal Summer Prog, Dakar	3	2	1
Senshu Univ, Tokyo	23	12	1
Seoul, Yonsei Univ	26	9	1
Siena, NICSA Program	39	24	1
Tampere, Univ of Tampere	20	5	1
Tokyo, Meiji Univ	1	1	1
Tokyo, Waseda Univ	57	10	1
Univ of Ghana, Legon	2	1	1
Univ of Otago, Dunedin, NZ	39	13	1
Universidad de Seville	137	53	1
Universities in Lyon	44	12	1
University of Aberdeen	18	3	1
University of Hong Kong	12	4	1
University of Oslo, Norway	13	3	1
University of Poitiers	49	8	1
University of Uppsala	21	6	1
Valdivia, Chile - CWU	18	10	1
Educational Leadership	8	40	4
Educational Leadership	8	40	4
Landscape Architecture	6	16	1
Landscape Architecture	6	16	1

INTRODUCTION

The University of Oregon begins this Year Three Self-Evaluation Report to the Northwest Commission on Colleges and Universities (NWCCU) with a reaffirmation: The overriding goal of the university is the creation and dissemination of knowledge worthy of its status as an American Association of Universities (AAU) institution and the best of its peers internationally.

The university is committed to teaching and learning; research and discovery; and service to the state of Oregon and society at large. Further, the University of Oregon is committed to the integration of these activities in ways that bring direct benefit to the students who attend the University of Oregon. These students are the primary reason for our existence as a public university, and our goal is to bring to campus students who are prepared to both benefit from and contribute to academic excellence at the University of Oregon.

With formal approval from the NWCCU, the University of Oregon approached its 2007 decennial review in an intensive manner that can now be seen to presage the “mission-based” approach in the region’s institutional reviews. Thus, the four core themes that follow build on the work from that decennial review. The articulation of the four core themes also builds on the work subsequent to 2007 that formed the university’s Academic Plan (<http://provost.uoregon.edu/content/academic-plan>) and its Assessment Plan (<http://academicaffairs.uoregon.edu/assessment-student-learning>).

Since the spring of 2011, the University Senate, its undergraduate and graduate councils, and the administrative leadership have engaged in dialogue that leads to the metrics that we associate individually with each of the four core themes.

PREFACE

A. Update on Institutional Changes Since the Last Full Report

A.1 Leadership Changes

Changes of President

(See Organization Chart, Appendix, p. 134)

On July 1, 2009, Dr. Richard W. Lariviere became the sixteenth president of the University of Oregon. Dr. Lariviere succeeded Dave Frohnmayer who had served as president for fifteen years, from 1994 to 2009. President Lariviere, a distinguished religious studies and Sanskrit scholar came to Oregon most recently from the University of Kansas where he had served as executive vice chancellor and provost from 2006 to 2009 and from the University of Texas where he had established his academic career and engaged in administrative responsibilities that culminated with his deanship of UT's College of Liberal Arts, the largest such college in the world.

On December 1, 2011, the Oregon University System State Board voted to accept the recommendation of Chancellor George Pernsteiner that President Lariviere's contract as president be terminated as of December 27, 2011.

On December 28, 2011, Dr. Robert M. Berdahl, immediate past president of the Association of American Universities, chancellor emeritus of UC Berkeley, and former president of the University of Texas, was named interim president. President Berdahl (<http://www.uoregon.edu/berdahl-named-interim-president>) led the campus initiatives to recruit a worthy successor to President Lariviere.

On August 1, 2012, Dr. Michael Gottfredson, became the seventeenth president of the University of Oregon. President Gottfredson, whose distinguished career had involved leadership in two public institutions that are members of the Association of American Universities had most recently served a twelve year term as the executive vice chancellor and provost of the University of California at Irvine. <http://president.uoregon.edu/biography>

Change of Provost

On July 1, 2008, Dr. James Bean, replaced Dr. Linda Brady as senior vice president and provost when Dr. Brady accepted the chancellorship at the University of North Carolina at Charlotte. Dr. Bean, who had served at the University of Oregon since 2004 as the dean of the Lundquist College of Business had previously served as the associate dean for academic affairs at the University of Michigan.

Change of Vice President for Student Affairs

Dr. Robin Holmes replaced Dr. Anne Leavitt as vice president for student affairs on July 15, 2007. Vice President Holmes reports to the senior vice president and provost.

Change of Vice President for University Relations

Dr. Michael Redding replaced Vice President Allan Price on January 1, 2009. Vice President Redding reports to the senior vice president and provost.

Change of Vice President for Research and Innovation

Dr. Kimberley Espy replaced Dr. Richard Linton as vice president for research and innovation on July 1, 2010.

Introduction of Vice President for Enrollment Services

Dr. Roger Thompson assumed the duties of vice provost for enrollment services on July 1, 2010. This position was reclassified as vice president for enrollment services on October 1, 2012, with Dr. Thompson continuing to report directly to the senior vice president and provost.

Introduction of Vice President Position for University Development

The University of Oregon designated a new vice presidency specifically charged with development on May 1, 2010, appointing Vice President Mike Andreason to the new position. This position reports directly to the president.

Introduction of Vice President Position for Office of Institutional Equity and Diversity

On July 1, 2010, Dr. Charles Martinez was designated as vice president for institutional equity and diversity reporting directly to the president. Previously, Dr. Martinez had fulfilled similar functions with the designation of vice provost for institutional equity and diversity. On August 1, 2012, Dr. Yvette Alex Assensoh, Ph.D., J.D., came from Indiana University to become the new vice president for equity and inclusion and a tenured member of the University of Oregon's political science department. This position, now named the vice president for equity and inclusion, reports to the president and provost.

Change of Director of Intercollegiate Athletics

In August 2010, the University of Oregon designated Rob Mullens as the new director of intercollegiate athletics reporting directly to the president.

A.2. Additional Significant Institutional Changes

Development and Implementation of an Academic Plan

Under the leadership of Senior Vice President and Provost James Bean, the University of Oregon developed and implemented a comprehensive Academic Plan in 2009. That plan with associated documents is available at <http://provost.uoregon.edu/academic-plan/>.

Development and Implementation of an Institution-Wide Assessment Plan

In response to the recommendations from the 2007 NWCCU review, the University of Oregon developed and implemented an institution-wide comprehensive learning-outcomes assessment plan. Led by Dr. Ken Doxsee,

professor of chemistry and associate vice provost, the plan and its guiding assessment council are now fully operational. For information on the plan, please see: <http://assessment.uoregon.edu/>.

New Designation in Carnegie Classification System

In January 2011, the University of Oregon became one of 108 universities receiving designation of the Carnegie Foundation's top category of "Very High Research Activity." This is a particularly remarkable achievement considering the comparably small size of the university as well as the absence of medical, engineering and agricultural schools that attract large federal investments.

Opening of UO in Portland

In March 2008 the university opened its "University of Oregon in Portland" facility. Designed to extend the university's programming to this critical population center, UO in Portland is located in the historic "White Stag Building" on the Willamette River. For further general information on the UO in Portland, see: <http://pdx.uoregon.edu/>. For substantive change relating to new programming in Portland see: http://accreditation2007.uoregon.edu/pdf/Appendix8_TheUniversityofOregonAndPortland.pdf.

Development of Policy Library

In response to the recommendation stemming from the 2007 decennial review and to address widely recognized need on the campus, the University of Oregon developed and implemented a new policy library in 2009. Further, the university hired a policy coordinator within the office of the senior vice president and provost. The UO policy library is accessible at: <http://policies.uoregon.edu/>.

Development and Adoption of a Shared Governance "Constitution"

Subsequent to the transition from President Frohnmayer to President Lariviere, the university engaged in an intensive review of the structures of campus governance. Such reviews of governance at the beginning of the service of a new president are suggested by the Internal Management Directives of the Oregon University System. In May 2010 the statutory faculty of the university recommended a structure to President Lariviere who subsequently approved the recommendation. For information on the shared governance structure at the University of Oregon, see: <http://int-gov.uoregon.edu>.

On December 6, 2011, the statutory faculty of the University of Oregon unanimously approved revisions to the constitution and these were accepted by President Lariviere on December 14, 2012. These revisions clarified roles within shared governance and articulated the University Senate's role in all "academic matters as commonly understood in higher education." http://senate.uoregon.edu/sites/senate.uoregon.edu/files/Constitution_of_the_UODec_15_2011.pdf

Proposal Introduced for New Partnership Involving an Independent Institutional Board

In spring 2010 President Richard Lariviere announced an initiative to establish a New Partnership with the State of Oregon, designed to sustain and strengthen the institution's public mission. Under this model, the UO proposes establishing an institutional public governing board — a majority of its members appointed by the governor — which will focus on the UO's mission and public responsibility. The current Oregon University System will be involved with the UO as a coordinating board responsible for setting and monitoring educational outcomes such as degree attainment, and will have authority to coordinate with other universities to prevent duplication of programs.

Refinement of Proposals for an Independent Board

A special legislative committee on university governance met through the summer of 2012, and recommended in October 2012 to the governor that independent institutional boards should be created for two of the institutions currently within the Oregon University System. The University of Oregon is one of those two institutions.

The 2013 Legislature is expected to approve a board for the UO that will have full or partial authority to set tuition rates, issue revenue bonds, and hire and fire the university president.

Growth of Student Body

Between fall 2007 and fall 2012 total enrollment rose 20.7%, increasing from 20,376 to 24,591. The undergraduate population rose 24.6% from 16,424 in fall 2007 to 20,467 in fall 2012. The fall 2012 total enrollment at 24,591 was slightly higher than the total of 24,000 students called for in the 2009 Academic Plan.

Official Fall Enrollment 2002-2012

Year	Enrollment	Percentage Increase to 2012
2002	20,044	22.7%
2003	20,034	22.7%
2004	20,339	20.9%
2005	20,394	20.6%
2006	20,388	20.6%
2007	20,376	20.7%
2008	21,507	14.3%
2009	22,386	9.8%
2010	23,389	5.1%
2011	24,447	0.6%
2012	24,591	0.0%

A.3. Significant Changes in Physical Plant

2008	College of Education Addns/Alterations – Renovations	\$7,502,000
	Hayward Field Improvements	8,500,000
	Music School Additions/Alterations	19,300,000
	Miller Theatre Complex	7,900,000
2009	Central Power Plant (CPS) - Chiller	25,628,935
	CPS Switch House	7,481,639
	Education Addns/Alterations - HEDCO Education Building	42,235,000
	Museum of Natural/Cultural History Curation Expansion	2,800,000
2010	Jaqua Academic Center for Student Athletes	gifted
	P.K. Park Baseball Stadium	19,100,000
	Chiles Center Remodel	2,000,000
	Underground Parking Facility	16,235,000
2011	Matthew Knight Arena	200,000,000
	Anstett Hall Renovation	5,936,000
	Fenton Hall Deferred Maintenance/Seismic Upgrade	8,072,000
	Ford Alumni Center	33,590,000
2012	Computing Center - Data Center Upgrade	4,157,000
	General Chemistry Teaching Labs	926,224
	Global Scholars [Residence] Hall	68,170,000
	Lewis Integrative Science Building	65,000,000
	Soccer/Lacrosse Building	gifted
	Allen Hall Expansion and Remodel	17,192,000
	Allen Hall Basement and Data Center	9,698,387
	P.K. Park Player Development Area	1,150,000
Projects under way	Casanova Center Extension	gifted
	Huestis Basement Remodel and Expansion	11,537,000
	Straub Hall Deferred Maintenance/Renov	22,190,000
	Student Recreation Center Expansion*	51,520,000

*Pending legislative authorization

*Campus Planning and Real Estate
December 12, 2012*

B. Response to Topics Requested by the Commission

The University of Oregon underwent a full decennial review by the Northwest Commission on Colleges and Universities in 2007. The Commission conveyed formally the following eight recommendations from that review:

1. Commission Policy 2.2 *Educational Assessment* requires that institutions develop and maintain an assessment plan that is responsive to their mission and needs. Apart from externally mandated programmatic assessment for some specialized programs, the University has not developed a plan or strategy systematically to assess student learning across the campus. However, the new provost and her managerial team are aware of this need and are committed to the implementation of systematic assessment on the Eugene campus and wherever the institution offers academic programming. The Committee recommends that the University of Oregon develop and implement an assessment plan in accordance with Policy 2.2 *Educational Assessment* as quickly as feasible.
2. The University of Oregon has taken several essential steps to generate alternative sources of revenue to help maintain its instructional and research quality at the AAU level, including increasing its external research support, attracting private funds, and increasing its proportion of out-of-state students. But it must identify its particular strengths and the ways it will continue to serve the state. The Committee recommends that the University of Oregon undertake an academic planning process to identify what research, instructional and state services areas it will be known for in the future and use that process to concentrate its capital and operating resource allocation decisions (Standard 1.B).
3. The University of Oregon prides itself on its status as an AAU institution. However, with the expectations for research, concern is expressed that the University may not have funds for needed laboratory and research space; therefore, the Committee recommends that the University take the necessary steps to ensure that facilities are planned and resources identified to support essential continued research growth (Standards 4.B.4; 8.A.2; 8.A.3; 8 A.6).
4. Standard 8.C *Physical Resources Planning* requires that the institution plan for and identify resources for remedying deferred maintenance. However, the evidence suggests that the level of deferred, maintenance at the University of Oregon is high and that necessary building renovations are problematic given the unavailability of resources to address the needs of the physical plant. The Committee recommends that the University undertake a planning process that addresses the physical plant of the institution and that the process include constituencies from across campus to develop a building renewal agenda (Standard 8.C)
5. Commission criteria assume that there will be a commonly understood and uniformly employed set of institutional policies, rules, practices, and procedures that are employed at every level of administration. These policies should foster open communication and goal attainment. However, the Committee is concerned that the University of Oregon does not currently have these operational policies in place and that campus based decision-making procedures appear to be idiosyncratic and not uniformly applied. Therefore, the Committee recommends that the University of Oregon take steps to enhance internal communication and to review its operating policies in regard to Standard 6, *Governance and Administration*; Standard 4.A, *Faculty Selection, Evaluation, Roles, Welfare and Development* and Standard 7.C,

Financial Management.

6. Commission criteria state that faculty workloads reflect the mission and goals of the institution. Student enrollment at the institution is at a record high but the institution has not responded with any concomitant increase in instructional resources, particularly full-time, tenure track faculty. The faculty is concerned at the prospect of growing enrollments and greater use of non-tenure instructional faculty while some students report limited access to faculty as a hindrance to their education. The Committee recommends that the institution should more closely monitor faculty teaching obligations and provide greater instructional resources to facilitate student learning (Standard 4.A.3).
7. Despite the extensive use of interlibrary loan, Standard 5 requires a core collection adequate in quality, depth, diversity and currency to support graduate curricula and research in a number of programs. The Committee recommends that the University take steps to address the sufficiency of core library holdings needed to support the institution's instructional and research missions (Standard 5.A.1; 5.A.2).
8. Commission Policy A-2 *Substantive Change* mandates that major substantive change proposals be submitted to the Commission for review and approval prior to implementation. The Committee recommends that the University work closely with the Northwest Commission on Colleges and Universities regarding its intention to expand off-campus academic offerings in Portland and elsewhere (Policy A-2).

In spring 2009, the university hosted a Focused Interim Evaluation (http://accreditation.uoregon.edu/files/FocusedInterimRpt_042709.pdf) after which the NWCCU conveyed, in correspondence of July 31, 2009 (http://accreditation.uoregon.edu/files/Accredit_Reaffirmed_073109.pdf), approval of the university's work to address Recommendations 2, 3, 4, 5, 6, and 8. That correspondence from the Commission also conveyed regarding Recommendation 1 (assessment of student learning outcomes) that the university "meets the Commission's criteria for accreditation, but needs improvement" and requested a progress report for spring 2010, to address Recommendations 1 and 7.

In correspondence of July 2010 (<http://accreditation.uoregon.edu/files/NWCCUletter2010August.pdf>), the commission approved the progress report (http://accreditation.uoregon.edu/files/Elman_ProgRpt_041510.pdf) that the institution submitted that spring. All reports and correspondence are available at the University of Oregon's Accreditation Website: <http://accreditation.uoregon.edu>.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The University of Oregon has full state authority under Oregon Revised Statutes, Oregon Administrative Rules, and Oregon University System Internal Management Directives to operate and award degrees as a higher education institution.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The University of Oregon's Mission Statement, carefully revised in 1995 and subsequently reviewed and adopted by the Oregon State System of Higher Education was reaffirmed by that Board in 1999. The mission statement gives direction to all activities of the institution, is derived from community dialogue, and is widely understood by members of the campus community and stakeholders. The University of Oregon's mission statement is filed with the Oregon University System (OUS) Board's office, appears on the university's website and in the University Catalog.

The four "Core Themes" are clearly defined. These themes underpin the full mission statement and were reviewed and accepted by the OUS Board in November 2012. The University of Oregon devotes all, or substantially all, of its resources to support its educational mission and core themes.

Standard I.A INSTITUTIONAL MISSION

The University of Oregon's Mission Statement, as approved by the Oregon State Board of Higher Education in 1995, represents a consultative process of development. At a time of presidential transition in 1994, the university engaged in a comprehensive review and revision process for the Mission Statement. Drafts prepared initially within the Council of Deans and with the president's executive staff were circulated to provost's staff, the University of Oregon Foundation Trustees, the Faculty Advisory Council, and the Associated Students. Subsequent revisions and drafts formed topics of discussion at a retreat for all university department heads and, following further revision, were promulgated broadly to faculty for comments. The university's mission statement was reaffirmed during the campus-wide self-study process for the NWCCU decennial review of 2007.

The university's mission statement is thus a living document as well as a measure by which the university gauges and evaluates the success of its programs.

University of Oregon Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through:

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community

- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based
- the cultivation of an attitude toward citizenship that fosters a caring supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life
- a continuing commitment to affordable public higher education

Interpretation of Fulfillment of the Institution's Mission

As noted in the preamble to the University of Oregon mission statement, this university is Oregon's flagship Association of American Universities institution. This status, affirmed by the Oregon University System Board sets a context for the considerations of institutional mission fulfillment. Founded in 1900, to advance the international standing of U.S. research universities, this invitation-only organization today focuses on issues that are important to research-intensive universities in all aspects of their work. The AAU consists of 62 of the most distinguished universities in the United States and Canada; thirty-two of those institutions are public. The AAU engages in robust information exchanges of quantitative data and qualitative descriptors relating to success of its member institutions.

A broadly accepted "interpretation of fulfillment of [the University of Oregon's]" is for Oregon to achieve the average of the 32 public institutions in the AAU on all salient measures.

An Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

In response to the request by the NWCCU of "an acceptable threshold of mission fulfillment" the university reiterates an acceptable threshold of being in the upper one-half of its distinguished AAU public comparators on all salient measures relative to a given core theme when adjusted for a per capita basis. AAU Comparisons with University of Oregon can be found online:

<http://accreditation.uoregon.edu/files/2012AAUDEFast Facts.pdf>.

Standard I.B The University of Oregon Core Themes

The multiple individual statements in the university's mission statement can be categorized into four broad core themes: 1) providing the teaching and mentoring and supporting the learning and intellectual growth that are the heart of outstanding undergraduate education; 2) preparing future leaders, scholars, and teachers through graduate and professional education; 3) shaping the future through research and artistic creation; and discovering knowledge and creating the future; and 4) providing service to society and humankind.

These are themes that would be at the heart of any AAU-stature research doctoral university. What distinguishes the University of Oregon is a unique context for these themes. The University of Oregon is large enough to engage broadly and intensely with groundbreaking research, but it is also small enough that its sense of community leads to distinctive attention to the individual and to discussion among and across disciplines. This attribute has been described in various ways... "an internationally distinguished university of AAU quality that you can get your hands around"...or "an AAU Public university of moderate size or, most recently (and informally) as an institution that is "Large Enough to be Great and Small Enough to be Greater." We believe that we are large enough to bring extraordinary intellectual resources to accomplishing our mission and that our modest size allows us the suppleness to provide extraordinary quality in our teaching, our research and our service. An important and intended outcome of this quest to put our size to optimal use is the capacity to create and explore integrated "Big Ideas" that involve large portions of the institutions. Thus, although the strength of our size is not enumerated below as one of our core themes, we continually assess whether this "size factor" is producing the results we seek. An indicator of those results is the integration of the discovery of knowledge and the promulgation of that knowledge in creative ways that address pressing questions for humankind.

Thus, in this submission to the NWCCU, the university addresses its four core themes within a context of AAU excellence on a human scale. To make that context clear, we quote now directly from the first goal (and a few of that goal's subordinate objectives) of the university's Academic Plan developed in 2009.

To Achieve and Sustain AAU Excellence on a Human Scale

Our first goal is anchored to the University of Oregon's current and distinctive standing as the Oregon University System's flagship institution and only member of the AAU. Our AAU membership is critical to the state of Oregon as it enables a voice in important discussions of the future of research universities nationally and internationally. This goal marks our ongoing commitment to achieve and sustain the excellence embodied and required by AAU standards. However, we also recognize that our academic distinction is singularly and quintessentially Oregon—the "Oregon way" is marked by fierce but respectful independence of thought, a pioneering intellectual and industrious spirit, an unparalleled commitment to rigorous scholarship negotiated by and through an intimate community of scholars, and an institutional flexibility that can render results in a

timely manner and, most notably, on a human scale. To achieve and sustain the excellence expected of an AAU institution, while maintaining a human scale and our quintessential identity, we envision a program of managed and marginal growth in line with the following objectives:

AAU Standards. *Given the AAU's current ranking system, the UO's lack of certain professional schools puts our institution at something of a numerical disadvantage within that elite group. Nonetheless, our membership in the AAU remains an essential marker of our commitment to world-class excellence, and we intend both to guard and to improve the quality of undergraduate and graduate instruction and research by moving toward the AAU average in such measures as class size, library and IT infrastructure, faculty teaching load, student/teacher ratio, salaries, tenure vs. non-tenure-related faculty ratio and scholarly productivity.*

Selective Flagship Institution. *We seek to enhance our flagship status within the Oregon University System by attracting and admitting the most promising undergraduate students from Oregon's diverse communities, other states, and the world. To this end, we will develop clear, comprehensive, and more selective admission standards that elevate our current admission criteria consistent with our academic mission and our role as the flagship university in the state of Oregon, while at the same time ensuring unbiased assessment of promise from all student groups. We commit to improving our student retention to the extent consistent with our public mission and to graduating most students within four years.*

Access. *We are committed to ensuring full access to the University of Oregon for all qualified Oregon high school students, regardless of financial need.*

Institution Size. *The 2009 Academic Plan proposed to increase the size of the incoming freshman class and to grow the campus to a total of 24,000 students. This managed and marginal growth is designed to provide the critical mass of students and economic self-sufficiency necessary to achieve the distinctive excellence we envision. We intend, however, to remain one of the smallest public flagship universities in the country, holding fast to our core value of liberal education on a human scale.*

Graduate Students. *We intend to increase the proportion of graduate students (excluding law) from 15 percent to above 19 percent, which is more reflective of our AAU peers. Graduate students enrich both the research and instructional enterprise on campus as they provide the critical support and creative energy that are essential elements of a tier-one research university.*

CORE THEME ONE: Providing the teaching and mentoring and supporting the learning and intellectual growth that are the heart of excellent undergraduate education.

The University of Oregon has as its first core theme the provision of an excellent undergraduate program replete with the strengths inherent from intellectual and demographic diversity, the strengths of situating undergraduate learning in a context of an internationally renowned research institution, and the strength of individual attention to the needs of the student learner and the potentials of the teacher.

Specific Objectives within Core Theme One:

1. The University of Oregon will engage in meaningful learning outcomes assessment and program review activities at the departmental and general education level. These activities will reflect—in their quality, their numbers and their participation rates, a level that is in the upper one-half of the public universities in the AAU.
2. In national and comparative metrics of student engagement, student learning, and student satisfaction, the University of Oregon will achieve results that place it in the upper one-half of the public universities in the AAU.
3. In quantitative measures of retention and degree completion rates, the University of Oregon will achieve results that place it in the upper one-half of the public universities in the AAU.
4. In all measures available within the AAUDE of graduate placement, graduate satisfaction, and employer satisfaction with graduates, the University of Oregon will achieve results that place it in the upper one-half of the public universities in the AAU.

Applicable Measures for Core Theme One

Applicable measures of the effectiveness of the University of Oregon's first core theme focus consistently on assessment of learning outcomes. Beginning with careful analysis of what specific intellectual, personal, and social outcomes are sought, the university measures itself in this core theme by the impact it has on students.

At the undergraduate level, the University of Oregon gives careful attention to both the breadth and depth of general education, as well as the way in which achievement of an undergraduate degree moves beyond being a process of completing a "checklist of requirements" to being the creation of opportunities for personal exploration—for enthusiasm about learning that serves the academic career and beyond.

- A. Indicators of faculty quality (from program reviews, faculty reviews, and other measures)
- B. Indicators of teaching quality (from program reviews, faculty reviews, assessment plans and other measures)
 - a. Teaching quality and learning outcomes
 - b. Faculty support—departmental, interdepartmental, campus-wide
- C. Indicators of student engagement (NSSE and other indicators)
- D. Direct indicators that student needs are met effectively

- E. Indicators through internal and external evaluation of effectiveness of support programs
- F. Total degrees awarded
 - a. By level
 - b. By discipline
 - c. By gender, ethnicity, socio-economic background
- G. Access for/enrollment of Oregonians
 - a. By level
 - b. By gender, ethnicity, socio-economic background, and geographic location
 - c. Entering GPA and standardized test scores
- H. Patterns of retention and progress toward degrees
 - a. Retention from freshman to sophomore year (comparators to be publics within the AAU)
 - b. Graduation rates at four-year, five-year, and six-year (comparators to be publics within the AAU)
 - c. Time to degree (comparators to be publics within the AAU)
- I. Success of graduates (undergraduate program)
 - a. Number of graduates employed (1-5 years)
 - b. Number of graduates accepted into graduate/schools
 - c. Earnings of graduates
 - d. Satisfaction of graduates after graduation
 - e. Satisfaction of employers
 - f. Preparedness for job changes

Rationale

The University of Oregon has chosen these indicators of achievement for Core Theme One because they focus on the quality and the impact of the undergraduate experience. These data are meaningful measures of that experience and are typically exchanged among AAU member institutions through the AAU Data Exchange.

CORE THEME TWO: Preparing future leaders, scholars, and teachers through graduate and professional education.

The provision of an outstanding graduate and professional education is the second core theme of the mission of the University of Oregon. Graduate education involves an apprenticeship in the methods, skills, practices, history, and current state of a particular discipline or field. A graduate education should also teach citizens to think analytically, critically, creatively, and cooperatively. It is the combination of these two crucial aspects of our mission that position the UO to prepare future leaders, scholars, and teachers to address the problems, complexities, and conflict in our communities from the local to the global scale.

Specific Objectives within Core Theme Two

1. In participation rates of departments in Program Review for graduate education, the University of Oregon will be in the upper one-half of all public universities within the AAU.

2. In summative evaluations and exit interviews with graduate students, the University of Oregon will achieve results that place it in the upper one-half of the public universities in the AAU.
3. In metrics that indicate time to degree, placement, and completion rates for graduate and professional degrees, the University of Oregon will achieve results that place it in the upper one-half of the public universities in the AAU.

Applicable Measures for Core Theme Two

In assessing our graduate programs we need to examine how we assure that our graduate students are being adequately trained in the most current knowledge of their fields and the extent to which these programs meet the scholarly, leadership, and professional needs of society.

- A. Program review, including internal and external, including NRC and other national reviews
- B. Assessment conducted by the Graduate School through annual Exit Survey data and three-year cycle Graduate Student Experience Survey
- C. Post-graduation placements of doctoral recipients (compared to our AAU comparator institutions)
- D. Post-graduation placements of professional degree recipients
- E. Time to degree rates compared to peer institutions
- F. Completion rates compared to peer institutions
- G. Percentage of doctoral students (receiving support for graduate study)

The Graduate School also has a goal of improving its assessment of graduate education outcomes and will work with the Office of Institutional Research and school/college deans to identify new metrics and data collection methods to achieve this.

Rationale

The indicators of achievement that the University of Oregon has chosen to determine its fulfillment of Core Theme Two reflect the quality of the graduate education programs at the university and the individual impact of these programs on the students engaged in them. In some cases, (e.g., external national reviews) like NRC, the indicators are the best proxies for a determiner of quality. In other cases, the indicators are direct measures of the student experience during the program and subsequent to the awarding of the degree.

CORE THEME THREE: Shaping the future through research and artistic creation.

A third primary mission and core theme of the University of Oregon, as a leading public research university, is to sustain and transform society through the creation and dissemination of scientific and humanistic knowledge that addresses the economic, social, and environmental needs of Oregon, our region, our nation, and our world.

Research at the University of Oregon—broadly defined in this core theme to include scholarship and creative activity in its many forms—can be examined in the same terms as the university as a whole: interconnection, pluralism, and a commitment to sustaining future generations through innovations that elevate economic competitiveness, global stewardship, and quality of life. While many universities emphasize diverse research, plural in its interests but isolated in its process, the UO affirms both interconnection and

pluralism. Work carried on within the diverse disciplines serves as a starting point for our discussion of research at the UO. Disciplinary research is conducted by tenured and tenure-related faculty members in every academic department. Such scholarship is central to establishing the reputation of Oregon's graduate programs and faculty and significantly affects undergraduate teaching and learning. Faculty members within the UO's schools and colleges are among the leading scholars in their fields and this outstanding faculty forms the basis for Oregon's interconnected research initiatives and programs. These initiatives, in the many forms in which they are presently manifest, have their roots in a long tradition of interdisciplinary research at the University of Oregon. The research enterprise at the UO spans the arts, the humanities, the sciences, and the professions, and addresses the full cycle of innovation, from basic discoveries to technology transfer and societal application.

Specific Objectives within Core Theme Three:

1. On a per capita adjusted basis and in a manner that reflects the unique disciplinary profiles of individual AAU institutions, the University of Oregon will achieve results that place it in the upper one-half of the public universities in the AAU. (This provides for meaningful comparators that do not include the medical schools and engineering schools present in many AAU publics.)

Applicable Measures for Core Theme Three:

The research quality of the University of Oregon is attested to, again, by its membership in the prestigious, invitation only, American Association of Universities. Measures of research effectiveness for the university would best be couched within the measures of the AAU but should be done so with an emphasis on the per capita measures, to account for our distinctive and purposeful moderate size.

- A. Quality and impact of research programs as determined by institutional ranking systems and other performance metrics
- B. Research support
 - a. Funding
 - b. Infrastructure
- C. Measures of disciplinary research
- D. Measures of interdisciplinary and collaborative research
 - a. Effectiveness of centers and institutes

Rationale

The indicators of achievement chosen by the University of Oregon for Core Theme Three are the closest proxies available for an institution's contributions to the world of knowledge and to the arts that enrich the human condition. Reflecting its modest size in comparison to other public institutions within the AAU, the university is choosing to adjust these metrics on a per capita basis.

CORE THEME FOUR: Providing service to society and humankind.

As a public research university, the University of Oregon's mission includes a core theme of service to the people of Oregon through significant contributions to the economic, cultural, and political environment of the state and the world. The state's economy will become increasingly knowledge-based, and will be driven by a strong high-technology industry and

by traditional industries that effectively apply research and technology. This economy will be increasingly global in nature, requiring an effective integration of diverse cultural and societal perspectives, and will be dependent on the work force having access to lifelong learning opportunities for specialized training and retraining. Finally, the health of the state cannot be based solely on the workplace skills of its citizens. The university must enrich and broaden the perspectives of all Oregonians through humanistic, culture-based education and experience.

Specific Objectives within Core Theme Four:

1. On a per capita adjusted basis, the University of Oregon will achieve public service outcomes that place it in the upper one-half of the public universities in the AAU.
2. On the basis of per capita funding from state governments, the University of Oregon will provide service to the state of Oregon that place it in the upper one-half of the public universities in the AAU.

Applicable Measures for Core Theme Four

Note: For the comparative focus of this core theme, data will be drawn largely from IPEDS, not from AAUDE. However, the comparators will be the same cohort as with the other three core themes—the public universities within the AAU.

- A. Indications of visibility for the state and its educational institutions
- B. Demonstrable enhancement of K-12 education through relationships with the university
- C. Indications of impact of outreach activities related to university research and education
- D. Production of degrees in state workforce shortage areas
- E. Generation of revenues from out-of-state sources
- F. Indicators of research expenditures impact on state economy and living standards
- G. Indicators of direct employment and indirect employment opportunities produced by research
 - a. Jobs created through research and professional activities
 - b. Knowledge-based industries supported in region
- H. Licensing, patents, consulting and pro bono benefits to Oregon companies and communities
- I. Degrees/state appropriation (comparisons to national)
- J. Employment/state appropriation (comparisons to national)
- K. Innovation Index /contribution to innovation

Rationale

As indicators of its achievement of Core Theme Four; the provision of service to society and humankind, the university has chosen a metric that includes quantitative data on economic and technological contributions and qualitative data on the goal of enriching and broadening the experience of all Oregonians.

CHAPTER TWO: RESOURCES AND CAPACITY

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements

The University of Oregon's programs and services are predominately concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the NWCCU's standards and eligibility requirements.

Eligibility Requirement 5: Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

The University of Oregon's values and mission and all of its activities support respect for all individuals and purposeful inclusiveness. A strong and campus-wide commitment to equity and inclusion is at the foundation of institutional excellence.

Eligibility Requirement 6: Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

The University of Oregon adheres to the highest ethical standards in all of its operations and relationships. Employees of the university are State of Oregon employees and are subject to Oregon Revised Statutes, Oregon Administrative Rules Sections 580 and 571, and to Oregon University System Internal Management Directives. The affirmative and permeating ethic and emphasis on integrity is complemented by well-known reporting, grievance procedures, and the State of Oregon's Secretary of State "whistleblower" protections.

Eligibility Requirement 7: Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The University of Oregon's governing board is the Oregon University System Board. That OUS Board selects the institution's chief executive officer, approves the mission

of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with system-wide policies and Internal Management Directives (IMD's). The OUS Board delegates to the president the responsibility to implement and administer these policies and directives. All aspects of the composition, organization and operation of the OUS Board comport with Eligibility Requirement 7.

Eligibility Requirement 8: Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The University of Oregon's president, as full-time chief executive officer, provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. All aspects of the president's responsibilities and authorities and relationship to the OUS Board comport with Eligibility Requirement 8.

Eligibility Requirement 9: Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The university's administration and staff are highly qualified and organized in a manner to provide leadership and support to the institution's fulfillment of its core themes as well as all aspects of the full mission statement.

Eligibility Requirement 10: Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The University of Oregon employs 720 full-time tenure related faculty and 1,300 full-time non-tenure track faculty. The composition of the faculty and the processes for recruiting, selecting, evaluating and promoting faculty reflect the high standards of a flagship institution with national standing recognized by its membership in the Association of American Universities.

Eligibility Requirement 11: Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student

learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

The University of Oregon has a clear mission statement that guides the development of each program it offers. All programs are held to a standard of rigor and quality that is at the heart of the mission statement and is articulated in the four core themes. All academic programs at the University of Oregon have identifiable student learning outcomes that relate to the general mission of the university and that have appropriate relationships to the specific program content and field of study.

Eligibility Requirement 12: General Education And Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

The University of Oregon offers collegiate, indeed AAU quality, programs that culminate in identified student competencies in recognized fields of study. Every academic program has its foundation in a core of general education that crosses disciplines. Evaluation and continuous improvement of educational programs is ongoing, thorough and systematic to their relationship to institution-wide core themes.

Eligibility Requirement 13: Library And Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

At the University of Oregon, fully adequate library and information resource services are offered at the appropriate level for the degrees offered. These services are of the highest quality and are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Eligibility Requirement 14: Physical And Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The University of Oregon provides high quality academic and support facilities on a campus that has been singled out frequently for distinctive beauty. These facilities are adequate to allow the institution to achieve its mission and core values. As

student population has grown dramatically in recent years, the campus has responded by making the further creation of classroom and other learning facilities its highest capital construction priority. (See Classroom Construction Project Summary, Appendix, p. 144)

Eligibility Requirement 15: Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

The University of Oregon has a long tradition and a fervent commitment to the values and principles of freedom of inquiry, freedom to learn and freedom to teach. The historic principles of *Lehrerfreiheit* and *Lernenfreiheit* are at the core of the University of Oregon's institutional excellence.

Eligibility Requirement 16: Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Admissions criteria and procedures are clearly articulated, broadly promulgated and equitably applied as the university determines the composition of the student body it serves. These criteria are presented clearly in the University Catalog and in all official publications of the institution.

The University of Oregon publishes an annual catalog on the web. This document is available at <http://uocatalog.uoregon.edu/>. The catalog meets all aspects and contains all attributes of the required by Eligibility Requirement 17.

Eligibility Requirement 17: Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The University of Oregon publishes information in the UO Catalog (<http://uocatalog.uoregon.edu>) regarding its mission, admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. Current information regarding mission and core themes can be found on the UO Accreditation website (<http://accreditation.uoregon.edu>).

Rules and regulations for student conduct is also available online (<http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>).

Eligibility Requirement 18: Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The University of Oregon demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability. The institution fully meets all aspects of this eligibility requirement. annual financial reports can be found online (<http://www.ous.edu/dept/control/accounting-reporting/annualreport>).

Eligibility Requirement 19: Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

The University of Oregon annually undergoes an external financial audit in compliance with Oregon state laws and conducted by highly qualified individuals according to generally accepted auditing standards. The University of Oregon publishes the results of this audit each year at <http://ba.uoregon.edu/staff/accounting-and-financial-management/>.

Eligibility Requirement 20: Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The University of Oregon complies with all NWCCU reporting requirements including annual reports, submissions of substantive changes, in addition to the ongoing self-study and reporting that is a part of the Commission's new continuing self-study and reporting with recursion. Dr. David R. Hubin, senior assistant to the president, serves as accreditation liaison officer and has fulfilled those duties for over 23 years.

Eligibility Requirement 21: Relationship With The Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or

negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

The University of Oregon accepts the standards and policies of the NWCCU and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the University of Oregon agrees that the Commission may, at its discretion make known the nature of any action, positive or negative, regarding the University of Oregon's status with the NWCCU to any agency or members of the public requesting such information.

STANDARD 2.A GOVERNANCE

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The University of Oregon is an institution within the Oregon University System. It is governed with clearly defined authority by Oregon Revised Statutes, Oregon Administrative Rules 571 (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_tofc.html) and 580 (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_tofc.html) and Internal Management Directives (<http://www.ous.edu/dept/cont-div/policy/imd>) that emanate from the OUS Board.

In accordance with Oregon University System IMD 3.105, the University of Oregon internal governance structure is reflected in a University of Oregon Constitution (http://senate.uoregon.edu/sites/senate.uoregon.edu/files/Constitution_of_the_UODec_15_2011.pdf). This document and a long tradition of shared governance and consultative decision-making ensure the provision of the view of faculty, staff, administrators and students on all matters in which they have a direct and reasonable interest.

2.A.2. In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Within the Oregon University System, the division of authority and responsibility between the system and the institution is clearly delineated. Specific responsibilities of the OUS Board, the OUS chancellor, the institution president and the authorities of the faculty are stated in Oregon Revised Statutes, Oregon University System Internal Management Directives and Oregon Administrative Rules. In 2011, state legislation changed the Oregon University System from a state agency to a public university system. This afforded the Oregon University System more autonomy over certain operational details, while ensuring continuation of the system's public mission and accountability. The Oregon University System Chancellor's Office reports to the Oregon State Board of Higher Education. The OUS Chancellor is the chief executive officer and simultaneously reports to the Oregon State Board of Higher Education and to the State of Oregon's Chief Education Officer, a new position, created July 1, 2012.

The Chancellor supervises a systemwide administrative team of vice chancellors and senior staff who manage the work of the OUS Board. As a result of the passage of Senate Bill 242 (<http://www.leg.state.or.us/11reg/measpdf/sb0200.dir/sb0242.intro.pdf>), the Oregon State Board of Higher Education has expanded from 12 members to 15 members, each of whom is appointed by the governor and confirmed by the State Senate

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The University of Oregon retains an Accreditation Liaison Officer (ALO) who monitors and informs the NWCCU on any updates or changes that affect the institutions accreditation standing. The ALO, Dr. David R. Hubin, senior assistant to the president, reports directly to the president, coordinates with the provost, and serves on the university’s Assessment Council. Dr. Hubin has served in this capacity since 1991 and maintains a close working relationship with the NWCCU Executive.

Compliance with the NWCCU Standards for accreditation is of central concern in all negotiations and dynamics with bargaining units, legislative actions and external mandates.

Within the Oregon University System all classified staff are recognized by the SEIU (<http://www.seiu.org/>). At the University of Oregon, the graduate teaching fellows are organized and represented by the Graduate Teaching Fellows Federation (GTFF) (<http://gtff3544.net/>).

In May 2012 a bargaining unit containing instructional faculty was certified by the State of Oregon. This organization, the United Academics of the University of Oregon (<http://uauoregon.org/?cache=0>) is affiliated with the American Association of University Professors and the American Federation of Teachers. Initial working sessions to develop the first contract between the University of Oregon and the UAUO commenced in early December 2012. They are currently in progress.

Governing Board

2.A.4 The Institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated and broadly understood.

The University of Oregon’s governing board is the Oregon University System Board (<http://ous.edu>).

For further detailed information on the board including bios and term length, please visit the OUS website at http://www.ous.edu/state_board/members. Following is a list of board members:

Matthew (Matt) W. Donegan, Board President
c/o Forest Capital Partners, LLC
111 SW 5th Avenue, Ste 3850
Portland OR 97204
matt_donegan@ous.edu

Jill W. Eiland, Board Vice President
c/o Intel Corporation
5200 NE Elam Young Parkway
Hillsboro OR 97124
jill_eiland@ous.edu

Dr. Lynda M. Ciuffetti
2082 Cordley Hall, OSU
Corvallis OR 97331
lynda_ciuffetti@ous.edu

Brianna R. Coulombe
c/o Chancellor's Office, Eugene
PO Box 3175
Eugene OR 97403-0175
brianna_coulombe@ous.edu

Dr. Orcilia Forbes
c/o Chancellor's Office, Portland
PO Box 751
Portland OR 97201-0751
orcilia_forbes@ous.edu

Allyn Ford
c/o Roseburg Forest Products
PO Box 1088
Roseburg OR 97470
allyn_ford@ous.edu

James (Jim) L. Francesconi
c/o Haglund Kelley, LLP
200 SW Market, Ste 1777
Portland OR 97201
jim_francesconi@ous.edu

Farbodd A. Ganjifard
149 Snell Hall, ASOSU
Corvallis, OR 97330
Farbodd_Ganjifard@ous.edu

Paul Kelly, Jr
c/o Chancellor's Office, PSU
PO Box 751
Portland OR 97207-0751
paul_kelly@ous.edu

Dr. James (Jim) Middleton
President, COCC

2600 NW College Way
Bend OR 97701
jim_middleton@ous.edu

Dr. Emily J. Plec
Communications Studies, WOU
345 N. Monmouth Ave
Monmouth OR 97361
emily_plec@ous.edu

Kirk E. Schueler
Chief Administrative Officer
St. Charles Health System
2500 NE Neff Road
Bend OR 97701
kirk_schueler@ous.edu

David (Dave) V. Yaden
c/o Chancellor's Office, PSU
PO Box 751
Portland OR 97207-0751
dave_yaden@ous.edu

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

Oregon Revised Statutes grant authority to the OUS Board (Oregon State Board of Higher Education) to make rules and policies for the guidance of Oregon University System employees and for the governance of the seven institutions in the system. Board Committees (http://www.ous.edu/state_board/committees) include the Executive Committee, the Academic Strategies Committee, Finance and Administration Committee and the Governance and Policy Committee. Formal decisions are made by the full board or its committees, although the Executive Committee may tentatively approve matters for subsequent ratification by the full board.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Oregon State Board of Higher Education operates within the Oregon Revised Statutes, the Oregon Administrative Rules (Section 580) and develops and revises as necessary the policies that provide broad oversight to the University of Oregon. OUS Board policies, called Internal Management Directives, can be reviewed at:

- <http://www.ous.edu/search/Internal+Management+Directives/0/4>
- <http://www.pdx.edu/oaa/sites/www.pdx.edu.oaa/files/OUSOrgChart2010.pdf>

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Oregon State Board of Higher Education selects and regularly evaluates the president of the University of Oregon. The president reports to the Board through the OUS chancellor. Presidential authorities and responsibilities and evaluative criteria are specifically enumerated in Board Policies:

http://www.ous.edu/sites/default/files/state_board/polipro/files/BdPol120308.pdf (pages 107 through 118).

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Fulfilling its statutory charge, the Oregon State Board of Higher Education has developed policies to govern its practices and actions. A set of bylaws govern the Board's operation, including providing details of responsibilities of Board members and of Board Committees. Policies, bylaws, and administrative rules are adopted by the Board at public meetings in accordance with Oregon public meetings laws. The State Board meetings are open to the public. Agendas and minutes are available online (http://www.ous.edu/state_board).

The Board has devoted significant time to strategic planning, the financial health of the Oregon University System, institutional effectiveness, access and affordability issues and capacity planning. The Board has enhanced its effectiveness by including members who are more geographically and professionally diverse.

In addition, based on a budget note during the 2005-2007 legislative session, the Oregon State Board of Higher Education is required to assess best management practices with respect to oversight of boards. Annual Performance Progress Reports (APPR) are available online at

<http://www.ous.edu/sites/default/files/factreport/mp/files/2010PerformanceReporttoOSBHE.pdf>.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The University of Oregon is led by effective academic leaders with appropriate and clearly defined levels of responsibility and accountability. (See Organization Charts, Appendix, p. 134)

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The University of Oregon employs an appropriately qualified full-time chief executive officer as president. The current president is Dr. Michael Gottfredson, a noted scholar in criminal justice who came to Oregon with distinguished administrative leadership backgrounds at the University of Arizona and the University of California at Irvine. The president's relationship with the OUS Board comports fully with this standard.

President Gottfredson's résumé and further information are available at:

<http://president.uoregon.edu/biography>

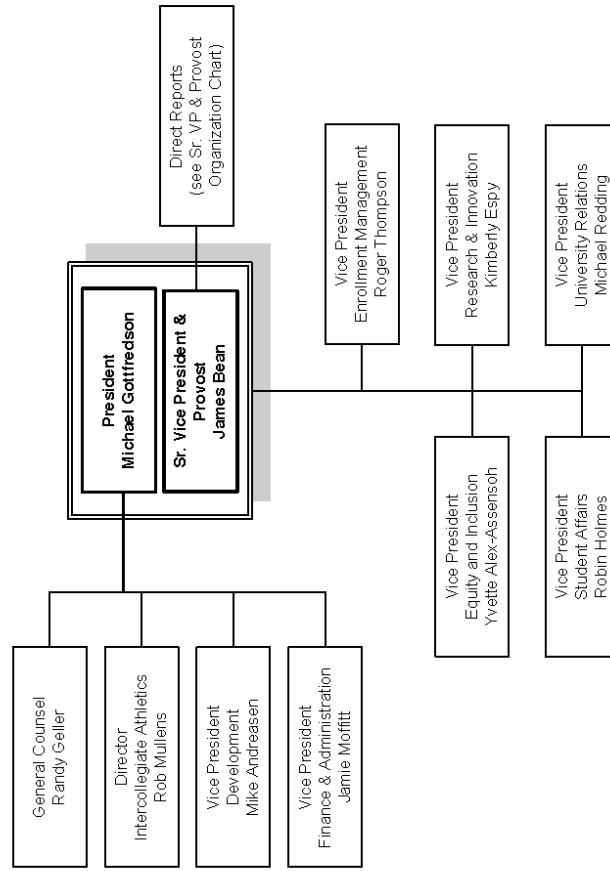
2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The University of Oregon employs a fully sufficient number of outstanding administrators who provide effective leadership in accordance with this standard. The websites that include organization charts and unit statements below illustrate the reporting relationships and responsibilities and the relationship of units to the core themes of the University of Oregon.

- Office of the President: <http://president.uoregon.edu/>
- Office of the Senior Vice President and Provost: <http://provost.uoregon.edu/>
- Academic Affairs: <http://academicaffairs.uoregon.edu/>
- Finance and Administrative Affairs: <http://vpfa.uoregon.edu/>
- Student Affairs: <http://vpsa.uoregon.edu/>
- Enrollment Management: <http://oem.uoregon.edu/meetourteam>
- University Relations: <http://uorelations.uoregon.edu/vice-president>
- Equity and Inclusion: <http://diversity.uoregon.edu/vice-president-equity-and-inclusion>



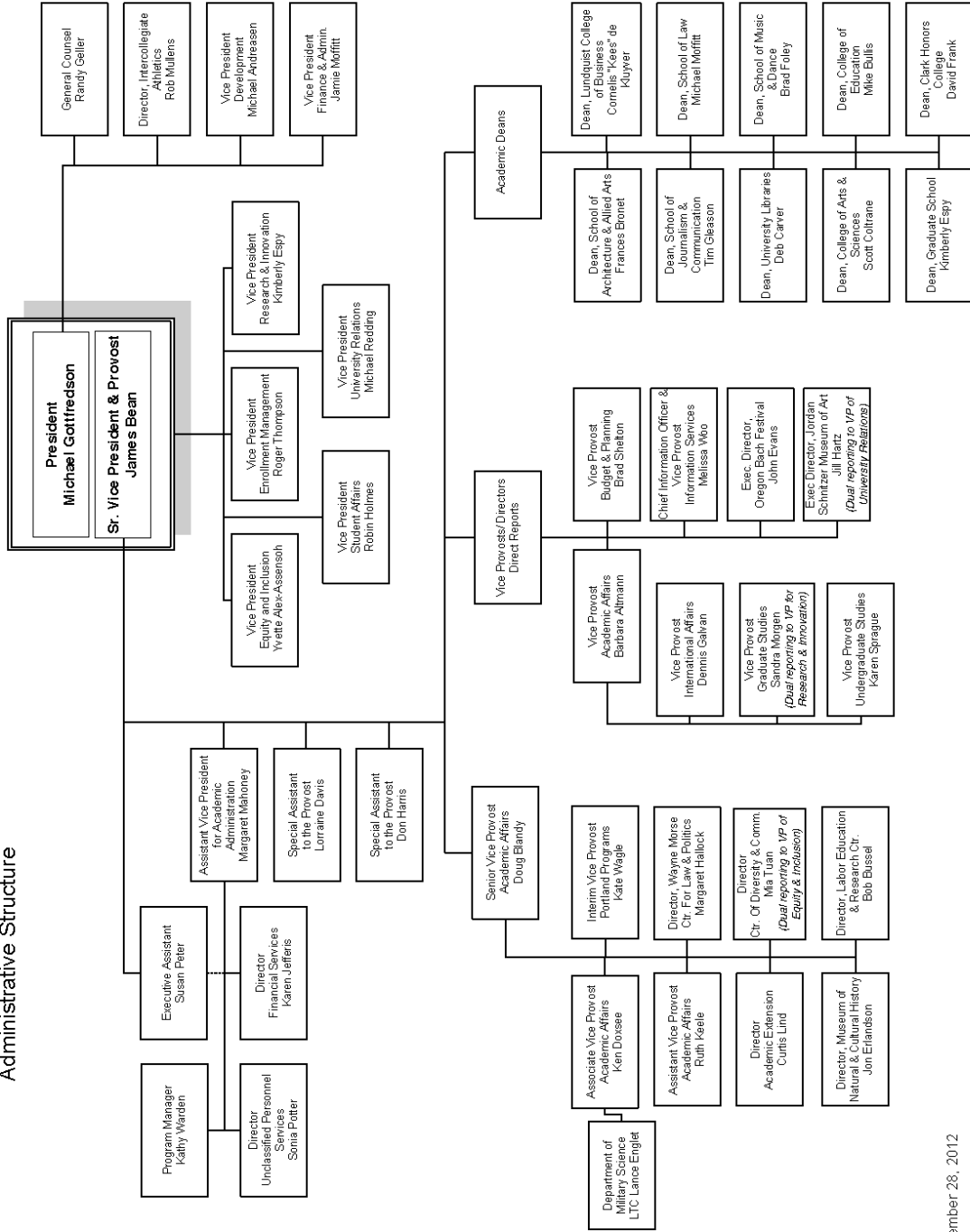
Office of the President Executive Structure





University of Oregon
Office of Senior Vice President and Provost
Administrative Structure

UNIVERSITY OF OREGON



November 28, 2012

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The University of Oregon Policy Library (<http://policies.uoregon.edu/>) provides a controlled and centralized location for university policy statements. In addition, the Policy Library's role is to ensure consistency in development and management of UO policy statements, including planning and approval processes. The Policy Library plays a key role in communicating institution-wide policies to the university community. Through the Policy Library homepage, members of the university community and the public may access Oregon Revised Statutes, Oregon Administrative Rules, and Oregon University System policies and Internal Management Directives.

Supplemental to the Policy Library, policies and guidelines on academic topics are made available to university constituencies in print and electronic venues intended to reach the relevant audience. Academic appointments, promotion and tenure, sabbatical, support and professional development for faculty, and academic programs, for example, are addressed through the website of the Office of Academic Affairs (<http://academicaffairs.uoregon.edu/>). Academic policies and procedures for graduate education are posted publicly by the Graduate School (<http://gradschool.uoregon.edu/policies-procedures>). And the Registrar's Office (<http://registrar.uoregon.edu/>) is the portal for academic policies of interest to students, faculty, and administrators, with individual committees and academic and administrative units communicating policy guidance relevant to their function and communities. Where appropriate, timely reminders of academic policies are distributed to faculty, administrator, and/or student groups via e-mail; dead week and final exam policies, for example, are widely disseminated around the eighth week of a ten-week term.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery methods—are documented, published and enforced.

The library maintains a web page on library policies <http://library.uoregon.edu/policies/index.html> that describes several service policies regarding borrowing, building use, security, privacy, etc. The library site also links to relevant campus policies such as Acceptable Use of Computing Resources and the Student Code of Conduct. New staff and student assistants receive training from their departmental supervisors on library policies and how to enforce them effectively. Feedback from users on library policies is encouraged through the website chat links, social media, and the dean's student advisory council and University Library Committee.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

The University of Oregon follows university policies as well as statewide agreements regarding transfer of credit through direct transfer, through the Associate of Arts Oregon Transfer (AAOT) and Oregon Transfer Module (OTM) agreements, and through agreements regarding the award of Advanced Placement and International Baccalaureate credit to facilitate student mobility between institutions.

UO maintains and annually updates nearly 500,000 transfer equivalency pairs (UO course = XX Institution's Course) in the Banner SIS to ensure prompt, accurate, and consistent processing of course articulation for students. Transfer work is typically evaluated and awarded within three to five days, and students are notified as to how their courses transferred and how the courses fit into their degree plans.

Policies about transfer credit are available:

- in the University Catalog: <http://uocatalog.uoregon.edu/>
- on the Admissions website: <http://admissions.uoregon.edu/>
- on the Registrar's website: <http://registrar.uoregon.edu/>

Specific resources about transfer courses are also available online:

- FAQ for students: http://registrar.uoregon.edu/current_students/transfer-articulation/faq
- Course look-up: http://registrar.uoregon.edu/current_students/transfer-articulation

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Students' rights and responsibilities

Policies and procedures regarding student's rights and responsibilities to specifically academic and social misconduct are covered under the University of Oregon Student Conduct Code. The Code as well as information and guides for students and faculty can be found at <http://conduct.uoregon.edu>. Specific student rights are listed in Oregon Administrative Rule 571-021-0140. A philosophical affirmation of community standards, detailing the general expectation for all members of the university community, is located at <http://policies.uoregon.edu/policy/by/1/01000-governance/affirmation-community-standards>.

Students can easily access the Student Conduct Code online and references are made to it and the Office of Student Conduct and Community Standards (SCCS) on the Office of the Dean of Students website and brochures, and often in faculty's syllabi. For suspected academic misconduct violations, faculty must send the student a written notice that a violation is suspected and that either party can refer the case to SCCS. Faculty will usually meet with the student before referring the case to SCCS. At this meeting the faculty and student will discuss the incident and if the student agrees he or she committed academic misconduct, the faculty member may impose a grade penalty as well as any other academic

sanction, such as a rewrite, additional work, etc. This case is reported to SCCS and is considered faculty-resolved. If the student does not agree academic misconduct occurred, the faculty member can determine that no academic misconduct occurred or have the case referred to SCCS for evaluation and a possible administrative conference or panel hearing. Again, the student may request the case be referred to SCCS at any time.

For social misconduct and academic misconduct cases referred, SCCS evaluates the report and if it believes a violation may have occurred, a notice of allegation is sent to the student. The notice contains a brief description of the incident, the alleged violations, resources the student may utilize in the student conduct process, and a brief description of the two possible ways to resolve the case: (1) administrative conference and (2) panel hearing. The notice also informs that the student has 14 calendar days, excluding breaks and holidays, to make a meeting to discuss these possible resolutions. If a student fails to make a meeting, a SCCS hearing officer may hear the case without the accused student's input. Before any meeting or hearing, the student is given reasonable access to his or her student conduct records per the Code.

If the accused student does make and attend a choice-of-resolution meeting, a SCCS hearing officer will explain the hearing options to the student. An administrative conference involves usually a single hearing officer whose decision as to whether the student is responsible or not-responsible for the violation is final. In an administrative conference all sanctions are possible except for suspension, expulsion, and negative notation on the transcript. The conference may and usually does take place immediately after its selection. The accused student is given an opportunity to explain the behavior and present additional information. The accused student is allowed an advisor, but the hearing officer expects the student to explain and answer questions, rather than the advisor, unless the student declines to speak.

A panel hearing involves usually a mix of four or five students, staff, and faculty hearing the complainant (the person alleging the misconduct), the accused student, and any relevant witnesses. All parties are allowed advisors. If the Panel finds the student responsible for one or more violations, it may impose any sanction including suspension, expulsion, and/or negative notation on the transcript. Either party may appeal the Panel's decision to the University Appeals Board, a six-member mix of students and faculty, and in that case must do so within 14 calendar days of the decision letter.

Student Conduct and Community Standards

- Faculty resolution of academic misconduct cases continued to rise – 5% over last year.
- Created and implemented a football game conduct policy. Collaborated with Department of Public Safety (DPS) in the creation of an updated incident report envelope that includes information essential for SCCS to process alleged violations.
- Improved processes to address student behaviors that are a threat to the safety and/or educational environment by utilizing the Advocate database system to generate emergency action letters.
- Participated in the International Students' Needs Assessment Team's research; results will inform programming and outreach in the coming year, specifically around academic integrity.

2,821 total cases of misconduct charged. (This is an 8 percent reduction over 2010-11.)

Academic Misconduct

242 students charged:

62% involved plagiarism

54% were faculty resolved

of the remaining 46% heard by SCCS, 41% were found responsible

Social Misconduct

2579 students charged:

62% found responsible

68% involved alcohol

4% involved ambulance/EMS

6 cases included harassment charges

19 physical contact (excluding sexual)

2 weapons

Sexual Misconduct

5 students were charged (mult. incidents)

100% found responsible

80% involved alcohol/drugs

Sanctions

4 cases resulted in suspension

0 cases resulted in expulsion

2 cases resulted in a negative notation on the student's transcript

628 alcohol/drug education classes

31 cases were referred to CRS

Student Disabilities

Students with disabilities at all educational levels utilize services and accommodation support. The Accessible Education Center (AEC - formerly Disability Services) provides a range of direct services and works with the university community to minimize physical, programmatic, informational, technological, policy, and attitudinal barriers. This is accomplished through individualized accommodations to disability, the creation of inclusive learning environments, consultation, and outreach. Typical accommodations include sign language interpreting, computer-based note taking, alternate testing environments and conditions, classroom relocation, and physical barrier removal. Modifications to policies and procedures may also be a reasonable accommodation to disability. Technology access is available and includes use of voice recognition software, screen readers, and Braille transcription.

The university is actively engaged in ongoing efforts to improve technology access and is committed to publishing websites that are inclusive and accessible to all users. The university uses WCAG2.0 (level A) as its web accessibility standard <http://webcom.uoregon.edu/accessibility> and offers professional development opportunities

in an effort to assist with compliant and usable websites, forms, and publications, <http://it.uoregon.edu/web-accessibility-resources>.

Every student admitted to the university is sent a postcard from the Office of Admissions notifying them of the availability of resources through the Accessible Education Center (AEC) and the university's commitment to students' with disabilities. Statements on course syllabi invite students to make requests for accommodations in the classroom, and serve as a reminder of available campus support. When reviewing course information at the beginning of each academic term faculty members are encouraged to verbally announce the availability of disability related accommodations, and to invite students to discuss possible course design barriers. Information regarding rights, responsibilities, and grievance options for students with disabilities is outlined at <http://aec.uoregon.edu>. Grievance options and procedures are further explained through the Office of Affirmative Action and Equal Opportunity website <http://aaeo.uoregon.edu>. General information regarding non-discrimination on the basis of disability is available in the UO Catalog [http://uocatalog.uoregon.edu/2010uocathtml/academic resources](http://uocatalog.uoregon.edu/2010uocathtml/academic%20resources). The Student Handbook (distributed to all new students during required orientation programs) contains information about available services and the university's commitment to provide an inclusive and welcoming learning environment for students with disabilities.

Determination of reasonable accommodations is made on an individual basis and is informed by current best practices. Students meet with an AEC advisor to discuss educational and medical history, review documentation of disability or other supporting information, discuss current concerns, academic goals, and anticipated challenges. Faculty notification letters confirm registration as a student with a disability and outline appropriate accommodations. Documentation is maintained and case notes are written to facilitate fair and consistent decisions. Additional information on best practices, procedures, and responsibilities for both faculty and students is available at <http://aec.uoregon.edu>. Guidance and support for faculty and staff on universal course design development and accommodation responsibilities is also provided through ongoing consultation on individual cases, workshops, invited presentations, and departmental meetings.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Freshman Admission

Students' applications for admission and credentials are initially evaluated to ensure that minimum admission standards are met. In order to be minimally admissible, students must have completed a minimum of 15 college prep courses in 5 subject areas and have either earned a 3.0 cumulative high school GPA or meet the GPA/test score combination which can be found here: <http://admissions.uoregon.edu/apply/gpachart.htm>. Students who have met these minimum requirements have a reasonable likelihood of being successful at the University of Oregon.

UO admission requirements have changed over the years to reflect the growing number of well-qualified applicants to the UO and our desire to maintain enrollment within manageable parameters. In the early 1990's, students who had a 3.0 GPA and met all course work requirements were guaranteed admission and students with below a 3.0 GPA were reviewed carefully for indicators of academic success. The review included grade trends, class rank, standardized test scores and rigor of academic course work along with other non-cognitive factors which contributed to other enrollment goals for the university. For several years, this process allowed the UO to successfully manage its enrollment.

The UO increased its requirements for automatic admission to a 3.25 GPA and 16 college preparatory courses for fall 2003. This change was necessitated by an increase in application volume from qualified students and a desire to ensure that enrollment did not out-pace the growth in university resources. Again for the fall term of 2009, the university found it necessary to increase its automatic admission requirements to a 3.4 GPA while maintaining the requirement for the successful completion of at least 16 college-preparatory courses.

Between the fall of 2007 and the fall of 2011, the university experienced a more than 100% increase in freshman applications, necessitating another change in admission requirements. For fall 2007, 11,265 prospective freshmen applied for admission. By fall 2011, that number increased to 23,012 applicants. While consideration was given to continuing our policy of publishing an automatic admission threshold by continuing to raise the GPA minimum for automatic admission, it was determined that it would be best for the university to discontinue its policy of publically stating automatic admission standards. Instead, it was decided to eliminate automatic admission in favor of publishing standard admission requirements and practicing selective admission for the entire applicant pool. This allows UO to take into account multiple factors when determining a student's eligibility for admission to the UO. Each year, we establish a "presumed admitted" threshold. The "presumed admitted" criteria are internally established based on the level of academic preparation presented by the previous year's entering freshman class. The students who meet the "presumed admitted" criteria may be admitted through the initial review conducted by an Admission Specialist. This pool of students are the most academically prepared group of applicants in our pool based on GPA, which, our research indicates, is the single best predictor of academic success at the UO. Students who meet our standard admission requirements, but who do not meet the "presumed admitted" threshold are referred for a comprehensive review by an admission counselor at which time factors such as high school grade point average, strength of academic course work, grade trends, standardized test scores, application essay, special talent, ability to enhance the diversity of the university and special circumstances are evaluated. After the comprehensive review is completed, students are notified of their admission decisions in March. Information about freshman admission is available at <http://admissions.uoregon.edu/requirements>.

A limited number of students who do not meet the minimum admission requirements but whose academic or personal circumstances indicate that they have to potential for success at the UO with additional academic support, may be admitted through the Undergraduate Support Program (USP). USP is for first-year students only and is designed to provide academic support and resources to ensure a successful university experience. Additional information is available at <http://tlc.uoregon.edu/usp/index.html>.

Transfer Admission

All students who meet the stated admission requirements for transfer admission are admitted. In order to be considered for admission to the university, students are expected to have completed a minimum of one college-level writing class, one college-level math class and either two years of second language in high school or two terms of second language in college all with C- grades or better. Oregon resident students need a 2.25 college GPA and non-residents need a 2.5 college GPA. Occasional exceptions are made to this admission policy based on a review by a senior member of the admission staff member. When exceptions are made, strength of previous course work and the major into which a student plans to enter are considered.

Once students are admitted, they are placed into appropriate levels of math, writing, and second language courses based on one or more of the following evaluative measures: SAT scores, ACT scores, university placement exams, and by way of pre-requisite checking during registration. For all other courses and subjects in the curriculum, the university enforces course pre-requisite checking at the time of registration to ensure that students are academically prepared for the course prior to enrollment; students who have not met the prerequisite(s) are not permitted to register for the course.

Information about placement is available to students in their Student Handbook (a printed book distributed to all incoming students during required orientation programs throughout the year), in the University Catalog, and from advisers. Information about course prerequisites is listed in the University Catalog (<http://uocatalog.uoregon.edu>), in the Class Schedule (<http://classes.uoregon.edu>), and within DuckWeb (Banner Self-Serve) when students are registering for classes.

For Undergraduate Students:

When there is evidence of lack of satisfactory progress toward meeting graduation requirements, the Scholastic Review Committee (a faculty committee) may place undergraduate students on academic probation or disqualify them from attendance at the university.

After grades are processed at the end of each term, term and cumulative UO GPAs are calculated for each undergraduate student, admitted or nonadmitted. A student's academic standing is based on attempted and earned hours and on the term and cumulative UO GPAs.

Academic Warning. Students receive an academic warning when the UO term GPA is between 0.00 and 1.99, inclusive, even if the UO cumulative GPA is 2.00 or higher. This notation is not recorded on the student's official academic transcript, but does appear on the unofficial transcript. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification.

Academic warning is given as a courtesy to advise students of potential academic difficulty. Academic probation does not depend on the student receiving prior notice of academic warning.

Academic Probation. Academic probation is earned and the notation "Academic Probation" is recorded on the student's academic transcript whenever the following conditions exist:

1. When the UO cumulative GPA is lower than 2.00. Students who have earned 44 or fewer credits are allowed two terms of probation before they are subject to disqualification. Students with more than 44 credits are only allowed one term of probation before they are subject to disqualification. Students on academic probation whose UO cumulative GPA is lower than 2.00 and whose UO term GPA is 2.00 or higher remain on academic probation
2. When the student's three most recent UO term GPAs are between 0.00 and 1.99, inclusive, even if the UO cumulative GPA is above a 2.00. This notation is not recorded on the student's official academic transcript, but does appear on the unofficial transcript. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification

Students on academic probation are limited to a study load of no more than 15 credits. Incoming students may be admitted on academic probation and are notified when such action has been taken; these students may be subject to disqualification after a single term of probation.

Academic Disqualification. Academic disqualification is determined and the notation "Disqualification" is recorded on the student's academic transcript whenever the following conditions exist:

1. Students on academic probation for having a UO cumulative GPA lower than 2.00 who earn a UO term GPA lower than 2.00 in their next term
2. Students on academic probation for having their three most recent terms of UO term GPAs between 0.00 and 1.99, inclusive, and who earn less than a 2.00 term GPA for the fourth consecutive term. Students who completely withdraw from a term with W marks receive a 0.00 term GPA, and are thus subject to academic warning, probation, and/or disqualification

Students may apply for reinstatement after disqualification by contacting the Office of Academic Advising to prepare a petition for cancellation of disqualification or reinstatement after being disqualified. Petitions are reviewed by the Scholastic Review Committee to determine the probability that a student can satisfactorily complete the requirements of a degree program. The student may enroll during the academic year only if the Scholastic Review Committee allows the student to continue on probationary status. Students may enroll for summer classes without being reinstated. Students who have been disqualified must petition for reinstatement to graduate.

Retroactive grade changes to a term's academic standing are made only to remove probation from the term record and only if grade changes are submitted by the last day to register and

add classes for the following term. If grade changes that affect GPAs and academic standing are submitted later than this, the student's probation standing for the previous term is not amended.

These policies are published in:

- UO Catalog, in the section titled Registration and Academic Policies (<http://uocatalog.uoregon.edu/enteringuo/registration%20and%20academic%20policies>)
- Registrar's website – see Academic Standing: http://registrar.uoregon.edu/current_students/academic-standing
- Academic Advising website – see Seek Solutions http://advising.uoregon.edu/AA_Pages/AA_SeekSolutions.html

Students can also get information by contacting the Office of Academic Advising about the petition process or the Office of the Registrar to inquire about their official transcript.

For Graduate Students:

Graduate students must maintain at least a 3.00 grade point average (GPA) in graduate courses taken in the degree program. Grades of D+ or less for graduate courses are not accepted for graduate credit but are computed in the GPA. Similarly, the grade of N (no pass) is not accepted for graduate credit. A grade of pass (P) must be equal to or better than a B–.

A GPA below 3.00 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades—regardless of the GPA—is considered unsatisfactory. The dean of the Graduate School, after consultation with the student's home department, may drop the student from the Graduate School, thus terminating the student's degree program.

Graduate students can find information about graduate standing:

- In the UO catalog in the Graduate Studies Section: <http://uocatalog.uoregon.edu/graduatestudies/graduate%20school>
- on the Graduate School's website – see Current Students: <http://gradschool.uoregon.edu/current-students>

Individual departments may have additional academic and progress requirements which students must meet. Information about those policies is listed in the UO Catalog within each department's section.

Graduate students may formally appeal disqualification or other decisions relevant to their academic performance or program. A description of the probation policy and appeal procedures is available in each graduate program (department) office.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The Student Conduct Code is published online at <http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>. It also appears in various versions in publications such as the Student Handbook, which is distributed to all new students attending the university's orientation programs.

For additional information please see standard 2.A.15:

“Policies and procedures regarding students’ rights and responsibilities—including academic dishonesty, appeals grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.”

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

University of Oregon human resources policies and procedures are available online on the Human Resources website at: <http://hr.uoregon.edu/>. Some are found under “Policies and Leaves” section, and others are available under the section dedicated to each employee group (e.g., officers of administration or classified employees). Collective bargaining agreements for the three university unions are available on the same website. The “Human Resources” section of the university policy library contains all policies relevant to human resources: <http://policies.uoregon.edu/>. All individual employment actions (e.g., hires, pay increases, terminations, etc.) are reviewed by the appropriate office for compliance with policies and collective bargaining agreements. Supervisor training covers expectations on executing a wide range of employment decisions and processes. The university’s executive leadership team appoints and empowers working groups and committees as needed to recommend revisions to current policies, or to create new policies to better shape institutional human resource programs and systems for consistency and equity, especially in response to a rapidly changing landscape.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Orientation programs are offered regularly to new faculty, officers of administration, and classified staff and include resources and information on employment policies, conditions, and processes. University policy and collective bargaining agreements mandate regular or annual appraisals for classified and administrative employees. Performance appraisal forms and directions and position description forms are available on the human resources website:

<http://hr.uoregon.edu/>. (See also response to 2.B.2) Collective bargaining agreements, available on the same website, provide guidance on reclassification, promotion, and termination procedures.

Criteria for evaluation, retention, promotion, and termination of non-tenure-related faculty: <http://academicaffairs.uoregon.edu/nttf-policies-practices-0>

Criteria for evaluation, retention, promotion, and termination of tenure-related faculty: <http://academicaffairs.uoregon.edu/promotion-tenure>

Discipline-specific criteria for evaluation and promotion of tenure-related faculty: <http://academicaffairs.uoregon.edu/promotion-and-tenure-criteria>

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

Employee personnel files are maintained in a locked space in Human Resources with limited code access and the Human Resources office has an alarm system that is set during off-work hours. Banner Human Resources/Payroll systems are accessed by individual passwords; employees sign a form indicating that they have been advised regarding confidentiality of data and not sharing passwords. Files with medical information (such as FMLA or ADA) are maintained separately in a locked cabinet. Unclassified files are maintained in Unclassified Personnel Services with access limited to only UPS staff.

Institutional Integrity

2.A.21 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 assure integrity in all representations about its mission, programs, and services.

The University's Office of Communications regularly reviews and evaluates institutional communications with its publics and its constituent members—written and electronic—to ensure that they are based on the highest standards of integrity and are accurate reflections of the university's mission, programs and services

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The university is subject to State of Oregon ethics rules outlined in ORS chapter 244 (<http://landru.leg.state.or.us/ors/244.html>) and jurisdiction of the Ethics Commission (<http://www.oregon.gov/OGEC/Pages/index.aspx>). Those wishing to file complaints regarding perceived ethics violations may do with the State Ethics Commission.

The Supervision Course offered by Human Resources has a section that covers ethics and accountability in the public sector. The New Faculty Orientation provides information on faculty legal responsibilities.

Grievance processes are in place for students, unclassified and classified employees (under the applicable collective bargaining agreement).

Discrimination grievance process for unclassified employees and students:
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_015.html

Employment grievance process for unclassified:
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_021.html

All grievances for classified employees are covered by the applicable collective bargaining agreement found on the Human Resources website:
<http://hr.uoregon.edu/er>

Faculty grievances are conducted pursuant to the standards and procedures outlined in Oregon Administrative Rules (OARs)

- 571-003 (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_003.html)
- 580-021 (http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_021.html).

Addressed within these rules are grievance steps from initiation through final appeal. Procedural requirements and prohibitions, including time limits and composition of appeal committees, are defined under these rules, with university practices designed accordingly and described on the website of the Office of Academic Affairs (<http://academicaffairs.uoregon.edu/grievances>). Faculty have available avenues of appeal through elected boards constituted to hear grievances related to promotion, tenure, and retention (<http://committees.uoregon.edu/node/39>) and grievable decisions not related to promotion and tenure (<http://committees.uoregon.edu/node/40>).

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The university and the Oregon University System (OUS) have several policies relating to conflict of interest:

University of Oregon Potential Conflicts of Interest Policy:
<http://policies.uoregon.edu/policy/by/1/09-research/conflicts-interest-potential>

University of Oregon Financial Conflict of Interest in Research Policy:
<http://policies.uoregon.edu/policy/by/1/09-research/financial-conflict-interest-disclosure-and-management-investigators-external>

Oregon University System Policy State Regarding Conflict of Interest:
http://ous.edu/sites/default/files/state_board/polipro/files/BdPol120308.pdf

Oregon Administrative Rule 571-004-0007 - Conflicts of Interest and Abuses of Power:
Sexual or Romantic Relationships with Students:
http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_004.html

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The University of Oregon maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. Ownership and control of intellectual property (including copyrightable works and trademarks associated with UO innovation) is managed under the Oregon University System Internal Management Directives at Section 6.205 et. seq. (http://www.ous.edu/sites/default/files/state_board/polipro/IMD-2012-10.pdf).

UO's Technology Transfer Services hosts a webpage at <http://techtran.uoregon.edu/content/uo-policies-intellectual-property> that provides links to the State of Oregon, Oregon University System and UO intellectual property policies as well as federal regulations applicable to the University of Oregon. Emblematic trademarks are separately managed by the Office Marketing and Brand Management under UO Policy 07.00.03 (<http://policies.uoregon.edu/policy/by/1/07-university-relations/trademark-licensing-policy>).

The University of Oregon offers a number of tools to help manage intellectual property created by university personnel, including project rules, material transfer agreements, confidentiality agreements, and inventory templates, discussed at <http://techtran.uoregon.edu/content/intellectual-property-management-tools>. University of Oregon personnel report and disclose intellectual property to Technology Transfer Services within the Office of Research and Innovation with guidance provided at <http://techtran.uoregon.edu/content/reporting-innovation>.

Compensation and the distribution of licensing income and royalties is addressed under two University of Oregon policies, UO Policy 06.00.05 (<http://policies.uoregon.edu/policy/by/1/06-finance-and-business-affairs/copyright-royalty-income-distribution>) and UO Policy 09.00.06 (<http://policies.uoregon.edu/policy/by/1/09-research/licensing-income-distribution>).

Finally, control and reporting of intellectual property in relation to the outside activities of University of Oregon personnel is additionally addressed in UO Policy 09.00.05, "Conflicts

of Interest, Potential” (<http://policies.uoregon.edu/policy/by/1/09-research/conflicts-interest-potential>) and UO Policy 09.00.04, “Research, Financial Conflict of Interest in” at <http://policies.uoregon.edu/policy/by/1/09-research/financial-conflict-interest-disclosure-and-management-investigators-external>.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The University of Oregon conforms to all prescribed and proper approaches to the portrayal of its accreditation status.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

UO’s procurement and contracting activities with third parties are governed by federal, state and local law and regulations, Oregon University System policies and procedures, and University of Oregon policies and procedures. When UO enters into contractual agreements with third parties for products or services, the contract method is consistent with all applicable requirements. The scope of work for the acquisition of those products or services is clearly defined, the approved contract is consistent with all applicable laws, regulations, policies and procedures, and maintains UO’s integrity. Any agreement into which UO enters is consistent with the mission and goals of UO and complies with the Commission’s Standards for Accreditation.

- <http://pcs.uoregon.edu/content/statutesregulationspolicies>

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The University of Oregon’s Freedom of Inquiry and Free Speech Policy is available online: <http://policies.uoregon.edu/policy/by/1/01-administration-and-governance/freedom-inquiry-and-free-speech>

This policy extends to an additional policy ensuring fair and consistent scheduling of university facilities: <http://policies.uoregon.edu/policy/by/1/04000-facilities/scheduling-use-facilities>

Oregon Administrative Rule 580 Division 22 also addresses Academic Freedom: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_022.html

The University of Oregon Post Tenure Review Policy includes embedded statement on Academic Freedom: <http://policies.uoregon.edu/policy/by/1/0201-personnel/post-tenure-review>

2.A.28 Within the context of its mission, core themes, 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 examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Policies in defense of academic freedom and freedom of speech are noted in Section 2.A.27.

The dissemination of knowledge is further affirmed in the provost's Academic Plan (http://provost.uoregon.edu/sites/all/files/provost/2011/10/Academic-plan-10_13_09-draft-3-w-10-12-11-noted.pdf), developed in 2009 and most recently amended in 2011, which states:

“By nurturing a vital intellectual climate dedicated to core disciplinary strengths, interdisciplinary dialogue and global exchange, we will continue to promote the cultivation of intellectual virtues as the underpinning of our teaching, our service and our research.”

The “Big Ideas” initiative selected five broad strategic priorities to further promote visibility of scholarship, connected and interdisciplinary research, and internationalization. In support, the University of Oregon Libraries are actively engaged in open access initiatives (<http://library.uoregon.edu/scis/sc/uopenaccess.html>).

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Teaching is evaluated through a number of mechanisms that separately and collectively allow assessment of quality and ensure appropriate recognition of any issues that may require attention. These mechanisms include:

- Student evaluation, both quantitative and qualitative:
<http://academicaffairs.uoregon.edu/student-evaluations>
- Peer evaluation:
<http://academicaffairs.uoregon.edu/peer-evaluation-teaching-and-learning>
- Periodic pre- and post-tenure review:
<http://academicaffairs.uoregon.edu/evaluation-and-promotion-tenure-track>
<http://academicaffairs.uoregon.edu/evaluation-promotion-nttf>

Teachers are provided with support structures to ensure understanding of and compliance with regulations regarding the use of intellectual property:

- Teaching Effectiveness Program Guide to Copyright and Fair Use:
<http://tep.uoregon.edu/technology/onlinelearning/fairuse.html>
- Teaching Effectiveness Program Guide for On-line Content Presentation:
<http://tep.uoregon.edu/technology/onlinelearning/trainings.html>
- UO policies on intellectual property:
<http://techtran.uoregon.edu/content/uo-policies-intellectual-property>
- Copyright clearance services for course packet preparation:
<http://uopress.uoregon.edu/CopyrightClearance/CopyrightMain.html>

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The university operates under a cascading series of fiscal and budgetary policies:

- The State Board of Higher Education (SBHE) Policies:
http://ous.edu/state_board/polipro
- SBHE Internal Management Directives:
<http://www.ous.edu/sites/default/files/about/polipro/files/PolicyonPolicies100105.pdf>
- Oregon University System Fiscal Policy Manual:
<http://ous.edu/dept/cont-div/fpm>
- University of Oregon Policy Library:
<http://policies.uoregon.edu/>

These policies delineate the roles and responsibilities of both the institution and the governing board. All investments, systemwide cash account management, capital project planning, and debt issuances are processed through the system office. The governing board is provided with quarterly updates of the institution's financial position, including a comparison to operating budget and a forecast of year-end results.

STANDARD 2.B HUMAN RESOURCES

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

University recruitment processes for the classified workforce of over 1,600 positions are managed by Human Resources. Information is available at the following link: <http://hr.uoregon.edu/recruit>. Recruitments for the unclassified workforce of over 3,200 unclassified positions (teaching faculty, researchers and administrators) are managed by individual departments under the oversight of the Office of Affirmative Action and Equal Opportunity. Information is available at the following link: <http://aaeo.uoregon.edu/appointment-process-guidelines>.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

University policy and collective bargaining agreements mandate regular or annual appraisals for classified employees and officers of administration. Performance appraisal forms and directions and position description forms are available on the Human Resources website. Classified process and forms can be found at: <http://hr.uoregon.edu/cc>; Officer of Administration information is found at: <http://hr.uoregon.edu/oa-employment/oa-performance-management-overview>.

These processes include updating position descriptions with performance appraisals. Because Officer of Administration (unclassified) positions vary widely, different appraisal formats have been created and are available. The various formats address the need created by diverse responsibilities and duties performed by OAs; in addition, it presents various opportunities to better match the style and needs of supervisors. The website cited above also provides detailed coaching information related to each format, and thereby offers an easily accessible resource to enable supervisors to conduct effective appraisals. Human Resources staff annually conducts an extensive, multi-session supervisor training course; a dedicated section of this course provides direct training on providing feedback and appraising performance.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The university's Office of Organizational Development and Training offers numerous professional growth and development opportunities, generally at no charge: <http://odt.uoregon.edu/services>. Offerings include instructor-led training, certification programs (including Supervision Training and Financial Stewardship Institute), and online suite of courses available through SkillSoft that provides over 2,000 e-learning offerings.

Other workshops falling in the realm of faculty and staff professional growth and development are offered by the Office of Academic Affairs: <http://academicaffairs.uoregon.edu/workshops>; the Teaching Effectiveness Program:

<http://tlc.uoregon.edu/tep/>; and the Center for Media and Educational Technologies:
<http://library.uoregon.edu/cmet/index.html>.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Tenure-related faculty appointments are made only to candidates holding the terminal degree in their field. In some cases, short-term “acting” employment is offered in advance of the awarding of the terminal degree, with the “acting” designation removed upon receipt of the terminal degree:

- <http://policies.uoregon.edu/policy/by/1/0201-personnel/tenure-hiring-tenure-related-faculty-without-terminal-degrees>

Non-tenure-track lecturers are expected to hold the terminal degree in their field, while non-tenure-related instructors in general are expected to hold at least the master’s degree:

- http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_020.html
- <http://policies.uoregon.edu/node/212>

The UO Academic Plan specifically addresses faculty size and quality in the context of the university’s mission, which seeks academic excellence on a human scale while adhering to rigorous standards that establish the university’s ongoing status as the only AAU institution in the state of Oregon.

- <http://provost.uoregon.edu/content/academic-plan>

The UO Office of Institutional Research (<http://ir.uoregon.edu/>) maintains and reports comprehensive data regarding faculty staffing, including annual IPEDS reports and institutional profiles:

- <http://ir.uoregon.edu/ipeds>
- <http://ir.uoregon.edu/profile>

The University Senate, comprised of elected faculty (both tenure-related and non-tenure-related), plays a key role in policy review and development.

- <http://senate.uoregon.edu/>

The integrity and continuity of academic programs are overseen at the college and university levels by curriculum committees and by the University Committee on Courses.

- <http://committees.uoregon.edu/node/10>
<http://casweb.uoregon.edu/Anon/Documents/manuals/managementguide/curriculumandscheduling.shtml> - cu

2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

Institutional expectations regarding teaching, service, scholarship, research, and/or artistic creation are clearly documented through institutional and individual departmental

documents as documented under 2.A.19. The latter are reviewed and approved by academic deans and at the university level by the Office of Academic Affairs.

Faculty responsibilities and workloads are clearly established from the time a faculty position is announced:

- <http://ups.uoregon.edu/content/new-appointments>

Each faculty member is provided with a statement of duties and responsibilities, represented in:

- <http://academicaffairs.uoregon.edu/flipbook/>

Faculty annual reviews provide the department head and dean to evaluate workloads:

- <http://academicaffairs.uoregon.edu/annual-evaluation>

Post-tenure reviews continue on a three-year cycle, with a major review every six years, allowing assessment of workloads by all administrative levels:

- <http://academicaffairs.uoregon.edu/post-tenure-review>
- <http://policies.uoregon.edu/policy/by/1/0201-personnel/post-tenure-review>

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Pre-tenure and non-tenure-track faculty are evaluated annually.

- <http://academicaffairs.uoregon.edu/annual-evaluation>

Pre-tenure faculty receive a major review during their third year, culminating in three-year contract renewal (taking the faculty member to the tenure decision), shorter-term contract renewal (allowing additional review and guidance for faculty appearing to need additional assistance), or terminal notice.

- <http://academicaffairs.uoregon.edu/node/359>

Post-tenure reviews continue on a three-year cycle, with a major review every six years.

- <http://academicaffairs.uoregon.edu/post-tenure-review>
- <http://policies.uoregon.edu/policy/by/1/0201-personnel/post-tenure-review>

The uses of post-tenure evaluation observations and findings – ranging from salary adjustments and potential recognition for outstanding achievement to various career support programs, including personal counseling and professional development

opportunities for those in need – are clearly discussed within the guiding documents for these reviews.

- <http://policies.uoregon.edu/policy/by/1/0201-personnel/post-tenure-review>

2.C EDUCATION RESOURCES

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The Academic Plan of October 2009 reiterates and reinterprets the fundamental academic values implicit in the institution mission within the context of the current environment. This document serves as a touchstone for the consideration of matters pertaining to academic standards and mission.

Comprehensive review of academic programming at the departmental level is conducted on a ten-year cycle, with authority delegated by the senior vice president and provost to the Office of Academic Affairs (<http://academicaffairs.uoregon.edu/program-review>). Unit self-study, coupled with an external review, evaluates each program's objectives; quality and breadth of instruction, research, and public service; preparation of students in the discipline and expectations for student learning; role within the university and effectiveness in that role; and utilization of resources. Program review culminates with a comprehensive assessment of the state of the unit and an implementation plan.

Policies and procedures for the development and review of new academic programs are defined by the Oregon University System (<http://ous.edu/about/provcouncil/pacapp>) and the university, as described in section 2.C.4.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Our efforts are continuing to universalize clear identification in syllabi of departmental course outcomes and their mapping to program and degree outcomes and, when appropriate, general education outcomes. This remains a top focus for our assessment efforts as we move forward.

- http://registrar.uoregon.edu/faculty_staff/academic_scheduling/syllabus
- <http://tep.uoregon.edu/resources/universaldesign/syllabus.html>

Program and Degree outcomes and assessment efforts are developed by individual departments in consultation with the Office of Academic Affairs and maintained on a public website.

- <http://academicaffairs.uoregon.edu/university-oregon-assessment-plans>

General education outcomes are clearly identified, and all new courses proposed for fulfillment of general education requirements must clearly map to these outcomes.

- http://ugs.uoregon.edu/US_Pages/US_GenEdu.html

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

In addition to outcomes and assessment efforts described in 2.C.2., the University of Oregon Committee on Courses is charged with screening all course changes and new courses. Guidelines are published as Procedures for Curricular Changes ([http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures for Curricular Changes-%28August 2009%29.pdf](http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August%202009%29.pdf)). For each course, proposers are asked to prepare a student engagement inventory to validate the assignment of student credit hours and to address such issues as evidence of “substantive and measurable difference” in the type and amount of work required for credit at the 4xx and 5xx levels, where the distinction is applicable.

Supplemental to the procedures and protections described elsewhere in this report for the assignment of transfer credit and credit by exam, the Office of the Registrar maintains a degree audit system and undergraduates are required to submit an application to graduate. Applications for graduate degrees are processed through the Graduate School.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Policies and procedures for the development and review of new or revised academic programs are defined by the Oregon University System (<http://ous.edu/about/provcouncil/pacapp>) and the university (<http://academicaffairs.uoregon.edu/academic-programs-approval-process>). Proposals for new degree programs are reviewed first at the college level, second at the university level through faculty Undergraduate and Graduate Councils, and third at the state level. Undergraduate and Graduate Councils are explicitly charged with responsibility for enhancing the quality of the university’s academic programs, promoting coherence and rigor across the curriculum. Proposals address, in some detail, the academic and pedagogical foundations for the program, manner in which the program will be delivered, relationship to mission and goals, accreditation, demonstrated need, outcomes, and quality assessment, program integration and collaboration, and financial sustainability.

New programs are reviewed after five years; all academic programs are reviewed on a cycle of approximately ten years.

Admission and graduation requirements are published through a variety of venues, including:

- University of Oregon Catalog (<http://uocatalog.uoregon.edu/>),
- the Graduate School (<http://gradschool.uoregon.edu/academic-programs>),
- the Office of the Registrar (http://registrar.uoregon.edu/current_students), and
- academic departments and colleges.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Curriculum

Under the provisions of Oregon Revised Statute (ORS) 352.010, “faculty may, subject to the supervision of the State Board of Higher Education under ORS 351.070 (Board general powers as to higher education and institutions), prescribe the course of study to be pursued in the institution and the textbooks to be used.” In accordance with this principle, university procedures describe the roles and responsibilities of faculty bodies in a tiered review and approval structure for the design, implementation, and revision of curriculum.

- <http://www.oregonlaws.org/ors/352.010>

Proposals for curricular changes at the course level are reviewed by the University of Oregon Committee on Courses (UOCC). A full slate of recommendations is submitted to the University of Oregon Senate at the conclusion of each of three academic quarters for a vote by that body.

- <http://committees.uoregon.edu/node/10>

Procedures for Curricular Changes (UOCC):

- [http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures for Curricular Changes-%28August 2009%29.pdf](http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August%202009%29.pdf)

Proposals for new or revised academic programs are subject to review and endorsement by faculty curriculum committees as constituted within each school or college and subject to the procedural guidelines developed for each unit. Proposals for new programs or significant changes proceed in a series of review stages to the university’s Undergraduate or Graduate Councils, and – for new degree and certificate programs or existing programs offered in new locations – to the Oregon University System’s Provosts’ Council, the State Board of Higher Education’s Academic Strategies Committee, and the Northwest Commission on Colleges and Universities (NWCCU). Minor adjustments to program curricula are most commonly satisfied with college-level review. All approved programs and curricular changes are submitted to the University of Oregon Senate in the quarterly curriculum report. Procedural guidelines for proposing curricular changes are described on the Academic Affairs website (<http://academicaffairs.uoregon.edu/academic-programs-approval-process>).

Selection of New Faculty

Academic departments are the central drivers of individual faculty hiring efforts. The Office of Unclassified Personnel Services maintains guidelines and provides support to department heads and faculty search committees, with assistance from the Office of Human Resources and the Office of Affirmative Action and Equal Opportunity.

- <http://ups.uoregon.edu/content/interim-recruitment-guidelines-unclassified-personnel>

In partnership with these units, the Office of Academic Affairs developed an online resource, Best Practices in Faculty Hiring, geared to department heads and search chairs, which seeks to advance the university's goals for both diversity and excellence.

- <http://facultyhiring.uoregon.edu/references/>

Faculty search committees as a matter of practice are always comprised primarily or completely of current faculty members.

- <http://ups.uoregon.edu/content/search-committee>

Assessment

Learning objectives and outcomes and plans for their assessment are developed by teaching-related faculty within individual departments, in consultation with the Office of Academic Affairs. In the face of limited resources and heavily committed faculty, and at an institution that prides itself for its decentralized structure and function, we have developed and begun initial implementation of a strong model for comprehensive and effective assessment of learning outcomes. In this full-scale assessment effort, the University Assessment Council, guided by the associate vice provost for academic affairs will play a central role in coordination of “artifact” generation—through an online e-portfolio system—and evaluation—through adaptation of the AAC&U VALUE rubrics. Through a symbiotic relationship between the teaching faculty and this central “hub,” the faculty will shoulder primary responsibility for instilling in their courses, programs, and students a culture of engagement with and concern about learning, while the central assessment team will take on primary responsibility for coordination of the assessment efforts (through engagement of the active teaching faculty) and dissemination of their results. The Office of Academic Affairs will also continue to coordinate university-wide indirect assessments, to disseminate the outcomes of these assessment efforts, and to infuse the significant revelations of these assessments throughout the academic program planning and review processes.

- <http://academicaffairs.uoregon.edu/assessment-student-learning>
- <http://academicaffairs.uoregon.edu/university-oregon-assessment-plans>

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Library subject specialists work closely with faculty from all disciplines to ensure that the library provides both the technical infrastructure and the content to support their courses. The Blackboard system allows for easy integration of library content into the course sight. The library's instruction program provides nearly 900 sessions annually, with over 16,000 participants. Most of these instructional sessions are aimed at students in a particular course, so the content covered is most relevant to their immediate needs.

- <http://library.uoregon.edu/instruct/index.html>
- <http://library.uoregon.edu/general/services/techres.html>

The latest version of the library's strategic plan calls for an expansion of the instructional program.

- <http://library.uoregon.edu/general/about/mission.html>

In addition to integrating library subject specialists with the learning process, the university makes extraordinary efforts to involve other campus resources like its Museum of Natural and Cultural History and its Jordan Schnitzer Museum of Art (JSMA) into the student academic learning experience.

The nationally accredited Jordan Schnitzer Museum of Art (JSMA) provides integral academic support to faculty and students throughout the university. Its collections and exhibitions, lectures, symposia, films and other offerings are planned with the close involvement of faculty to enhance areas of research and teaching in the fields of art, art history, museum studies, Asian studies, Latin American studies, law and journalism, among others. More than fifty graduate and undergraduate students annually receive independent study credit, work, or volunteer in all areas of the museum's operations, in fulfillment of its role as a teaching museum. Its executive director, Jill Hartz, is president of the national Association of Academic Museums and Galleries and a member of the prestigious Association of Art Museum Directors; members of its professional staff also teach and mentor students. The JSMA, in fulfillment of its mission, also serves as the off-site community's art museum and is a major provider of statewide arts education and teacher training. Its studio, school, and family programs build visual literacy, enhance K-12 curricula, and teach arts production skills, and its multicultural and cross-cultural initiatives, including multi-language translations, reflect university goals and community demographics. The University of Oregon recognizes the great value of the museum to both the academic enterprise and its public service mission and supports the best practices of the museum profession, as evidenced by its arts museum.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution

makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Under certain circumstances, UO awards credit to qualified undergraduate students (not graduate students) under the Credit by Exam policy. The Academic Requirements Committee approves the Credit by Exam attempt and UO faculty give the exam and determine the grade. Credit can be used toward graduation requirements, but does not count toward “residency” credits required for the degree. Credit is recorded on official transcripts as transfer credit from the Credit By Exam program.

Information about credit by exam (policy and procedures) is available in the University Catalog and on the Registrar's website.

- <http://uocatalog.uoregon.edu/>
- http://registrar.uoregon.edu/current_students/advanced_credit-credit_by_examination

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

UO accepts transfer credit only from like-accredited institutions (i.e., those that are regionally accredited). Courses are evaluated for content, rigor, and level before being equated as a course-for-course equivalency in the articulation tables, or alternately are articulated as “generic” credit when a direct course articulation is not possible. Transfer credit is applied toward degree requirements using u.achieve degree auditing to ensure that credit is applied with high academic standards. By policy, students are limited to the number of total credits allowed to be transferred in from international and domestic two-year colleges (90 and 124, respectively).

UO has established institutional articulation agreements with every community college in the state of Oregon, (17 total community colleges in Oregon), the other six OUS institutions and several out-of-state two- and four-year institutions. UO's commitment is to catalog a complete course-for-course articulation with each institution so that students can be assured how courses earned at one institution will be transferred to UO and how those courses will be used in UO degree programs. Students can easily access the articulations online: http://registrar.uoregon.edu/current_students/transfer-articulation.

University-level responsibility for transfer credit: The Office of Enrollment Management has primary responsibility for communicating transfer policies and maintaining transfer equivalency information. To establish equivalencies for courses that are not obviously identical, faculty in the relevant disciplines are consulted, and occasionally, the vice provost for undergraduate studies http://pages.uoregon.edu/ustudies/US_home.html or the Undergraduate Council <http://pages.uoregon.edu/ucouncil/> are consulted, as well. The Office of Enrollment Management also takes the lead in determining where articulation

agreements with particular institutions are needed, and includes the relevant faculty and administrators (e.g., school/college deans and vice provosts of graduate or undergraduate studies) in the design of the agreement.

State-level responsibility for transfer credit: The UO's evaluation of transfer credit for general education course work or for advanced high school work (Advanced Placement, International Baccalaureate or Dual Credit courses) is bolstered by statewide agreements, reached during the last five years, on what constitutes credit-worthy work of this kind. University of Oregon faculty and administrators were leaders in this work.

- **Transfer credit for general education courses:** Disciplinary faculty from Oregon's public and private four-year schools collaborated with their community college counterparts to describe the desired outcomes and criteria for general education courses whose content and quality would make them readily transferrable throughout the state. The faculty represented each of the broad areas within general education (writing, oral communication, mathematics, arts and letters, social science and natural science) and the resulting Outcomes/Criteria statements were then reviewed and revised by a much larger group of faculty at each Oregon school. The final versions were adopted as official statewide policy in 2010: http://ous.edu/sites/default/files/state_board/meeting/dockets/ddoc100107-GenEd.pdf. They have proved useful in judging the merits of individual new courses that are intended to transfer and they are in wide use by the Oregon community colleges engaged in systematic revision of their general education curricula.

The Outcomes/Criteria statements enhance and supplement the statewide two-year transfer degree (AA/OT: Associate of Arts/Oregon Transfer) and one-year module (OTM: Oregon Transfer Module) that pre-date them. See the AA/OT at: [http://69.30.40.54/handbook/handbook/programs-degrees-and-certificates/definitions/associate-degrees/associate-of-arts-oregon-transfer-\(aa-ot\)](http://69.30.40.54/handbook/handbook/programs-degrees-and-certificates/definitions/associate-degrees/associate-of-arts-oregon-transfer-(aa-ot)) and the OTM at: [http://69.30.40.54/handbook/handbook/programs-degrees-and-certificates/definitions/associate-degrees/oregon-transfer-module-\(otm\)](http://69.30.40.54/handbook/handbook/programs-degrees-and-certificates/definitions/associate-degrees/oregon-transfer-module-(otm))

That is, courses that count toward the AA/OT or the OTM must now meet the Criteria and cannot become transferrable simply by being bundled in the degree/module package. The result is that receiving institutions are no longer in the position of giving general education credit for courses taken as part of an AA/OT degree that would not be accepted as stand-alone courses. Moreover, students now receive the same guarantee of general education transferability whether or not they have completed an AA degree. Although completion of an AA/OT is valuable for many students, it is not necessary for everyone. Students who have a well-defined plan for a specific university major are typically encouraged to transfer well before it would be possible to earn an associate degree.

- **Transfer credit for advanced high school work**

AP/IB: Oregon university and community college faculty also collaborated to re-examine and standardize the credit allowances for Advanced Placement and International Baccalaureate courses. Consensus was achieved more easily

than was anticipated and the result has been improved communication with students and elimination of competitive “credit-shopping.” Since spring 2007 when the agreement was reached, a mechanism has been in place for regular review of existing course/credit relationships and response to the introduction of new AP or IB courses. As was true of the initial standardization effort, faculty in the appropriate disciplines are consulted about potential changes and additions. The current credit awards are posted at: <http://www.ous.edu/dept/acadstrategies/acadstandards>.

Dual credit courses: Many Oregon high schools offer dual credit programs that allow students to take introductory college/university courses (e.g., in writing and math) while they are still in high school. To ensure the quality of these courses and their equivalence to their college/university counterparts, a uniform set of standards was adopted in 2010. The Oregon standards are closely modeled on those required for accreditation by NACEP (National Alliance for Concurrent Enrollment Partnerships), a status that commands respect because of the rigorous standards that must be met. The process for developing the standards, and the standards themselves, can be found at: <http://www.ode.state.or.us/teachlearn/subjects/postsecondary/techprep/pdfs/dual-credit-standards-5.pdf>

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The University of Oregon offers no applied undergraduate degrees.

Undergraduate Certificate programs require a minimum of 36 quarter hours and can only be earned in conjunction with a full 180-credit undergraduate degree program. Current undergraduate certificates are:

- Film studies
- Folklore
- Global management
- Second language acquisition and teaching
- Writing, public speaking, and critical reasoning

UO General Education philosophy: The university sees general education as an opportunity to introduce students in all majors, liberal arts and professional, to some of the great questions that have puzzled humans and motivated human achievement for as long as we've been human. The curriculum is intended to illustrate the range of ways we make sense of our natural and social worlds, and to encourage students to apply these ideas to the questions that intrigue them and to the particular challenges of our time. To ensure quality and encourage creativity in the general education curriculum, the university established the Undergraduate Council (<http://pages.uoregon.edu/ucouncil/>) and created the position of vice provost for undergraduate studies (<http://ugs.uoregon.edu/>). Recently (spring 2012), the College of Arts and Sciences, source of most general education courses, created an associate deanship of undergraduate studies, with the goal of enriching this curriculum <http://insideoregon.uoregon.edu/content/mcneely-board-associate-dean-cas>. The university is thus poised to build on its current strength and take full advantage of faculty talent and interest in general education.

Our current strength lies in three areas:

1. The goals of UO general education have been thoughtfully articulated by the Undergraduate Council: http://ugs.uoregon.edu/US_Pages/US_GenEdu.html

These goals are intended to achieve the two broader goals described by the NWCC, namely to help students:

- a. Develop breadth and depth of intellect, and
- b. Prepare for a productive life of work, citizenship and personal fulfillment.

We have taken pains to communicate the simplicity of the overall structure of the general education curriculum, and to explain the purpose of each of its elements: http://ugs.uoregon.edu/US_Pages/US_WhyGenEdu.html

Recognizing that general education is often misunderstood or under-appreciated by both students and parents, we have developed programs and materials that explain the purpose of this curriculum, and present it as the opportunity for adventure that it is. Specifically, we have created:

- a. New Student Orientation sessions that present the opportunities for exploration via general education courses to parents and students (separately). These sessions are organized collaboratively by academic advisors and staff in First Year Programs, and they set the stage for future discussions with academic advisors that are less about checking off requirements and more about the rich possibilities of general education.
- b. The Student Handbook as a guide to UO academic decision-making, generally, but with emphasis on General Education. http://advising.uoregon.edu/AA_Pages/documents/2012-13-shb-final.pdf
- c. Course Connector—an electronic collection of descriptions of general education courses that we hope are appealing and that certainly go beyond what can be captured in the 25-word catalog copy: The focus is on “Group” courses—those that introduce students to the fundamental ideas in the three

traditional areas—Arts and Letters, Social Science, and Natural Science:
<http://courseconnector.uoregon.edu/>

Although useable right now, Course Connector is not yet fully functional and we plan these improvements:

- a. Encourage students to use this information by creating direct links from the DUCK WEB course registration site to specific Course Connector pages. Currently, the linkage operates only in the reverse direction.
 - b. Add more course material to individual pages. The system has been constructed to accommodate nearly anything faculty would like to post (e.g., syllabi, sample problems, videos).
 - c. Add an element that suggests related courses that might be interesting. This wouldn't be live, like Amazon's "If you bought this, you'll also like ...", but would link to a collection of courses recommended and vetted by faculty and students.
2. We use Freshman Interest Groups (FIGs) and other specialized courses to promote integration of the big ideas that students encounter in general education courses. Since it is logistically difficult to provide the kind of coherence that characterizes general education at small colleges, our strategy is to give new students a taste for making intellectual connections and encourage them to continue the practice on their own. FIGs and the specialized courses in the College Scholars program have proved effective vehicles for doing this.

FIGs: In a FIG, 25 Freshmen are co-enrolled in 2 general education courses and use a weekly seminar that's just for them to examine the intellectual connections between the courses <http://fyp.uoregon.edu/figs/>. The seminars are taught by faculty – typically, one or both of the faculty teaching the general education courses – with the assistance of an excellent undergraduate who has taken the courses. Each FIG has an individual character, based on the interests and enthusiasms of the faculty and the student assistant. FIG groups often do extra, creative work connected to the ideas in the courses, and all of them analyze books or films related to the FIG before they arrive on campus. FIGs are popular with both students and faculty and for students, FIG participation is consistently associated with higher frequencies of retention and graduation, and stronger academic performance. It turns out that there's an important benefit to faculty as well. Because the program encourages interaction among the ~70 faculty who are teaching the general education courses that comprise FIGs, it has catalyzed the formation of a vibrant intellectual community. This group spans the campus – including many of our best faculty and drawing them from professional schools as well as traditional liberal arts departments. The result is a critical mass of faculty who are as interested in general education courses as they are in the more specialized courses of their disciplines.

College Scholars courses: Faculty and student interest in general education courses has also been bolstered by the special general education courses introduced through the CAS College Scholars program <http://csch.uoregon.edu/>. Some of these are

smaller, more advanced versions of existing courses, where faculty have the luxury of spending more time with students and helping them discover connections and implications. Others are entirely new. The “Reacting to the Past” (RTTP) courses take advantage of modules and pedagogy, originally developed at Barnard College, that allow students to examine the events and arguments connected with major historical decision points by taking on the roles of key players <http://reacting.barnard.edu/>. Our new associate dean for undergraduate studies in CAS brought RTTP courses to the UO, and they’ve been strikingly successful. We want to encourage more innovation of this kind and in addition to cheerleading, we’re doing the practical groundwork that’s needed (e.g., streamlining the procedure for reviewing new courses).

What lies ahead? Given the number of faculty who are committed to general education, it’s not surprising that new ideas are taking shape. The Undergraduate Council has suggested various loose structures that would expand FIG-like linkages and has also endorsed the idea of connecting writing courses more directly with particular ideas or questions. During the coming year, we expect consensus on a general education remodeling plan – very likely resembling the one described here: <http://provost.uoregon.edu/content/revitalizing-general-education-closing-gap-between-teaching-and-research>. This initiative will be exciting and invigorating and we are confident of its ultimate success because it has grown out of strong and creative academic partnerships: the collaborative work of the FIG faculty, the leadership of the Undergraduate Council, and the attention to excellent general education in the College of Arts and Sciences.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

General education learning outcomes are clearly identified.

- http://ugs.uoregon.edu/US_Pages/US_GenEdu.html

These outcomes have been mapped to the AAC&U LEAP Essential Learning Outcomes. The university is working with the AAC&U VALUE rubrics for assessment of these essential learning outcomes.

- http://www.aacu.org/value/rubrics/index_p.cfm?CFID=43924068&CFTOKEN=71885714

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The University of Oregon offers no applied degrees. We offer undergraduate certificates in:

- Film studies (<http://english.uoregon.edu/focus/film-and-media-studies>)

- Folklore (http://darkwing.uoregon.edu/~flr/undergrads/cert_reqs.htm)
- Global management (http://lcb.uoregon.edu/App_Aspx/UgRequirements.aspx?UgRequirements.5.txt)
- Second-language acquisition and teaching (<http://slat.prod.uoregon.edu/>)
- Writing, public speaking, and critical reasoning (<http://english.uoregon.edu/undergraduate/minor-certificate-in-writing-public-speaking-and-critical-reasoning>)

Graduate Programs

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

The UO’s graduate programs are consistent with both the institution’s mission and with the standards of their respective disciplines and professions. In particular, the institution is committed to graduate education that develops “creators and innovators who will generate new knowledge and shape experience for the benefit of humanity”; and recognizes “that research... is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state’s economic, cultural, and political structure.”

Decennial Program Review evaluates programs in terms of, among other things, the academic mission and strategic priorities, <http://academicaffairs.uoregon.edu/program-review>. Program Review includes input from external reviewers from faculty in each program’s respective discipline as well as input from the university’s Graduate Council, made up of twelve elected tenured or tenure-track teaching faculty and two graduate students. The Graduate Council also considers proposals for changes to graduate programs and new graduate programs (<http://gradschool.uoregon.edu/node/169>).

The UO’s graduate programs are named and categorized appropriately in terms of the levels and types of degrees offered. A complete list of master’s and doctoral programs, as well as graduate certificate programs, can be found at <http://gradschool.uoregon.edu/academic-programs>.

Graduate programs differ from undergraduate programs by requiring specific quantities of course work taken at the graduate level (500- and 600-level) as well as a culminating body of work that demonstrates the student’s engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice (e.g., thesis, dissertation, master’s capstone project) as well as his/her understanding of the literature of the field. Doctoral programs include specific benchmarks for advancing to candidacy such as

successfully passing comprehensive exams or defending their dissertation proposal; programs with a clinical component require doctoral students to successfully complete extensive post-dissertation clinical internships. Graduate education, which includes instruction, supervision, and evaluation, is to be delivered by regular instructional faculty at the University of Oregon. A policy statement approved by the Graduate Council (1/15/1997) articulates this principle as follows:

"Graduate courses (those numbered 500-599, 600-699, and 700-799) at the University of Oregon represent teaching and research at the highest level, and are taught by faculty of the institution. Under normal circumstances, "faculty" means individuals with regular, adjunct, and courtesy faculty appointments and others with the Ph.D. or equivalent research credential..."

Course work and credits are more rigorous at the graduate level. For example, faculty leading courses in which both undergraduate and graduate students are enrolled are required to clearly demonstrate, in the course syllabus, differing assignments and expectations for graduate students that require a greater depth of study and/or increased demands on graduate students' intellect, scholarly or professional knowledge, and creativity. Courses taken "pass/no pass" at the graduate level require that the student earn a grade of B- or better to pass; undergraduate students must earn a C- or better to pass. The UO's Committee on Courses also draws a distinction between the hours of effort attached to each student credit hour assigned at the graduate vs. undergraduate level, the details of which can be found at <http://committees.uoregon.edu/node/425>.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Graduate program admission policies and regulations are published in the Graduate School section of the University Catalog (<http://uocatalog.uoregon.edu/graduatestudies/graduate-school>), and on the Graduate School website (<http://gradschool.uoregon.edu/admissions>). Links are provided from the Graduate School website to each of the graduate programs, where additional information is provided on specific admission policies, procedures, and requirements.

Specific criteria for program admission are determined by faculty in the discipline and are outlined in graduate programs' academic descriptions within the Catalog. These specific program criteria vary to include transcripts, statements of purpose, writing samples, letters of reference, standardized test scores, interviews, and other forms of evaluation of preparedness for graduate study.

The general master's degree credit transfer policy has been set by the Graduate Council, consisting of 12 elected teaching faculty at the rank of assistant professor or above and two students plus the vice provost and dean of the graduate school (ex-officio, non-voting), with representation from each of the schools and colleges of the university. The Graduate Council has set a general policy for transfer credit of 15 maximum quarter hours for master's degrees.

The initial evaluation of master's transfer credit is dealt with by the student's department or program. The department or program then must recommend approval of the transfer credit to the Graduate School, where the credit is reviewed to ensure that it was earned at an accredited institution, is within the seven-year timeframe for master's degrees, and meets minimum grade standards. This policy is available online at <http://gradschool.uoregon.edu/policies-procedures/masters/transfer>.

Doctoral transfer credit is at the discretion of the student's home department, with policies set by the faculty within each department. Doctoral transfer credit policies are outlined on each department's website and/or in each department's graduate student handbook.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Several graduate programs, including but not limited to counseling psychology, school psychology, clinical psychology, couples and family therapy, and planning, public policy and management, incorporate some form of required experiential learning such as internships, field experiences, or clinical practice. Students earn internship credit for these experiences and in many cases they are required in order for the student to graduate, and/or for the student to earn professional licensure in their field. See <http://pppm.uoregon.edu/internships> and http://psychweb.uoregon.edu/system/files/Clinhandbook_F12_0.pdf for examples of program-specific internship policies and requirements.

Faculty members in each program determine when and where internships, field placements, and clinical practices are taken, and the evaluation of those experiences varies widely, with accredited programs typically having very specific measures for student success. Experiential learning that occurred prior to admission to University of Oregon graduate programs cannot be applied to University of Oregon graduate degrees.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

UO graduate programs are evaluated in relation to research excellence, student satisfaction with the program, program climate, relationships between students and advisors, degree

completion rates, time-to-degree rates, and other information. Assessment is via annual exit surveys of graduating master's and doctoral students; a once-every-three-year "Graduate Student Experience Survey," annual research metrics (via recently subscribed to Academic Analytics database), and selected institutional research data. Programs are also reviewed in their entirety every 10 years in partnership with the Office of Academic Affairs, including external review. The UO Graduate School, in partnership with the elected Graduate Council, also reviews all proposals for new degrees (doctoral, masters, certificate). In each of the above instances we scrutinize programs for program excellence, innovation and inclusion, recognizing that different degrees/training programs require very different sorts of academic and professional development training.

School and college deans exert primary oversight of academic programs under their purview. The Graduate School is a strong partner in this regard. Many professional programs are also individually accredited by national accrediting bodies.

In addition to the research training that is provided through course work and research collaborations with faculty, graduate students can also avail themselves of opportunities and resources through one of the several dozen research centers and institutes at the UO (see website for list). These span the sciences, humanities, social sciences and professional schools. <http://research.uoregon.edu/uo-research-centers-and-institutes>

Students in the creative arts (creative writing, visual and digital arts, music, dance and theatre) have opportunities to demonstrate and hone their creativity in courses (rigorously evaluated) and through performances and exhibitions. A small sampling of these opportunities include ensembles and performance venues for musicians and dancers sponsored by the School of Music and Dance (<http://music.uoregon.edu/academics/graduateprograms.htm>); production and acting opportunities for graduate students in theatre arts (<http://theatre.uoregon.edu/>); exhibitions of visual art (<http://art-uo.uoregon.edu/academics/grad>); and studio projects and exhibitions in architecture and landscape architecture, for example in the Laverne Krause and White Box (Portland) galleries.

In addition to strong research and professional training in all UO doctoral programs, the UO Graduate School and each individual school or college offers supplemental career and professional development resources to help students launch academic careers and careers in business and industry, the non-profit sector, K-12 and other education, government, and media and arts sectors. Programs and services vary by college, but generally encompass professional development workshops, networking opportunities, internship opportunities, competitive funding to support research and/or professional travel, etc. See for example, Graduate School Career Development Workshops (PACE Program: Professional Development, Academic Success, Community and Wellness, Engaging in Research) (<https://gradschool.uoregon.edu/node/138>); AAA's Studio Shops; Materials Resource Centers; Computing Labs; and Professional Connections—a searchable database that connects services and resources provided by professional firms, individuals and organizations to the academic, research, and career interests of students, prospective students, and faculty members (<http://aaa.uoregon.edu/resources>); the excellent Career Services available in the Lundquist College of Business (http://lcb.uoregon.edu/App_Aspx/Career.aspx); and a variety of career and professional

development programs and research centers in the College of Education (<https://education.uoregon.edu/research-outreach-units/all>). Graduate students in clinical programs, including psychology and counseling psychology receive extensive supervision as part of their clinical training.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Please refer to the discussion under 2.C.18.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Please refer to the discussion under 2.C.18.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The Academic Extension department (<http://academicextension.uoregon.edu/>) serves as a support unit to extend the offerings of the university to a wider audience beyond full-time, campus-based education. In this outreach effort, a variety of course delivery, student communication services, and enhanced operational infrastructure systems are utilized through the Academic Extension operation. However, academic elements of programs are under the direction of one or more academic units.

Typically, the academic unit will:

- Recommend and/or approve all instructional appointments
- Approve all learning objectives and syllabus details
- Monitor instructor performance
- Assist with student advising

The department head, or designated faculty member, handles these processes. Course and section details, input quarterly in Banner/SIS, are approved by the department head and/or designated administrative associate in that academic unit.

All courses/programs follow standard policies and practices for approval processes, support and training to faculty, instructional oversight and academic rigor, and availability of

student services. The department head retains the responsibility of academic oversight and supervision of all faculty teaching in the subject area.

General program approval and oversight, including areas that transcend individual departments or schools/colleges, is also handled through monthly meetings between the senior director of academic extension and the supervising member of the Academic Affairs office (currently the senior vice provost).

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Records for non-credit program participation are maintained in the office of Academic Extension (formerly Continuing Education) (<http://academicextension.uoregon.edu/>).

2.D STUDENT SUPPORT RESOURCES

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The UO's physical environments are more than plots of land with a collection of buildings where teaching, learning, and research take place. The environment is a vital component of the UO's identity as a residential AAU research university, and an essential factor in student experience. In the age of the Internet, the learning environment is not confined to the physical campus. The university's networked digital environments also serve as platforms for academic experience and student engagement. The physical and the networked environments work together. Both need to support current programmatic needs without losing adaptive capacity for the future, and require thoughtful design, development, and a commitment to ongoing maintenance.

Campus Planning Committee

General oversight of the UO's physical environment is provided by the Campus Planning Committee (CPC), with staff support by the Office of Campus Planning and Real Estate (CPRE). Membership includes faculty, staff, students, and administrators. The CPC is charged to "...advise the university president on long-range campus development with regard to the design of the campus, including buildings and landscaping, and to policy issues related to transportation." The full charge, minutes, and planning documents are published on the committee website, with additional documents, reports, and studies available on the CPRE site.

- <http://committees.uoregon.edu/node/8>
- <http://uplan.uoregon.edu/CPC/CPC.htm>
- <http://uplan.uoregon.edu>

Committee for Academic Infrastructure

The Committee for Academic Infrastructure (CAI), formerly known as the Classroom Committee, is charged to evaluate classroom facilities within the university's general classroom pool and to facilitate their improvement. Membership includes a standing executive committee and a group of appointed faculty representatives. Executive committee

members have direct responsibility for the UO teaching environment and include representatives from the UO Libraries instructional technology groups, the Registrar's Office, University Planning, Facilities Services, and the Office of Academic Affairs. Appointed members of the committee serve as trusted and respected representatives of the faculty and staff.

- <http://academicaffairs.uoregon.edu/committee-academic-infrastructure>

Classrooms

Inventory and Utilization

The Office of Campus Planning and Real Estate conducts an annual classroom inventory and utilization study. In the latest available version (fall 2011), the UO had 163 general pool, jointly-controlled, and departmentally-controlled classrooms. (*N.B.: For fall 2012, this total has increased by at least 6 due to the opening of the Global Scholars Hall*).

Major building projects and renovations have increased both the quantity and quality of classrooms and associated learning spaces on the Eugene campus and in Portland. Of special note (since 2007):

- Portland White Stag Block (2008): 5 new classrooms
- HEDCO and Education Complex (2009): 4 new; 6 renovated classrooms
- Anstett and Peterson Halls (2010): 9 renovated classrooms
- Fenton Hall (2011): 4 renovated classrooms
- Global Scholars Hall (2012): 6 new classrooms

In spite of significant new building additions, renovations, and assignment of additional campus space for classroom use, the UO's enrollment increase since 2007 (See table p. 17) has placed significant pressure on the classroom pool. This is demonstrated by the utilization study's findings on scheduled hours of occupancy per week:

- Room Utilization: 38.4 hours (116% of OUS Board Objective)
- Student Station Utilization: 28.8 hours (144% of OUS Board Objective)

The forthcoming Straub/Earl Expansion and Renovation project will add significantly to the classrooms in the pool, including a 500-seat lecture hall.

- <http://uplan.uoregon.edu/plandoc/F11CRUtilizationReport.pdf>

Conditions

In 2008, the CAI surveyed all of the university's general pool and jointly-controlled classrooms and assessed each room based on the following criteria:

- Accessibility / ADA
- Room Utilization
- Room Utilization - Station Use
- Room Function / Layout
- Room Furnishings
- Media Equipment
- Room Physical Conditions
- Building Systems - Lighting
- Proximity Factor

- Finishes
- Environmental
- Lighting System
- Ease of Use

CAI members also shared their “visceral reactions” to the spaces. This research has proven invaluable in estimating costs and identifying high priority spaces for renovation and upgrade.

Classroom Features

The UO Libraries Classroom Technology Group maintains a directory of general pool and jointly-controlled classrooms at <http://library.uoregon.edu/tools/classrooms/>. This database lists A/V and other specialized equipment installed in each room, along with photographs, maps, and general information such as seating capacity.

Capacity to maintain a high-quality classroom technology infrastructure was greatly enhanced with a successful strategic budget request to establish a permanent life-cycle equipment replacement budget (2009).

Informal Learning Spaces

Student learning at the UO is not confined to the classroom. Students also pursue individual and group scholarship in libraries, labs, residence hall common areas, the student union, and outdoors. Since 2007, the campus has made a number of investments in informal learning spaces. These include but are not limited to furniture and equipment enhancements to Knight and Science Libraries, collaboration rooms and equipment in distributed computing labs, and technology-rich learning commons facilities in HEDCO and the Global Scholars Hall. For further information, please refer to CPRE’s observational study of informal learning spaces at:

- [http://uplan.uoregon.edu/Research/ILSweb\(6_11_10\).ppt](http://uplan.uoregon.edu/Research/ILSweb(6_11_10).ppt)

Living-Learning Residential Communities

University Housing, Undergraduate Studies, and other academic partners collaborate on a range of programs that provide students with a community of intellectual and personal support. These include both extracurricular and curricular programs. For further information, see:

- http://housing.uoregon.edu/reshalls/academic_programs.php
- <http://housing.uoregon.edu/reshalls/specialprograms.php>

It is worth noting how these offerings are articulated with academic programs and units such as First Year Programs (Residential FIGS), Robert Clark Honors College, and language departments.

Online Environments

Learning Management System

The UO has used Blackboard as its web-based enterprise learning management system (LMS) since 1999. All credit-bearing courses are provided with a course site, with student rosters dynamically managed via integration with the Banner SIS. Use of the system varies by instructor, and includes posting of syllabi and course readings, secure grading, online class discussion and homework submission, and in some cases, fully online classes.

The UO Blackboard Services has grown steadily in recent years. In the 2010-11 academic year, for example, the number of course sites grew to over 7,000, an 8.7% increase of 2009-10. The system is one of the most heavily used web services on campus. At one point, there were 15,000 people logged in to our Blackboard system—more than half of all the people in the UO community. For further details, refer to the Blackboard Advisory group's website at:

<http://library.uoregon.edu/scis/blackboard/advisory.html>

Fall 2011 report:

http://library.uoregon.edu/sites/default/files/data/scis/blackboard/bb_status_201101_fall2011

The UO has two additional years on the current license with Blackboard.com, and in 2012-13, the UO will begin exploring the current LMS marketplace and reviewing potential successor systems.

User-Driven Web Content Management

In 2012, the university launched a campuswide web content management service using a WordPress multiuser hosted by edublogs.org. This provides students, faculty, staff, and groups with a well-supported web publishing environment that can be used for courses, group activities, events, individual portfolios, and professional development. For more information, see <http://blogs.uoregon.edu>

2.D.2. The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The university has a state-recognized, campus-based police agency, the University of Oregon Police Department, to help create a safe, secure campus for students and faculty to focus intently on excellent academics, research and public service. UOPD operates 24 hours per day, year-round. Officers patrol the campus on foot, by bicycle and vehicle, and are responsible for campus safety, crime prevention and law enforcement. UOPD serves campus and UO properties with sworn police officers, as well as public safety officers, security officers, and civilian staff in a variety of roles. The UOPD Safe Campus Team works together to track safety issues and uses analysis and best practices to focus on effective prevention as well as response. UOPD works closely with other local law enforcement and emergency response, as well as many partner university departments, to manage emergencies and crises

on campus, and to quickly notify and protect students, employees and visitors. UOPD helps educate the campus community regarding prompt and accurate crime and incident reporting. Department policies, crime statistics, safety reports, and other information are available to the public, in accordance with all federal laws, at <http://police.uoregon.edu>.

The comprehensive Annual Campus Security and Fire Safety Report is available online (in compliance with the federal Clery Act) at <http://police.uoregon.edu/annual-report>.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Background

Orientation and recruitment of new students focuses on providing an introduction to the academic life of the institution. Academic advisors (professional and faculty) in departments, schools, colleges, and program offices participate throughout the year in Admissions and Orientation outreach. This outreach stresses academic fit and provides clear pathways for discipline-specific achievement and career-oriented information for entering first-year and transfer students.

The Division of Undergraduate Studies (home to Orientation Services until July 2012) has deliberately revised all of general orientation events to emphasize academics and give both parents and students a taste of what being part of the UO academic community will be like. Students now emerge from these programs curious about the content of university courses, rather than preoccupied by the mechanics of registration; parents, meanwhile, are reassured that they understand the academic decisions their students are making and can support them enthusiastically.

The following changes were crucial to creating a more effective, academically-oriented orientation program:

- *Improved explanation of the curriculum:* Formerly, the academic information necessary for planning an entire Bachelor's degree program was presented in detail to students at orientation. In contrast, little curriculum information was explained to parents. The current approach is to explain the curriculum more effectively to all orientation attendees. Advising of students is done in two stages: 1.) An overview presents the general structure of a bachelor's degree, without a lot of detail, and is followed by a smaller more informal workshop that addresses individual questions and gets students reading about fall courses they're curious about. 2.) On the second day students meet individually with an academic advisor, who may be a faculty member or a professional advisor. Both students and parents are given copies of the *Student Handbook*, a document created to make the UO curriculum and academic requirements understandable.
- *Improved campus climate:* In the design of orientation, the UO encourages academically-oriented concepts: intellectual curiosity, openness to new ideas and unfamiliar people, and personal integrity. For example, faculty offer mock classes for

students and parents (separately) that feature the ideas that motivate their teaching and scholarship. Advising workshops for students and parents have been revised to encourage curiosity and understanding, rather than overwhelming participants with information. Staff concerned with the academic and nonacademic aspects of student life collaborate to encourage positive attitudes and responsible behavior among students.

- *Nuanced orientation for special student populations:* Several years ago the Office of Academic Advising remodeled its orientation events for Transfer Students – making them more accessible to students with significant time constraints and more appealing to students of nontraditional age and background. In 2009, the Office of Academic Advising and the Office of International Affairs revised orientation for international students to reduce anxiety by giving students who’ve just arrived from distant places an early, dedicated registration period and the opportunity to meet with advisors in an unhurried fashion.
- *Evidence of effectiveness:* Based on satisfaction surveys of parents and students, the new orientation programs are effective. Students express satisfaction with their college choice; parents are impressed with the practical utility of the sessions and the extent of faculty participation. Probably the best evidence of the effectiveness of the academic elements of the program is the feedback we receive from the faculty advisors who work with students on Day 2 – after their initial orientation to university academics on Day 1. Now, most students arrive for their faculty advising appointments with a positive attitude, a broad sense of what they’ll be doing for 4 years, and a long list of courses that interest them.

Extended orientation: first-year programs

These programs have been part of the UO curriculum since 1982 and are based on the idea that effective academic engagement of beginning students will lead to sustained academic success. The Division of Undergraduate Studies has shaped programming to foster academic engagement by:

- Bringing beginning students and faculty together in small groups that have an academic focus – for example, in Freshman Seminars, Freshman Interest Groups (FIGs), and residential academic programs;
- Helping students discover the intellectual connections among different subjects – especially, the subjects of the two general education courses in a FIG;
- Creating opportunities for the practical application of classroom concepts – for example, in the Community Conversations and Practica in the residence halls (through initiatives sponsored by Residence Services).

Based on the capacity of FIGs, Freshman Seminars, and the Clark Honors College, over 90% of UO first-year students have the opportunity to be part of a personalized, small learning community. More than half of all first-year students participate in a FIG, another 20% take a Freshman Seminar, and another 20% are in the Clark Honors College. First-Year programs and the School of Journalism and Communication and College of Business also offer FIG-like seminars that are specially designed for transfer students.

Exceptional admissions situations

A small number of students qualify for special and intrusive advising from the beginning of their academic experience (in addition to services for which they may qualify as a result of their major or program participation). These students, in known academic distress, number fewer than 100 and receive specialized attention immediately upon beginning classes.

- *Undergraduate Support Program:* Typically, the UO admits a small number of students (~25 annually) who show academic promise but whose high school academic records are marred as a result of a medical or a debilitating personal issue. These students take a prescribed program their first year at UO, including supplemental instruction through the Undergraduate Support Program (USP) in the Teaching and Learning Center (TLC). These students are advised by advisors in TLC.
- *Probationary Admits:* In addition, some students are admitted each year on probationary status (45 students in 2011-2012). These students were initially admitted in good standing but demonstrated poor judgment during their senior year of high school resulting in a change in admission status. The students are given one term to demonstrate their capacity for university work. At the start of the term, OAA contacts probationary students, encouraging them to see an advisor (assigned faculty advisor or OAA advisor) if they need class schedule changes or help with adjusting to university academic life, more generally. In the fifth week of the term, these students are again encouraged to see an advisor to discuss their fall term academic progress and select their winter term courses.

New Student Orientation

The way in which students are introduced to the university influences the likelihood that they will persist and ultimately succeed. Our first mission is to get students here for IntroDUCKtion — our summer orientation program. Toward that end we have done the following:

- Increase communication upon admission. In order to support our students' success we work diligently to communicate the importance and the advantages of summer orientation. We have implemented opportunities to discuss orientation and its advantages with students after admission but prior to depositing. Through admitted student receptions, to on-campus open house events, to telephone campaigns, our energy is directed toward increasing participation in summer orientation.
- Reduce or eliminate barriers for Oregonians. Often the students who can most benefit from IntroDUCKtion can't participate due to financial obstacles. While there is no separate fee for students to attend orientation, there are fees for staying in housing and students must pay for travel and some meals while they are on campus for the program. Students who are awarded the PathwayOregon grant are not only low-income but often are first-generation students. To encourage these students to attend early sessions of IntroDUCKtion we reduce the financial barriers for these students by paying for their stay in University Housing and providing them with all meals for the duration of the program.
- We increased the number of IntroDUCKtion sessions we offer to new students to provide more opportunities for students to attend in the summer. While in years past there was only room in IntroDUCKtion sessions for 88% of our new freshmen. Currently there are spaces for 100% of our new domestic freshmen each summer.

Since vast changes were made to IntroDUCKtion after the Process for Change discussion, incremental improvements have been made in the last ten years to the program to make students aware of their academic and program requirements, provide them with the courses they need, and address our expectations for their overall success at the university. To reach those goals we have done the following:

- **Provided immediate introduction to the academy** during welcome remarks and a continued push through the first third of the program — academic advising workshops and faculty panels.

Significant changes have been made in these workshops to get students to focus broadly at first on their general education requirements and understanding how their major requirements and electives fit into their overall degree completion. Utilizing a comprehensive Student Handbook, students are then asked to begin to think about a plan for fall term and courses they will discuss with their advisor on the second day of the program. The academic advising workshops are managed centrally by the Office of Academic Advising who train departmental colleagues to present general information before focusing on major requirements.

Academic achievement continues to be a focus of the program later in Day 1 as we introduce students to current faculty members who discuss their expectations of students. From using technology, to office hours, to studying outside of class our faculty speak directly to their expectations and tips on being a successful student.

We continue to provide a separate-but-concurrent parent program for all our freshman sessions and the messages and workshops are in lockstep with those provided to students. This ensures that as the family continues to be a significant factor in students' success that we continue to build successful partnerships with parents and family.

- **Consistent, measured, and deliberate enrollment management of fall term** courses has led to several positive changes during the course of IntroDUCKtion sessions. In years past it was a well known fact that if a student wasn't able to register for a class they wanted during their IntroDUCKtion session, they could, from home, wait until the next IntroDUCKtion session opened registration and get into a class that was "full" just a few days before. This habit thwarted our efforts to make sure every student had equal access to desirable course no matter how late in the summer they came to IntroDUCKtion.

In 2009, a collaboration between Orientation Programs, Academic Advising, and the Registrar resulted in eliminating the negative consequences to attending a later IntroDUCKtion session. We instituted a practice that once a student has attended their orientation session that they would have only two days to make changes to their fall schedule before we deactivated their registration options until all orientation sessions were complete. This allowed students coming to later sessions to get the seats we opened for them and it greatly reduced frustration for new students, departments, and advisors.

- **Provide timely and open information about our expectation for student conduct.** We believe students' out-of-class success is as important to their development and maturation as their academic success. It is incumbent upon us to provide students with information about some of the common experiences and issues they may face while a student at the UO. Further, it is important for them to know our expectations for them as a member of our community.

During each session, the Sexual Wellness Advocacy Team (SWAT) conducts a performance of several skits/scenarios that focus on sexual wellness, sexual violence, abstinence, and consent. The performances also directly address the influence that drugs and alcohol can have on sexual wellness. We believe this open approach is very effective because it is presented by students and is not lecture based.

We reinforce these and other messages (safety, responsible drinking, roommate relationships, etc) in skits presented by the Student Orientation Staff (SOS) and later debriefed in their small group discussions with SOSers.

Through the Dean of Students Office, the university has also introduced online education through AlcoholEDU for all new undergraduates who are not 21 years of age. Students receive initial information about the online classes at IntroDUCKtion and are asked to complete the first course before they arrive for classes.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Discontinuation of an existing academic program requires review at the college and university levels by faculty curriculum committees, as well as endorsement from the dean and provost. By prescribed procedure, departments proposing to discontinue an academic program must explain why it is no longer needed; the proposed date of removal; and the expected impact of removal on other programs, student enrollment, budget, and faculty positions. Guidelines state explicitly that the proposal must specify how currently enrolled students will complete their programs.

- <http://academicaffairs.uoregon.edu/other-program-changes>

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) Institutional mission and core themes;***
- b) Entrance requirements and procedures;***
- c) Grading policy;***
- d) 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;***

- e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;***
- f) Rules, regulations for conduct, rights, and responsibilities;***
- g) Tuition, fees, and other program costs;***
- h) Refund policies and procedures for students who withdraw from enrollment;***
- i) Opportunities and requirements for financial aid; and***
- j) Academic calendar.***

The University of Oregon annually publishes a catalog in an online format that meets all of the attributes in this standard. <http://uocatalog.uoregon.edu/>. The current catalog does not yet include reference to the four core themes approved by the OUS Board in 2012 and submitted to the NWCCU in this report. This will be updated.

2.D.6 Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;***
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.***

All publications describing educational programs or any licensure information are checked for accuracy by the appropriate dean's office and by the office of communications. A representative sampling from among the numerous examples are found at:

Architecture and Allied Arts:

- <http://architecture.uoregon.edu/programs/techtaching>
- <http://architecture.uoregon.edu/programs/>

College of Education:

- <http://aei.uoregon.edu/ProgramsForTeachers/SLAT.html>
- <https://education.uoregon.edu/program/uo-teach-k-12-teacher-licensure-and-masters-curriculum-and-teaching>
- <http://testing.uoregon.edu/NationalTestingPrograms/ORELA/tabid/74/Default.aspx>
- <https://education.uoregon.edu/program/music-education>

American English Institute:

- <http://aei.uoregon.edu/distant.html>

Linguistics Department:

- <http://logos.uoregon.edu/programs/index.shtml>

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Student records are maintained in enterprise database systems managed, secured, backed up, and failed-over, by UO's Information Services Department. Access to student records is approved for each individual user by the data owner (in the case of student records, by the University Registrar). All user access to systems is reviewed annually to ensure that rights

are managed appropriately. All users sign the “UO Code of Responsibility for Security and Confidentiality of Records and Files” prior to being given access and training. (See example on one of the access forms here:

https://it.uoregon.edu/sites/default/files/appworx_access.pdf.) Violations of this Code can result in disciplinary action, including dismissal.

The UO Student Record Policy, which was written to comply with FERPA and is an Oregon Administrative Rule (OAR) 571-020-0100, is published on the Office of the Registrar’s website (http://registrar.uoregon.edu/records_privacy), and is available on UO’s Policy Library: <http://policies.uoregon.edu/>. The OAR is on the web at:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_020.html. Student records are released and used by school officials with an educational need to know, through approved access to university systems, or by specific written consent of the student. Students have the right to restrict the disclosure of their directory information; the Office of the Registrar handles that process.

The University of Oregon follows the UO Records Retention Schedule, an Oregon Administrative Rule (OAR) (<http://library.uoregon.edu/records/schedule/index.html>).

Student records are specifically guided by Section 166-475-0110 (<http://library.uoregon.edu/records/schedule/166-475-0110.html>).

2.D.8 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.

The UO participates in all federal and state financial aid programs. Institutional funds are also used to support students by remitting a portion of their tuition costs. The UO actively works with the Office of Development to raise funds from alumni and friends of the institution that are then used to support our students.

The Office of Student Financial Aid and Scholarships serves as the conduit for funds from various sources to our students. Since the OSFAS is part of the Office of Enrollment Management, the mission of the university is considered in the creation of any financial aid programs funded with institutional dollars. Also, collaborative efforts are employed between OEM and the academic units of the UO to ensure that the university mission is supported in financial aid programs. We use a results-oriented data model to determine the continued effectiveness of our financial aid efforts.

All funds are disbursed to students via the enterprise student system, so all funds can be accounted for. Accounts are monitored by the appropriate office to ensure that funds are disbursed in accordance with all federal, state and institutional policies, and any Foundation funds are disbursed in accordance with the stipulations of the donor. Periodic external audits are conducted to ensure compliance with appropriate regulations.

A website of consumer information is available to students, parents and other interested parties. This site includes information about the office, financial aid programs, eligibility requirements, and contact information. (<http://financialaid.uoregon.edu/>)

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Students are required to complete entrance counseling, and sign a master promissory note before any student loan funds are released to their Business Affairs Office account. Once the institution is aware that the student has graduated or withdrawn, they are notified that they must complete exit counseling if they have borrowed student loans. During both of those processes, student borrowers are made aware of their loan obligations and the terms of their loan programs. OSFAS staff is also available to answer questions and provide information on student loan repayment options.

The UO also offers financial literacy/money management initiatives to assist students in handling their finances, and realizing the potential impact of student debt on their futures. This includes a website ([http://financialaid.uoregon.edu/live like a duck](http://financialaid.uoregon.edu/live_like_a_duck)), and the use of social media. Staff also offer workshops in the residence halls and in some classes.

Appropriate university staff is updated annually on changes to the UO Cohort Default Rate (CDR), ensuring that the CDR remains within the required limits for continued participation in the federal student aid programs. The UO also monitors average student loan debt at graduation to ensure that appropriate staff is aware of the impact of student borrowing.

2.D.10 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 requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Background

The University of Oregon has a shared and split model for advising declared and undeclared students. Significant improvements in communication between UO departments, colleges, and program offices since 2008 have resulted in clearer roles and improved services for students. This approach to advising provides students with multiple opportunities to be advised on academic programs, opportunities, course selection, and career possibilities.

All students at Oregon are assigned to a faculty or professional advisor in departments, schools, and colleges, and are also encouraged to work with professional advisors in the Offices of Academic Advising (OAA) and Center for Multicultural Academic Excellence (CMAE), or, if eligible, advisors associated with specialized programs such as PathwayOregon, McNair Scholars, TRIO, Accessibility Education Center, and intercollegiate athletics. The UO has a faculty-mandated advising policy that requires all entering students to meet with an advisor prior to registration. The policy is strictly enforced and advising is part of the orientation program that precedes each term. In addition, advising is offered year-round by all academic departments, schools, and colleges, and by the programs listed above.

Individual academic units organize advising differently given local needs and resources. Each department, school, and college has a designated advising coordinator or director who is responsible for coordinating advising and other student services with the unit. Most departments in the College of Arts and Sciences (CAS) rely on instructional faculty to advise their majors although some rely on professional advisors. In addition, some units in CAS utilize graduate teaching fellows and/or coordinate a peer advising team to meet student advising needs. All of the professional schools and colleges rely on professional advisors in a student services office to serve students.

Creating a knowledgeable advising community

Advising materials—print and electronic—are developed centrally by the Office of Academic Advising as well as by academic departments (major-specific information). Campus-wide materials include a Student Handbook, a Faculty Advising Manual, quarterly Advising Bulletin, an advising blog, and year-round advising resources (http://advising.uoregon.edu/AA_Pages/AA_ToolsTutorials.html and <http://duckadvising.wordpress.com/advisor-training/july-5th-introducttion-training/>).

The Office of the Registrar contributes significantly to the success of advising at the UO through their development of online advising resources. The Registrar’s Office has created a GPA Calculator (http://registrar.uoregon.edu/grading_system#GPA_Calculator), a Transfer Equivalency Database (http://registrar.uoregon.edu/current_students/transfer-articulation), and a “one-stop page” for summer orientation advising (“IntroDUCKtion Advising Summary”).

The UO utilizes a Degree Audit Report System (DARS) that enables students and advisors to track their progress toward completion of degree requirements. DARS reports are generated after every quarter and are invaluable for tracking progress. The reports dramatically improve advising sessions because they eliminate the need for manual progress-checking and allow time for developmental advising sessions.

Several academic units, spearheaded and sponsored by the Office of Academic Advising, utilize a commercial note-taking product that also allows for document storage and appointment scheduling. AdvisorTrac© is a web-based tracking system that allows users to document student appointments and readily share advising information across campus. Since implementing this system in 2007, 12 advising units have joined OAA in utilizing AdvisorTrac© for their note-taking. Units that do not use AdvisorTrac© generally have a paper note-taking file system.

The Office of Academic Advising organizes year-round training and ongoing developmental programs for campus advisors prior to each major orientation period – IntroDUCKtion and Week of Welcome – and at least twice during each term. Programs address informational (major and policy updates), relational (the “how” of advising), and conceptual issues (how does advising relate to the mission of the UO?). Advising materials such as the quarterly Advising Bulletin assist advisors to stay updated on university policy and procedures throughout the year.

In 2011, the Director of the Office of Academic Advising worked with campus advisors to form the UO All-Campus Advising Association. Campus advisors identified “ongoing

programming” and “new advisor training” as two of its core needs. An Executive Board develops the agenda for the year in consultation with campus advisors. The Association enjoys campus support among faculty and professional advisors.

Creating an informed student community

Before their initial registration, students are required to learn about advising and the advising system at the UO, and then students meet with departmental, collegiate, or program advisors to create their initial schedule. Students are encouraged to meet with their advisor regularly. Unfortunately, accurate advisor information is not readily available to students due to the decentralized nature of the advising assignment process. Advising assignments are supposed to be accurately reflected on DuckWeb and the Degree Audit. The Office of the Registrar makes every effort to stress the importance of accurate advising assignment at the departmental level at regular meetings with campus partners.

Print and electronic materials provide advising information to students. All incoming students are given the Student Handbook and made familiar with the location of e-resources such as the Catalog (<http://uocatalog.uoregon.edu/>), the student information portal – DuckWeb (<http://duckweb.uoregon.edu>), the Transfer Equivalency Database, and a new tool recently available to help students explore courses in the UO general education curriculum, Course Connector (<http://courseconnector.uoregon.edu/>).

Advising units on campus have embraced social media tools as a way to connect with students (as well as one another). The Student Services office in the School of Journalism and Communication Studies has created over 60 podcasts of “quick questions” available 24/7. Advisors in that unit report that students frequently reference the information in appointments. The “Quick Question” podcast page has received thousands of hits since implementation (<http://journalism.uoregon.edu/quickquestion>). The Office of Academic Advising has created Facebook pages (<https://www.facebook.com/UOAdvising>) for their main office as well as their pre-health (<https://www.facebook.com/uo.prehealthadvising?fref=pb>) and pre-law students. In addition, the Grade First Aid initiative has an active blog (<http://gradefirstaid.wordpress.com/>) associated with the program that has attracted national attention. That blog receives over 500 hits a month during the year and during the busiest months, the site receives 650-800 views.

First-year Student Advising and Mentoring (Including Peer Mentoring)

Specific outreach to first-year students occurs at strategic points in the academic year. In addition to meeting with students in its main office, OAA offers advising where students congregate—in the residence halls and the library. Based on this concept (strategically reaching out to students at appropriate times of the term), in 2009, the Clark Honors College initiated an “advising week” for one week each term that reaches both first-year and continuing CHC students that continues currently.

There are peer mentoring programs in 10 academic units or colleges at the UO. Every peer-mentoring program offers drop-in and appointment-based assistance to students in general education classes and in the major. In addition, some of these programs offer tutoring assistance and information on graduate school. Peer advisors are hired and trained by department personnel.

Early warning and intervention activities

Early Warning. The Services for Student-Athletes (SSA) office has the most comprehensive early warning system of any advising unit. All entering students are tested for reading comprehension, vocabulary, and writing and math ability, and a detailed academic history is recorded. In addition, a Summer Bridge Program identifies students likely to be most at risk, and teaches study skills and library research methods. During the academic year, SSA advisors meet weekly with all first-year/transfer and other at-risk students to review academic progress, including soliciting midterm reports from faculty on course work in progress.

Intervention.

All students: In addition to general advising, the Office of Academic Advising is responsible for communicating with all students who are in serious academic distress. Each term after grades have been distributed, OAA contacts students who are on academic warning (term GPA <2.0) or probation (cumulative GPA <2.0) or have been disqualified. Each student is alerted to relevant resources and given referrals for both immediate and long-term academic assistance. The Students in Transition to Success Program, started by CMAE in 2008-9, offers additional follow-up to all of these students through long-term individual counseling and coaching.

Although the present system accurately identifies students whose GPAs fall below 2.0, there are steps taken to identify students who are not making academic progress. The UO instituted a policy in 2009 to identify students who are on Academic Warning for multiple terms or who are not making academic progress, despite having an acceptable GPA, because they are accumulating marks of “Incomplete” or “Withdraw.”

Undeclared first-year students: OAA has an intrusive academic intervention program for undeclared first-year students who are on academic probation (approximately 100 students in a winter term) called Grade First Aid. As soon as fall grades are posted, advisors contact students and make arrangements for them to attend a meeting in the second week of winter term. These meetings help students identify relevant issues and create a plan for success for winter term. In addition, students are required to make a separate advising appointment before registering for spring term. Throughout winter term, advisors work with probationary first-year students to pinpoint the underlying cause(s) of their academic difficulty.

Students in the PathwayOregon Program: These students meet all UO admission criteria and frequently have exceptionally strong high school records. Because many of these students have little or no family experience with college, are more reliant on excellent advising than are the majority of UO students. In addition to financial assistance, there are dedicated PathwayOregon advisors through the Teaching and Learning Center. The 450 PathwayOregon students that enroll each year are required to see these advisors regularly, and if not in good standing, may not register for the following term without an advising appointment.

Tutoring and other academic support services

The Teaching and Learning Center (TLC) runs drop-in math labs in partnership with the UO math department, a drop-in writing lab, and also offers both group and private tutoring in math, chemistry, physics, and several languages. CMAE coordinates tutoring assistance through TLC and also offers specialized instruction in math and writing. Many academic departments (e.g., chemistry, math) arrange tutors for students or hold drop-in help hours. The College of Business' Braddock Tutoring Center provides free tutoring to undergraduate business students in calculus, economics, statistics, and all areas of business. Academic Support for Student Athletes provides tutors in a number of subject areas. In addition to subject-specific help, TLC offers workshops and short courses on effective learning strategies, including organizing work on a term scale, preparing for and taking tests, communicating clearly, thinking analytically, and understanding English grammar.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Background

The University of Oregon provides an intellectually challenging, vigorous and exciting co-curricular experience including athletic activities, fraternities and sororities, educational and social programs in the residence halls, student government activities, and ASUO (student government) recognized student organizations as well as academically based student organizations. Students are encouraged to develop co-curricular activities and many new clubs, organizations and activities appear each year based on student interest. The following is an abbreviated compendium of co-curricular activities to provide insight into how co-curricular activities are governed and are consistent with the mission and core themes of the institution.

Office of the Dean of Students

Conflict Resolution Services (CRS)

Conflict Resolution Services provides opportunities for students to acquire and integrate effective communication skills into all aspects of their lives. CRS can help resolve a wide variety of conflicts including, but not limited to, the following:

- Problems with roommates, neighbors, landlords, or tenants
- Arguments with friends or partners
- Difficulties with a supervisor, employee, or co-worker
- Difference of opinions in a student organization
- Group project participants want to work more effectively together
- Difficulties with professors, advisors, or classmates

People Served (2011-12)

Students: 76%

Faculty: 2%

Classified Staff: 2%

OA's/Administrators: 7%

Community Members: 12%

Other: 1%

**Note: The above statistics are preliminary. CRS is still processing data from 2011-2012.*

Services Provided

Intakes and Consultations: 106

Mediation Sessions: 14

Coaching Sessions: 34

Trainings/Presentations: 19

Facilitation Sessions: 9

Restorative Justice Circles: 2

Neutral Observation Events: 4

CommUniversity Assistant Program

The UO CommUniversity Assistant Program is comprised of CommUniversity Assistants (CAs) who are students who work to develop community in the neighborhoods surrounding the University of Oregon campus. CAs provide support to foster a positive off-campus living experience and create a value-added relationship between the university and the Eugene community. CAs assist with UO Housing Fair and Day of Service, yet their primary work is to develop projects, programs, and events which relate to:

- *Substance Abuse Prevention:* CAs positively impact the Eugene community through promoting awareness among off-campus students regarding safe and responsible behaviors relating to high risk drinking (i.e. how to host a safe, responsible party) with the purpose of positively impacting the Eugene community.
- *Off-campus student services:* CAs work to develop programs and services which assist students with off-campus issues such as finding housing and difficulties with landlords. CAs promote a vibrant, healthy way of life off-campus.
- *UO Off-Campus Housing Fair:* Organized the 2012 Off-Campus Housing Fair, providing an estimated 3,000 students with access to off-campus housing resources and raising \$10,650 in gross revenues (a 12% increase from the prior year) and \$2399 in net revenues (a 283% increase).
- *Moving Off-Campus Presentation:* Presented this educational presentation four times, reaching an estimated 100 students and parents.
- *Community Welcome / Flock the Block:* Visited residences on more than 70 city blocks with campus partners and distributed estimated 2,000 informational packets and more than 100 brochures.

Diversity Education and Support

The mission of Diversity Education and Support is to support the academic mission of the university by enhancing the educational, personal, cultural, and social development of students with a special emphasis toward the unique needs of students of color, historically underrepresented and marginalized student populations. Diversity Education and Support acknowledges, celebrates, and promotes the diverse cultural experiences of each member of the university community and strives to build collaborative relationships, advocate for and promote social justice. In 2011-12:

- Expanded the Intercultural Mentoring Program Advancing Community Ties (IMPACT). Mentees: 35; Mentors: 35; Coordinators: 7
- IMPACT Freshman GPA is consistently above the UO Freshman GPA from the previous academic year. IMPACT overall average GPA is 3.33. In fall 2011, 18 IMPACT students were represented on the Dean's List.

- Increased participation of young African American men in mentor roles for 2012-13 year in IMPACT.
- One-third of IMPACT students are pursuing degrees in STEM fields, with heavy emphasis on sciences.
- The first UO and Lane County collaboration in co-sponsoring their annual MLK Celebrations. Committee Member for the 25th Annual Lane County MLK Jr. Celebration, “Community Unity.”
- Hosted the workshop, “The People United Will Never Be Divided – A Guide for Cross Cultural Organizing” at the annual UO Presidential Symposium sponsored by the Holden Center.
- Employed two student athlete interns, charged with outreaching to the larger student athlete community about events and resources. The two students also researched peer AAU institutions and identifying what resources, if any, were provided to specifically support student athletes of color. The information was then used to draft a survey that was distributed to student athletes regarding how familiar they were with DOS and CMAE resources.
- Presented at the Annual Oregon Students of Color Coalition Conference on *Negotiations of the Black Athlete: Race, Sports, and Political Protest*.
- Convened and co-chaired the 17th Annual Weaving New Beginnings Celebration. Over 200 hundred attendees.
- Facilitated the workshop, “Who Am I? UO and YOU!” for the 23rd Annual Reach for Success program.
- Partnered with the Office of Admissions Multicultural Recruitment with the “Connections” and “Embracing the Future” programs to present student resources within DOS.
- Co-created the first “social justice track” with the Multicultural Career Alliance (MCA) for the Portland Site visit.

Family Programs

The University of Oregon believes that parents and family members of undergraduate students serve as valuable partners in student success. The Family Programs service encourages involved and informed parents and family members to be resources for their students and the university community. In 2011-12 Family Programs:

- Spoke to more than 3,000 parents and family members during IntroDUCkTion in recruiting for membership in the PFA.
- Including regional representatives, a team of 25 parents is providing leadership to the Association. Hosted a UO Regional Parent roundtable during this time.
- Sold 574 Tailgate Party tickets, which was held in the EMU Ballroom, for the UO vs. WSU game.
- Hosted approximately 1,500 parents and family members on campus for Winter Family Weekend (WFW) 2012.
- Welcomed 200 parents and family members to breakfast during Winter Family Weekend.
- Worked with over a dozen campus partners to plan information sessions attended by more than 300 parents during WFW 2012.
- Hosted a tailgate party for more than 140 parents at the UO basketball game during WFW 2012.
- Produced the sold-out *A Capella* Civil War concert featuring “On the Rocks” and

- “Outspoken” at the McDonald Theatre during WFW 2012.
- Held a PFA Rose Bowl Reception at the Santa Monica Pier, followed by an official UO Rose Bowl pep rally.
- Welcomed more than 100 parents to campus for Spring Family Weekend 2012.
- Parent and Family Programs received a 96 percent overall satisfaction rating for our programs and services in the bi-annual Family Programs Survey.
- Improved our on our benchmark numbers across the board for participation and involvement of parents of students of color in the Parent and Family Association.

LGBT Education and Support Services Program

- In partnership with University Housing, enhanced the gender inclusive residence hall space to include first year students and assisted in the creation of UOEqual, a LGBTQ group that meets in Housing.
- Efforts to connect local Gay/Straight Alliances to the UO community continue to strengthen this year, beginning with an advisor dinner, followed by intentional involvement in the local GSA programs, including visits by the OUTreach team to local high schools.
- The LGBTESSP hosted the largest GSA Connects Campus Visit Day to date. Thirty-seven students from local high schools and Portland schools interested in attending college came for a day of information and resources.
- Seven students and two staff members attended the annual Creating Change Conference in Baltimore, MD. Chicora Martin received an award from the National Consortium of Higher Education LGBT Resource Professionals.
- The Bridges Speakers Bureau program visited over 40 classrooms and presented cultural competency information to approximately 1,000 UO and LCC students.

Through these co-curricular efforts, the university consistently is ranked among the top 25 LGBT friendly institutions in the country and also one of the top ten institutions for transgender inclusion (<http://www.hrc.org/blog/entry/campus-pride-releases-top-25-list-of-lgbt-friendly-colleges-universities/>).

Nontraditional Student and Veterans Programs

- Nontraditional Student Programs welcomes nontraditional students to campus by facilitating six orientation sessions including: Not Your Traditional Duck, Veteran and Family Welcome, and a session for graduate students with partners.
- The Transfer Orientation Student Team continues into its second year of service and members act as ambassadors at all mid-year transfer orientation sessions.
- During Veterans Awareness Week the UO joins over 150 institutions from all 50 states and holds the Remembrance Day National Roll Call. Veterans Day is also recognized with the first Run for the Fallen.
- The UO’s five Tillman Scholars are recognized at the campus wide Veterans Day event.
- The Nontrad Times, the e-newsletter for nontraditional students, reaches over 3,500 students each month.
- Eighty UO students and children attend Family Rec Day, a collaborative effort between Work-Life Resources, Family Rec, and Nontraditional Student Programs.
- Nontraditional Student Programs partners with the Pat Tillman Foundation to host a weekend-long Regional Gathering of Tillman Scholars on the UO campus. Scholars participate in leadership and community building workshops and spend an afternoon

- serving in the Eugene community.
- Over 120 UO students and children attend the third annual Duckling Day Family Skate hosted by the Nontraditional Student Union, Work-Life Resources, and Nontraditional Student Programs.
- The UO recognizes Memorial Day with a Run for the Fallen, the first ever showing of the documentary “To Them That’s Gone,” and an EMU display honoring those who have given their lives in OIF and OEF.
- Nontraditional Student Programs applies and is selected to renew as a host site for an AmeriCorps volunteer to serve veterans in the 2012-13 academic year.
- Two Tillman Scholars have their scholarship renewed and four new students are named Tillman Military Scholars. Scholars attend the Tillman Legacy Summit in Washington DC.

Substance Abuse Prevention and Student Success

- Implemented *AlcoholEdu for College + SexualAssaultEdu for College program*, for all first year freshmen and transfer students under the age of 21 years. The population based prevention program, aimed at individuals, uses online knowledge tests and surveys to assess changes in knowledge, attitudes, and alcohol related behaviors.
- Grant Funding: Received a \$10,000 grant from the Alcohol Beverage medical Research Foundation/ Foundation for Alcohol Research for a new program known as “Designated Ducks,” a program that was a collaboration between the Dean of Students and Athletics to teach student athletes about how to prevent high risk alcohol related behaviors and the negative consequences associated with high risk drinking.
- Community Coalition: Collaborated with Lane County Prevention Department to work on the Oregon Strategic Prevention Framework State Incentive Grant (SPF SIG) and implement the SPF planning model at both the state and community levels in Oregon: target problem, alcohol abuse or dependence resulting from high-risk drinking among 18-25 years old (Note: Grant funding received by the Federal Substance Abuse Mental Health Services Administration (SAMHSA) in July 2009).
- Research: Assessed the possibility of implementing a Medical Amnesty Protocol on campus. Will continue to explore options within our Student Conduct Office.
- Smoke and Tobacco Free University: Served as a member of the STFU working group to help develop the policy, marketing material and overall implementation of the policy on campus.
- Hosted the UO Town Hall Meeting with more than 30 attendees and a panel of experts to talk about how to mobilize the community to prevent high-risk drinking. (Note: *Funding was secured through a grant from SAMHSA*).
- The annual Drug Free Schools and Communities Act requirements were reviewed and information was disseminated to all students.
- Collaborated with the Department of Public Safety and Government and Community Relations as members of the Neighborhood Livability Work Group to 1) address town-gown efforts/ issues in the Eugene Community including neighborhoods adjacent and 2) develop a proposal for a new Social Host Ordinance to address high risk drinking and problematic behaviors in the surrounding campus neighborhoods and the city of Eugene.
- Co-chaired the Late Night Programming Work Group, Ducks After Dark. This group is comprised of several departments on campus and started in *fall 2011* to: (1) assess late night programming on campus, (2) expand campus-based late-night, alcohol-free events

and activities, (3) create a University of Oregon Student Programming Board, and (4) secure ongoing funding to create sustainable late-night, alcohol-free programming.

- Programmed the first “Ducks After Dark: Movie Series” showcasing more than 12 movies over the spring 2012 term (Note: *Raised over \$20,000 to implement program*).
- Committee Work: Participated in the Civility in Athletics Work Group to evaluate and update policies, enforcement, and messaging to help reduce high-risk alcohol use and/or related consequences at sporting events.

Sexual Violence Prevention and Education

Assessment of the Sexual Wellness Advocacy Team 2011-2012—each presentation by SWAT is evaluated by the audience to assess the efficacy of the program and the learning outcomes. Some highlights from the 2011-2012 evaluations are as follows:

- Out of the 456 students surveyed close to 75% of students said that as a result of attending the training they could recognize and name common myths around sexual violence.
- 27% of the remaining students said that they could do this prior to attending the workshop.
- 80% said that as a result of attending the workshop they could identify and model appropriate bystander behavior.
- In addition, 90% of the students surveyed said that as a result of attending the workshop they could list existing campus and community resources available to survivors of sexual violence.

Student comments about the presentations are also consistently positive. The peer education model elicits respect and learning from UO students. One student described her impression of a SWAT presentation in her class this way: “I thought it was amazing that students are taking the time and putting themselves in a vulnerable situation in order to prevent sexual assault on our campus. It is so powerful to see our peers in that role and I find it really effective.”

In addition to the assessment of SWAT programming, the training of peer educators is assessed each term. Some highlights from the Peer Educator Evaluations are as follows:

- 92% of the students surveyed said that they had been in a situation where they used the knowledge or skills they gained in the class.
- Ninety-two percent also stated that as a result of being a SWAT leader they understand gender-based violence in the context of larger societal oppression, including the intersectionality of oppressions.
- One former SWAT student described his experience in SWAT this way: “I can't even begin to describe the amount of relevant and applicable information I learned in this class. Not only did this class broaden my understanding of various issues surrounding sexual assault and prevention, sexual wellness, and healthy relationships, it was a space in which I could get constructive criticism about public speaking and facilitation skills. BY FAR the best experience I've had at college so far.”

“It Can't Be Rape!”

The summer theatre production of “It Can't Be Rape” is a mandatory presentation to all 4,000 students entering the UO who attend summer orientation (IntroDUCKtion). The production includes education about consent, sexual assault, dating/partner violence,

stalking and sexual harassment for all incoming students. Included in the presentation are definitions and dynamics about sexual violence—what it is and what it isn't; its prevalence on college campuses; how to support a friend who has been assaulted; campus and community resources for victims; bystander intervention education; reaffirmation of university protocols and policies; and information about the student conduct code. On-site advocacy is provided during the program. In addition, resource support materials are provided to students during the event.

The last formal assessment of this program was done in 2009. At that time, out of 601 respondents 53% of students said that as a result of viewing the performance at orientation their knowledge of consent in a sexual situation increased. 46% said that their knowledge stayed the same. 57% stated that as a result of viewing this performance their understanding of what constitutes rape increased, and 42% said that it stayed the same. Feedback for the format of the program was consistently positive. One student summed it up this way: "I liked the performance. I know a lot of people my age tend to tune out of brush off things people tell them about healthy sexual relations, assuming they've heard it all before or because they feel awkward about it. I think presenting this issue in a theatrical format was a good way to keep students involved while still getting a message across and creating a better chance that they heard it."

Community Engagement Projects

International Students Sexual Violence Prevention Poster Campaign: Through a partnership with the Sexual Violence Prevention Program and the International Students Association, in 2011-2012 a working committee of students and staff was created using the Community Engagement Project model. As a result of the bi-monthly meetings this group produced three posters that addressed sexual violence prevention with international student populations. The posters highlighted the need for negotiating consent especially in crosscultural relationships. During spring term 300 posters were distributed throughout campus.

CEP Assessment: Students involved in the working committee expressed satisfaction with the program: 85.71% said that as a result of participating in this group they can identify sexual consent and 100% of the students surveyed stated that they are now able to explain the importance of requesting and getting consent. In terms of increasing their knowledge on issues of sexual consent 57.14% stated that it has increased "a great deal" and 42.86% "considerably."

Program Recognition Review Committee Implementation

The ASUO Executive shall use the Program Recognition Review Committee to review and recognize new student groups. The ASUO Executive shall implement the PRRC as outlined in the PRRC Program Bylaws below:

Statement of Program Purpose, Goals

Purpose: The name of the program is ASUO Program Recognition Review Committee (hereinafter PRRC). The PRRC derives its power from OAR 571-011-0015. The ASUO Executive has the authority to recognize and review ASUO groups, and this authority is delegated to the PRRC.

Mission and Goals: The mission of the PRRC is to review all new student groups applying for ASUO recognition and current ASUO programs within a three-year cycle. The review will help to insure that all current programs have updated bylaws and Mission and Goals statements on file, active members to support its ASUO recognition status and that the program is consistent with the ASUO Constitution and the ASUO Green Tape Notebook. When the PRRC reviews new student groups applying for ASUO recognition, it will look for non-duplication of services, consistency with the mission of the ASUO, alignment with the ASUO Constitution and the ASUO Green Tape Notebook, and evidence to show the group's ability to maintain ASUO recognition status over time.

The Holden Center

The Holden Center seeks to create a more deliberate and purposeful approach to leadership education, community engagement and service learning at the University of Oregon that will help students connect their curricular and co-curricular experiences and will further students' learning and growth as scholars, leaders and citizens. Through the following programs and experiences, The Holden Center expands the leadership capacity of University of Oregon students.

Leadership Education and Development

Number of Programs: 7

- The Leadershape Institute
- President's Leadership Symposium
- Catalyst
- Adventure Leadership Institute
- Leadership for the 21st Century
- Leadership Enhancement and Development Workshops
- StrengthsQuest

Number of Students Engaged: 639

Community Engagement and Volunteerism

Number of Programs: 4

- Alternative Break Program
- Duck Corps
- Community Service Grant Program
- National days of Service

Number of Students Engaged: 1,948

Total Service Hours: 15,097

Fraternity and Sorority Life

Number of Students: More than 2,500

Number of Service Hours: 65,676

Leadership Education and Development

The Leadershape Institute

The LeaderShape Institute is a unique experiential learning program for 60 students which delivers a broad range of leadership skills. This intensive and energizing six-day program

focuses on self-discovery and learning which expand participants' understanding of leadership while building practical abilities. LeaderShape is a highly engaging 12-hour-a-day experience that produces extraordinary results in individuals and organizations while also developing a commitment to lead with a high level of integrity.

UO Leadership Summit

The Summit is a one-day conference held each year in April. Its purpose is to empower 150 students to make a difference in our community by focusing on leadership, service and citizenship. It consists of small group workshops, large group keynote presentations and culminates with a Call to Action Fair where students connect directly with a variety of community and civic-based organizations.

President's Leadership Symposium

The Symposium is organized on behalf of the Office of the President and is presented in February each year. The event supports students who are highly involved on campus and in the community. Over 200 students attend to network, build connections, and collaborate on effective ways to make a difference in our community. The program features 6 dynamic professional development workshops and two keynote presentations.

Catalyst

Catalyst takes place each spring. The highly interactive program encourages participants to go deeper, wider and farther out in their definition of who they are and where they can have an impact. The program participants are comprised of 60 first- and second-year students who represent a cross section of interests and involvement. Students will leave the program with the knowledge of what type of leader they currently are, and what type of leader they want to be. This program challenges students to examine themselves and consider how and where their true values and interests align with their actions through interactive exercises and meaningful conversations with other students.

Adventure Leadership Institute

The Adventure Leadership institute is an immersion based outdoor leadership program offered exclusively to incoming first year students. The program will utilize the stunning natural environment of the Oregon Cascades to introduce and develop students' leadership understanding and abilities. Key learning outcomes of this program are found in the understanding and development of leadership theories and personal capabilities in an environment which lends itself the learning experience. This program will focus on key concepts of sustainability, service and leadership throughout the college experience. Furthermore, this program will provide a fun and safe adventure experience that builds interpersonal skills, increases awareness about the value of the outdoors and embodies capacity building amongst peers.

Leadership for the 21st Century

Leadership for the 21st Century is a one-credit course sponsored by University Housing, Family and Human Services, the Holden Center and the Office of Institutional Equity and Diversity. It is offered during the Week of Welcome and is offered to incoming first-year students. This course helps provide students the opportunity to meet university leaders, discuss theories of leadership in small groups with a faculty/staff mentors and meet student

leaders from across campus that are looking to help get them involved. The course is a combination of short presentations, collaborative activities and small group discussions.

Leadership Enhancement and Development (LEAD) Workshops

This series of informative and interactive workshops provides students with immediate and timely resources. Presentations will represent a broad range of interest and needs, and typically include topics such as negotiation, organizational leadership, initiating and responding to change and a host of other options. Program topics can also be requested. Talented UO students, faculty and staff, along with dynamic community leaders, volunteer to facilitate sessions for the LEAD.

StrengthsQuest

StrengthsQuest is grounded in positive psychology theory, an approach focused on well-being and the positive traits that contribute to success. Our StrengthsQuest program is designed to provide students an opportunity to complete the StrengthsFinder instrument followed by an informative and interactive workshop to help interpret and apply their results. The primary goal is to help students identify and articulate their unique strengths within the context of both leadership and organizational development.

We continue to partner with campus colleagues in designing and developing additional curricular and co-curricular programs (workshops, retreats, multiple training sessions) to engage more UO students in the discovery, development, and application of their strengths. Future campus programs might include: leadership development, fraternity and sorority groups, freshmen year experiences, career counseling and advising, peer mentoring, residential life, academic classes, and relationship building.

Community Engagement

Alternative Break Program

Dedicated to providing students the opportunity to explore the most pressing social issues facing communities throughout the nation, the Alternative Breaks program includes Alternative Weekends, Alternative Spring, Winter and Summer Breaks. Offering students short-term experiences aimed to inspire life-long service, the Alternative Break programming brings together diverse groups of students to engage in a variety of social issues through study and direct service.

Duck Corps

The University of Oregon Duck Corps supports and enhances all service and volunteer efforts at the UO. Students, faculty and staff register in an online platform that allows them to identify themes, types of service and length of service in a database that contains hundreds of service opportunities in the local community. Duck Corps participants engage in social action, transforming their own lives, their campuses, their local communities and ultimately the world.

Community Service Grant Program

The Holden Center invites students and student groups to submit proposals for innovative community based projects. Recipients will receive grants of up to \$1,000 to organize a project that allows them to respond to a critical area of need in our community. Project

collaborations can take many forms and provide academic, social, civic, and economic benefits to a broad range of individuals and organizations.

National Volunteer Week

National Volunteer Week takes place each April. The Holden Center develops and implements a series of service projects and programs that engage hundreds of students, staff and faculty in direct service in the community. This program builds awareness about needs and issues in the local community and it enhances the relationship between the UO and the Cities of Eugene and Springfield.

Make a Difference Day

Created by USA WEEKEND Magazine, Make A Difference Day is an annual event that takes place on the fourth Saturday of every October. Each year more than 3 million people care enough about their communities to volunteer on that day, accomplishing thousands of projects in hundreds of towns. In 2011, the UO's Make a Difference Day included 160 participants who gave more than 500 hours of service to the local community. Volunteer projects included working at a Habitat for Humanity build site, helping at Shelter Care's Jack-O-Lanterns on 5th fundraiser and working in the Food for Lane County Grass Roots Garden.

MLK Day of Service

During the 1950s and '60s, civil rights leader Martin Luther King, Jr. recognized the power of service to strengthen communities and achieve common goals. Initiated by Congress in 1994, King Day of Service builds on that legacy by transforming the federal holiday honoring Dr. King into a national day of community service grounded in his teachings of nonviolence and social justice. Each year the Holden Center coordinates a King Day of Service where students, faculty, staff and community members volunteer at projects throughout Springfield and Eugene. The aim is to make the holiday a day ON, where people of all ages and backgrounds come together to improve lives, bridge social barriers, and move our nation closer to the "Beloved Community" that Dr. King envisioned.

University Housing

- Over 500 University Housing Learning Domain Area programs were facilitated the past academic school year.
- University Housing Community Conversations: (the Oregon Brain Tank, student staff) planned twelve large campus community wide discussions that include faculty, students, and community members, exploring academic, political, and popular culture.
- University Housing SuperNova: (a group of Residential FIG Assistants) planned eight large-scale programs for the academic school year in collaboration with First Year Programs to give faculty a forum to present original research.
- Leadership for the 21st Century, tenth year of curricular collaboration with College of Education and Holden Center; engaged 116 first-year students fall 2011 in critical dialogue, reflection, visioning with peer, faculty and staff mentors.
- Completely re-created Student Staff class, *FHS 409: Introduction to Residence Life* to be inquiry-based, examining essential questions in critical pedagogy, educational philosophy, and student development to prepare 90 new student staff to serve as peer educators and academic support within the learning outcomes model.

- Faculty in Residence and Faculty Scholars— Dan Close (Family and Human Services) and Randy Sullivan (Chemistry) engage residential students out-of-class to assist student academic transition to our research university.
- University Housing co-sponsored the 2nd Annual Undergraduate Symposium—Cross-divisional, trans-college initiative with 139 students in 26 majors and five colleges, presenting their research and creative work: 68 posters and 36 talks.
- The 2011-12 Student Staff Diversity Conference, September 2011 included a two day workshop with Kathy Obear, and all staff participated in breakout sessions and resource fair presented by a variety of campus partners.
- Diversity Summit: The Count Me In Long Range Team also hosted a Diversity Summit for all residence hall students at no cost, opening remarks by Robin Holmes, vice president for student affairs, and featured speaker, Carla Gary, the assistant vice president for institutional equity and inclusion and breakout sessions with campus collaborators.
- The Residence Hall Association planned and implemented fifteen large scale programs including Fishing for Diversity (diversity educational program), (LGBTQIA Drag Show educational program), and Cake Study Break (during every finals week) attended by over 500 residents; RHA members attended NACURH National Conference and two PACURH Regional Conferences. RHA created a CRC (Constitution review committee) that looked at other RHA constitutions, found the best practices and implemented them.
- Returned an NRHH (National Residence Hall Honorary) to UO; Students took the lead in creating a constitution and affiliating the chapter. *NRHH is comprised of the top 1% of student leaders on campuses across the world; NRHH's four pillars: scholastics, recognition, service and leadership.*
- Overall, University Housing resident conduct incidents were dramatically reduced, by 37.5%, year to date; alcohol and other drugs incidents decreased 25.2%; alcohol and marijuana use are a concern, learning centered focus and Alcohol.edu, appear to be helping.

University Health Services

Healthy and Successful Lifestyles

- Engage students in clinical setting ensuring that every clinical interaction is a learning opportunity. An example of this is from our Dental Clinic: What evidence of student learning can you provide that contributes to your department learning areas?
 - Positive behavioral change reflected in post-treatment assessment
 - Willingness to spend time and money in recommended dental procedures
 - Willingness to recommend treatment to student/friends
 - Positive student satisfaction ratings, with a majority of students reporting “considerable” or “a great deal” of education from their dental encounter
- Engage students with Peer Health Educators, providing health education in a peer-to-peer setting.
- Engage students during for-credit classes

Multicultural Experiences

We have a diverse, multicultural staff to provide opportunities for students to interact and can choose for their primary care. We also strive to provide multicultural experience opportunities for our students. An example is SHAC's involvement in hosting an

international coffee hour and collaboration with the Health Center's DAC to provide in-services to staff.

An example of learning outcomes for staff following a SHAC/DAC international student panel in-service with 70% of the UHC staff:

- Have a better understanding of international students' health care experiences in their home countries.
- Are more aware of how our services may be different and how some students might react to the differences.
- Are more confident working with international students by having gained an understanding of their experiences and expectations.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and book store), they support the institutions mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Background

The University of Oregon operates four main auxiliary services in support of the institution's mission. These auxiliaries include University Housing, the Erb Memorial Union, Physical Education and Recreation, and University Health Services.

University Housing

University Housing supports the institution's mission, contributes to the intellectual climate of the campus community, and enhances the quality of the learning environment. Students, staff, and administrators have opportunities for input regarding these services.

University Housing's purpose is to develop a community that cultivates educational and personal growth in a diverse environment.

University Housing, within the Division of Student Affairs, provides leadership excellence in the college residential experience grounded in the learning imperatives within the *University of Oregon General Education Outcomes, University of Oregon Academic Plan, Student Affairs Co-Curricular Outcomes, Oregon 2020, University Housing Learning Outcome Domain Areas*, and the *University Housing Strategic Plan*.

University Housing Learning Outcomes

University Housing Learning Outcomes Domain Areas are founded in "the shared responsibility for student learning" (Dungy, 2006, p. 1). The University Housing environment is supportive of the academic mission of the university, and that is at the core of all of our decision-making. We are part of creating a quality yet intensive living environment that supports student learning while it prepares them for life, work, and civic participation in an increasingly complex and global world. We can only be successful when in powerful partnerships with our academic colleagues. The residence halls are an extension of all other academic buildings on campus. The learning does not stop as the student exits the classroom, but is carried over into the residence hall community, where

learning is fundamental to living. It is our goal that each resident will achieve defined measurable competence in all four of these areas:

Intellectual Connections (living-learning integration, academic success)

To develop into an active and engaged learner who takes responsibility for learning at a liberal arts research university.

- Intellectual openness – expresses curiosity to know more, explores and questions views of others, accepts constructive criticism, and examines personal views in light of new understanding.
- Inquisitiveness – analyzes ideas and thoughts through inquiry, dialogue, debate and reflection. Identifies and pursues evidence to find and evaluate explanations, lines of reasoning, or arguments.
- Knowledge creation – integrates and applies learning. Furthers critical thought of actively contested questions and problems.

Global Citizenship

To develop an understanding of identity in various social and physical environments, to be culturally confident, and to positively contribute to the world.

- Identity – explores personal, social, and societal identities and how development of these identities interact in a global context.
- Cultural confidence – engages in cultural exploration and with contrasting experiences.
- Social responsibility and engagement – creates positive change on campus and in local, state, national, and global communities.

Self and Community

To develop confidence in self and recognize the connections individuals have to each other.

- Well-being – integrates one's mental, social, physical, and spiritual health.
- Resilience – cultivates the ability to transition through change by engaging internal and external resources.
- Connection – applies an understanding of the interaction between self and community. Actively contributes to an engaged and positive community.
- Interdependence – recognizes and practices individual autonomy. Seeks and provides guidance, support and affirmation when needed.

Integrity and Intention

To develop thoughts, decisions, and actions that intentionally align behaviors, values, and aspirations.

- Values Exploration – identifies and evaluates personal values and applies them in decision-making.
- Decision Making – makes conscious choices based on values and desired outcomes.
- Accountability – acknowledges the effect choices have on others and takes responsibility for outcomes of one's choices.
- Reflection – learns from choices and experiences and adapts to meet desired outcomes.

Academic Initiatives

University Housing is actively involved in the development, management and assessment of cross-divisional collaborations between student affairs and academic affairs to support the academic mission of the institution. These partnerships assume form through two complementary models—“Academic Residential Programs” and “Academic Initiatives”—that actualize the institutional values of “academics on a human scale” and “liberal education at our core.” Both models embrace a pedagogical philosophy and learning outcomes intended to enrich students’ academic and intellectual transition as learners to a liberal arts research university, including many of the active-learning and learner-centered “High-Impact Educational Practices” of the AAC&U LEAP Initiative—inquiry-based first-year curriculum; interdisciplinary study; in-and-out-of-class interaction with faculty; and scaffolding for knowledge creation and capstone experiences (e.g., undergraduate research). Ultimately, these collaborations aspire to development learners on two levels: 1) metacognition: higher order reasoning and cognitive skills; and 2) academic habits: study skills, and scholastic choices/behaviors.

Academic Residential Programs (ARPs) represent college and department-level collaborations, which receive dedicated direction by tenure-related faculty with academic rank through either formal FTE-based Officer of Instructor positions (e.g. Global Scholars Hall Resident Scholar) or course buyout (e.g., Carnegie Global Oregon FIG/Community) of fixed and indefinite duration. ARPs also receive direction from non-tenure-related faculty and Officers of Administration within academic units through collateral assignments (e.g., Building Business Leaders Cohort of the CEO Network). ARPs function as learning communities that engage undergraduates in common intellectual experiences and collaborative projects combining year-long and multiyear curricular and co-curricular structures. ARPs integrate the instruction and community development work of academic faculty, university librarians, academic advisors, graduate teaching fellows, student affairs practitioners, Residence Life live-in professionals, and live-in student staff peer mentors (e.g., resident assistants, language assistants, residential FIG Assistants).

Academic Initiatives (AIs) embody co-curricular, event-based programs and series that foster relationships with individual faculty, graduate students and visiting scholars for ad hoc and periodic interactions. Student academic groups comprised of residents and student staff plan and execute AIs under the mentorship of Residence Life professionals and faculty advisors. The events and programs remain open to all residential students and the breadth of participation counterbalances the depth of the more specialized ARPs. Since its inception in 2003, the Community Conversations series best exemplifies the spirit and learning objectives of the AIs. The Oregon Brain Tank student group has produced four to six academic events each term, intended to stimulate intellectual curiosity, critical thinking, contrarian dialogue, and experiential learning. Community Conversations events have encompassed discussion panels, moderated debates, interactive workshops, thought experiments, science demonstrations, field research trips, artistic performances, book talks, visiting scholar receptions, and undergraduate research presentations. Perhaps more important, these events offer an invaluable venue for students to explore paths toward majors, undergraduate research, internships, study abroad, and service learning through the discovery of world-class research, scholarship, and service performed by academic faculty and graduate students across the disciplines.

For the 2011-2012 academic year, there were over 500 learning domain area programs; twelve “Community Conversations,” large campus community wide discussions that include faculty, students, and community members, exploring academic, political, and popular culture; eight large scale SuperNova programs in collaboration with First Year Programs to give faculty a forum to present original research.

The Global Scholars community, opening fall 2012, is guided by a team of faculty and staff including a Resident Scholar who lives and teaches in the Global Scholars Hall and an Undergraduate Services Librarian stationed in the Library Commons on the first floor of the building. Students will develop a sense of openness and inquisitiveness and will learn to use research to evaluate and create knowledge. Access to various classrooms, a multi-use performance space, and study rooms will support students in their intellectual and academic endeavors.

Academic Residential Programs include:

Building Business Leaders Residential Community. This program connects underrepresented minority students to the Lundquist College of Business; engages underrepresented minority students in an exciting experience while in the pre-business program; opens doors to career opportunities in business and accounting fields.

Carnegie Global Oregon. Collaborating closely with the Carnegie Council for Ethics in International Affairs in New York City, and the Global Oregon Big Idea, the Carnegie Global Oregon learning community invites incoming freshmen to join a dynamic residential learning program exploring questions of international ethics.

College of Arts and Sciences College Scholars Residential Community. An enrichment and mentoring program that is designed to provide the kinds of experiences and opportunities that we believe will help high-achieving incoming freshmen reach their potential at the UO. Membership is by invitation and is based on a student’s academic record.

Diversity Excellence Scholars. This program is open to incoming freshman who are recipients of the prestigious Diversity Excellence Scholarship (DES). DES recipients are students who have both a high caliber academic record and a demonstrated commitment to social justice and community service. DES ARC students kick off the year by participating in the Leadership for the 21st Century course. They receive specialized academic advising, career mentoring and special opportunities to participate in community service and civic engagement throughout the year. This program is administered by the Division of Academic Enrichment in the Center for Multicultural Academic Excellence.

Residential Freshmen Interest Groups. A residential FIG consists of twenty-five first-year students who take two general education courses together during fall term and live in the halls together throughout the year. We've found that FIG communities support the academic success of their members (evidenced by higher grade point averages), while promoting students' independence and creativity.

Robert D. Clark Honors College Residential Community. The highly selective liberal arts college of approximately 700 students within the vibrant research environment of the larger

university's 18,000 undergraduate and 6,000 graduate students. The Clark Honors College features small classes, interdisciplinary scholarship, and independent research. It fosters an atmosphere of intellectual excitement that supports a close community of students and faculty. Clark Honors College students have an academic home in Chapman Hall and a residential home in the Global Scholars Hall.

Sustainability Hall. All residents of the Sustainability Hall, developed by the Office of Sustainability and University Housing, will arrive on campus early to attend a four-day trip to explore sustainability issues in the Willamette Valley. Students will also participate in fall weekend sustainability trips organized by the Office of Sustainability. In addition, any first-year residents of this hall will also be encouraged to register for an environmentally-themed FIG.

Sophomore Year Experience. This residential community helps second-year students find their passion, make informed decisions, and increase their confidence. Members of the Sophomore Experience are encouraged to attend a series of interactive workshops designed to help second-year students discover their true potential.

Chinese Flagship Program. This program offers highly motivated students the unusual opportunity to develop professional-level fluency in Mandarin Chinese while pursuing degrees in their chosen fields. Flagship students live in the Global Scholars Hall, enroll in accelerated language- and content-rich courses, participate in outreach immersion activities on campus, and spend summers overseas in experiential programs.

Vivre en français / French Immersion Learning Community. French is an important and vibrant language spoken throughout the world (including the U.S.). The Vivre en français community gives you the opportunity to be immersed in the language both inside and outside of the classroom, and to make social connections with others who share the same passion for the French language. Films, conversation tables, and lectures highlight the rich diversity of the Francophone world. Venez vivre en français avec nous.

German Immersion Learning Community. This community allows dedicated students of any major to develop German fluency and to deepen their knowledge of German culture by living in a German-language section of the Global Scholars Hall. German Immersive Learning Community students may participate in activities such as the German Lesezirkel (reading circle), Kaffeestunden (coffee hours), or Stammtisch (German table). After completing the immersion experience, they can study in Germany and upon returning to the U.S., have the privilege of assisting in German Immersion Learning Community activities on campus.

Japanese Global Scholars. This program creates a unique opportunity for advanced Japanese learners at the UO, allowing them to attain real-world fluency while pursuing any major. Japanese Global Scholars students don't choose between Japanese fluency and curiosity about other academic areas. They take regular university courses that are taught in Japanese, immerse themselves in the international life of the Global Scholars Hall and the campus at large, and take a year of course work in their majors at Meiji University in Tokyo, Japan.

Spanish Immersion Learning Community. Academic and cultural programs, such as films

and invited speakers, created connection with a wide range of majors and minors including Spanish, Latin American Studies, History, Journalism, Cinema Studies, or Business. Co-curricular activities including conversation groups, sporting events, and cooking classes, give you practical language for communication and deepen your understanding of the cultures of the Spanish-speaking world. Mejora tu español con nosotros!

Integrity and Intentionality

The institution's mission is supported by focusing on values exploration, decision-making, accountability, reflection, and upholding the student conduct code. Values exploration guides students to learn to question critically and think logically. By holding students accountable, we support the goal of helping them to learn to live ethically and cultivate an attitude toward citizenship that fosters a caring and supportive atmosphere using wise exercise of civic responsibilities and individual judgment. By teaching students to reflect we are supporting the goal of welcoming and guiding change rather than reacting to it. Upholding the Student Code of Conduct minimizes and removes factors that distract from students' opportunities to engage in all aspects of the university, such as substance use, excessive noise and disruption, and unhealthy expressions of conflict.

Students are provided with a real world "lab" to apply and experiment with concepts learned in class, provided opportunities for students to reflect on decisions and outcomes, and provide support and encouragement when changes are needed. Students also make referrals to on- and off-campus programs that inform and challenge assumptions regarding substance use and critical thinking.

The quality of the learning environment is enhanced by maintaining community standards that support learning, including quiet hours, appropriate community behaviors, interpersonal communication, risk reduction, and safety. Students are held accountable for choices and actions and are provided opportunities to reflect on and learn from their behavioral patterns. It also allows students to engage in the student conduct process through individual meetings and participation in the Peer Judicial Board. For the 2011-2012 academic year, overall, resident conduct incidents were dramatically reduced, by 37.5%, year to date; alcohol and other drugs incidents decreased 25.2%; alcohol and marijuana use are a concern, learning centered focus and Alcohol.edu, appear to be helping.

Services Supporting Students

University Housing assists families and prospective first-year students through the housing selection process, including the anxieties and concerns that may arise from living on-campus. For many families, this is the first time that the student is moving away from home.

University Housing assists international students, including students with families, through the housing selection process. For many students this is their first time in the United States. RSS regularly works in conjunction with other offices and programs such as the American English Institute and LL.M. program in environmental and natural resources law, to assist with housing.

University Housing assists students requiring accessibility accommodations and ADA compliance through the housing selection process and in conjunction with OAA&EO.

Throughout our department we provide services to our residents to develop a sense of ease and belonging to help create a strong foundation for our residents to give them the start they need to finish their academic goals and to navigate through their years in higher education.

University Housing Dining

Dining supports students living and learning by providing outstanding fresh, local, sustainable, international, organic, and vegetarian food selections. An electronic iPhone app provides instant nutritional information to students. Food choices are diverse and culturally eclectic.

Facilities

University Housing provides many classrooms throughout campus including in Earl Hall, the Living Learning Center, and the new Global Scholars Hall. These classrooms are used for full-credit bearing classes scheduled by the Registrar during the day and used for a wide variety of events evenings, weekend during the summer—contributing to an integrated campus experience and environment.

2011-2012 University Housing Highlights for the Year

- Student Staff Leadership – rewrote the Resident Assistant job description to focus on supporting students academically along with increasing the RA minimum GPA requirement to a 2.7.
- Leadership for the 21st Century, tenth year of curricular collaboration with College of Education and Holden Center; engaged 116 first-year students fall 2011 in critical dialogue, reflection, visioning with peer, faculty and staff mentors.
- Completely re-created Student Staff class, *FHS 409: Introduction to Residence Life* to be inquiry-based, examining essential questions in critical pedagogy, educational philosophy, and student development to prepare 90 new student staff to serve as peer educators and academic support within the learning outcomes model.
- Faculty in Residence and Faculty Scholars—Dan Close (Family and Human Services) and Randy Sullivan (Chemistry) engage residential students out-of-class to assist student academic transition to our research university.
- University Housing co-sponsored the 2nd Annual Undergraduate Symposium- Cross-divisional, trans-college initiative with 139 students in 26 majors and five colleges, presenting their research and creative work: 68 posters and 36 talks.
- University Housing staff actively participated in the Student Affairs MCOB Cultural Snapshot Retreat in December with Kathy Obear; Currently the UO Housing MCOB Change/Inclusion Team and are actively working to develop and implement University Housing MCOB objectives.
- The 2011-12 Student Staff Diversity Conference, September 2011 included a two-day workshop with Kathy Obear, and all staff participated in breakout sessions and resource fair presented by a variety of campus partners.
- Diversity Summit: The Count Me In Long Range Team also hosted a Diversity Summit for all residence hall students at no cost, opening remarks by Robin Holmes, vice president for student affairs, and featured speaker, Carla Gary, the assistant vice president for institutional equity and inclusion and breakout sessions with campus collaborators.
- The Residence Hall Association planned and implemented fifteen large-scale programs including Fishing for Diversity (diversity educational program), (LGBTQIA Drag Show

educational program), and Cake Study Break (during every finals week) attended by over 500 residents.

The Erb Memorial Union

The mission of the Erb Memorial Union is to provide an open, inclusive, and resource-rich community where students and staff collaborate to inspire and sustain extraordinary programs and services that promote diversity, social interaction, and growth.

Through its vast programs and services, the EMU currently provides various experiences for university community members to fulfill both the university's mission, which is to provide opportunities to "*learn to question critically, think logically, communicate clearly, act creatively, and live ethically,*" and by providing students, staff, and administrators the opportunity for input regarding these services. The EMU achieves this by providing leadership and committee opportunities for students, staff, and faculty. Specific examples of experiences that illustrate fulfillment of this standard include:

EMU Board of Directors Experience

The EMU Board of Directors consists of twelve students and three faculty members, and one EMU staff members. The Board is responsible for making general policy decisions and long-range plans for the operation of the EMU.

The Outdoor Program Trip Initiator Experience

The Outdoor Program facilitated over 130 student adventures during the 2011-2012 year, providing students with the opportunity not only to participate, but to initiate, design, and implement their own adventure experience.

The Club Sports Experience

The Club Sports Program provides a leadership experience for the Club Sports Executive Committee. The committee consists of five students, who are responsible for working collaboratively with the professional staff to make general programming and financial decisions within the unit. The program also offers a volunteer coaching experience for qualified and interested students, faculty, staff, or community members.

The EMU currently meets standard 2.D.12 by directly contributing to the intellectual climate of the campus community. Specific examples include the UO Outdoor Program's partnerships with various departments, including the university's biology program in the design and implementation of natural interpretive clinics. In addition, the Cultural Program produced 102 events in 2011-2012, 34 were academic and cultural partnerships with faculty.

The EMU currently meets standard 2.D.12 by enhancing the quality of the learning environment. In meeting this standard, the EMU supports a wealth of credit-earning opportunities through its programs. A sample of these opportunities include:

EMU Area	Applied Learning Opportunity
EMU Facilities	Internship opportunities with academic credit earned through Architect and Allied Arts and Public Policy Management Programs
Moss Street Children’s Center	Internship opportunities with academic credit earned through the School of Education
Outdoor Program	Internship opportunities with academic credit earned through the Public Policy Management Program
Club Sports Program	Internship opportunities with academic credit earned through the School of Education and the Department of Human Physiology

The EMU is currently making progress in this standard by starting the formalized process necessary to identify areas of learning, assessment, and report learning outcomes. This has been realized by the formation of a University Assessment Fellows Program, whose mission is to create and maintain a culture of assessment and improvement by learning and engaging colleagues in the topic of assessment.

Physical Education and Recreation

The Physical Education and Recreation department at UO supports the institutions mission by contributing to the intellectual climate of the campus in the following ways:

- We offer approximately 170 credit-bearing courses per term in Physical Education.
- We collaborate with and/or co-teach courses with a number of academic departments including biology, environmental studies, dance and human physiology.

We also play a major role in enhancing the quality of the learning environment by:

- Providing physical activity programs and services that promote health and fitness, active recreation and participation in sports. The department offers fitness, sport activity, and wellness options to the entire campus while PE courses grant academic credit to students.
- Providing quality facilities for students, faculty and administrators to interact develop relationships and pursue healthy alternatives for their non-academic/work time in excess of 100 hours per week. The facilities are also available approximately 350 days per year including evenings and weekends.
- Providing employment opportunities for in excess of 350 students annually allowing them to develop real-life skills that complement what they are learning in the classroom. This practical experience is important in the overall development of UO students before they graduate and pursue careers in their respective fields.

We provide students, staff and administrators the opportunity to provide input on the delivery and quality of these services by:

- The Student Recreation Center Advisory Board represents Student Recreation Center facilities, classes, programs and services to the university community and promotes students' recreational and fitness needs. The Board also recommends an annual budget for recreation center facilities and programs. Membership includes six elected and six appointed members.
- We provide users with several ways to contact us and share their opinions on what we are doing and how we can be more effective and/or efficient in the delivery of services. Comment cards which are available in the facility or online on our website, as well as post activity evaluations are used to gather information and demonstrate our commitment to communicating with our users.

University Health Center

We are pleased to be a part of the University of Oregon and a member of a strong Division of Student Affairs Team. Our services and programs are tailored for the population we serve and are professionally vetted to provide care and preventive health education to students at whatever level they may be on the health continuum. Services are provided at reduced fees, and the Health Center is committed to providing affordable student health insurance to ensure that students can receive the care they need.

The mission of the University Health Center is to prevent, modify and remove health-related barriers to student's academic success and personal development. The provision of excellent medical care is central to this mission, accomplished in the context of a focus on enhancing the physical and emotional well-being of our students. Additional roles for the Health Center are to provide prevention, health promotion and education services that enable students to take full advantage of their academic experience and to serve as the health and medical resource for the university community.

The UHC is but one of the components of the Division of Student Affairs to ensure that students at the University of Oregon are supported in their academic and personal development and challenged to develop as individuals through an array of curricular experiences. As a member of the Student Affairs staff, we play a significant role in preparing students for a culture of learning in a global and diverse society.

Practitioners, peer health advisors, nursing staff and ancillary staff assist students in learning to navigate health care system and manage their personal health and wellness. Through academic courses and connections the Health Center provides a rich learning environment for UO students:

- Health Center staff participate in multiple educational opportunities for students outside the examination rooms, speaking at classes, residences and events on a variety of topics as requested by students.
- Health Center staff respond to student requests for information/interviews on a variety of topics. Health promotion staff, nurses, nurse practitioners and physicians are most frequently contacted for information and responded to over 30 requests during spring term.
- Nurse practitioners and physicians speak about their professions for classes.
- Nursing department had students from Pioneer Pacific College completing externships for Medical Office Assistant certificates.

- Physical Therapy and Sports Medicine Clinic provides practicum experience for Human Physiology students and functional movement screening of law students and club sports athletes.
- Physicians and nurse practitioners answer questions at “Sex in the Dark” event and respond to frequent requests for discussions about sexual health topics in a variety of settings.
- Sports medicine physicians speak to Club Sports.
- Staff pharmacists are registered preceptors and affiliate instructional faculty with OSU, OHSU, and Pacific University campuses.

Academic (for-credit) Courses under the Family and Human Services Department:

- Diabetes Education Class (winter term)
- Public Health and Social Justice Class (winter term)
- Peer Health Interns (20 students)
- Peer Health Personal Health Education Class (spring term)
- Sleep Education Class (ongoing)

Academic (for-credit) Courses under the Human Physiology Department:

- Principles on Nutrition Class (over 100 students for spring, 150 planned for spring Term 2013)

Students on our Student Health Advisory Committee (SHAC) are engaged in real-life leadership issues in a complex healthcare and public higher education environment. They have the opportunity to experience advanced leadership analysis and decision-making that impacts the health and safety of the campus community. The students learn the concept of representation, advocacy, and decision-making on behalf of others. The experience can prepare graduates to deal with complex problems and make decisions that promote the best interests of those being served. (Student Affairs Co-curricular Learning domain: Sustainability and Stewardship, see standards below.)

SHAC students meet weekly with UHC staff and are engaged in discussions on operational issues relating to sustainability of services, financial support, ethical decision-making, and prudent use of resources. As part of the Health Center annual budget process SHAC members are asked to provide recommendations to the Health Center Director on budget items, insurance plans, and services and fees. (Student Affairs Co-curricular Learning domain: Leadership, Civic, and Global Engagement, see standards below.)

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic

standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The University of Oregon Department of Athletics (DOA) functions as an integrated component of the University of Oregon (UO). UO competes at the NCAA Division 1 Football Bowl Subdivision (FBS) level as a member of the PAC 12 Conference. The DOA sponsors 19 sport programs which provide athletic participation opportunities to approximately 450 UO students.

The mission of the DOA is to provide an outstanding experience to UO student-athletes while enabling them to pursue excellence in the classroom, the community and their lives while competing at the highest level in their chosen sport. Through this mission the DOA enhances the visibility of the UO, serves as a vehicle to recruit outstanding students and student-athletes to the UO, provides active service within local community, and promotes the UO's general mission of education, research, and service to its students, the people of Oregon, the nation and the world.

The DOA operates as an auxiliary within the UO under the same policies, standards, and processes that apply to other auxiliaries and operating units within UO. The DOA operates under the direction and leadership of the director of athletics. The director of athletics reports directly to the president of UO and serves on the president's Executive Leadership Team. The UO has a faculty athletics representative (FAR) who is appointed by the president and serves as a liaison between UO faculty and the DOA. The primary role of the FAR is to help ensure and promote academic integrity, institutional control and student-athlete welfare. The FAR serves as a key representative to the NCAA and PAC 12 Conference on academic and compliance-related matters. The UO also has an Intercollegiate Athletics Committee (IAC), comprised of faculty, classified staff, and students, including a student-athlete. The IAC serves in an advisory role to the director of athletics and UO president on academic matters, student-athlete welfare, and the general integration of the DOA with the UO academic community. The IAC reports to the University Senate.

Academic matters pertaining to UO student-athletes are managed by the Office of Support Services for Student-Athletes (SSA) which reports to the senior vice president and provost of the UO. SSA consists of academic advisors and counselors, learning specialists and tutors. The mission of SSA is to ensure that students who are currently or have been affiliated with University of Oregon athletics, regardless of athletic eligibility, are provided every opportunity to accomplish academic goals, earn a degree and become productive citizens. UO student-athletes are offered the same academic curriculum as other UO students and are subject to the same UO academic progress and degree requirements as other UO students in addition to the academic progress requirements of the NCAA. UO student-athletes continue to excel in the classroom. Currently, 47% of the UO student-athlete population maintains a 3.0 cumulative GPA or higher. UO's Graduation Success Rate (GSR) continues to meet or exceed the NCAA average. UO has a current GSR of 80% for the last reporting period 2005-6, and the expectation is for UO's GSR to continue to rise in future cohorts. For the first time in school history, UO had six Academic All-Americans in one year (2011-2012) eclipsing the previous record of five (2010-2011). Currently 6% of UO's student-athletes are on the dean's list maintaining a 3.75 GPA or higher.

Prospective student-athletes seeking admission to UO have both their application files coded to show that they are being considered for admission as student-athletes. This allows for tracking of the application by the athletic liaison, an admission office staff member, and prohibits a denial decision from being made without a review by the director of admissions. This tracking system ensures that both the athletic department and the admissions office make decisions on applications for prospective student-athletes that are consistent with University of Oregon admission policies and NCAA rules and regulations. Prospective student-athletes are reviewed by the admissions office to determine that they meet general admission requirements, and by the athletic department compliance officer to determine that they meet NCAA standards. Regular communication between the director of admissions and the athletic department allow both offices to know the status of each prospective student-athlete regarding both sets of standards. Prospective student-athletes who meet NCAA requirements, but not University of Oregon admission requirements, are considered for admission as an exception on an individual basis. Prospective student-athletes who fall into this category have their files reviewed by an advisory group convened by the director of admissions. As is the case with all students, responsibility for admission of prospective student-athletes rests with the Admissions Office, generally and the director of admissions, specifically. The prospective student-athlete's level of academic preparation and likelihood of success at the university as demonstrated by the student's academic record and the significant academic support provided by the UO Athletic Department are considered in the final admission decision. This process is consistent with the review process for other students with special talents or extenuating circumstances. The only admission requirement exception guaranteed for prospective student-athletes is an exception to the application deadline. Because the recruiting season for several sports continues or begins after the application deadline, we have allowed prospective student-athletes to apply after the deadline.

The UO offers financial aid to students based on financial need and/or ability. The DOA offers scholarships to student-athletes within the guidelines established and required by the UO and the NCAA. For the 2011-12 academic year, the DOA provided 218 scholarship equivalencies which offer tuition, fees, room, board, and books.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures 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.

Online learning students are subject to, and must adhere to, the same policies as residential University of Oregon students: the University of Oregon Student Conduct Code which is available in both the University of Oregon policy library, <http://policies.uoregon.edu/policy/by/1/05-students/student-conduct-code>, as well as the Oregon State Administrative Rules website: http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_571/571_021.html. Additional policies to which online learning students apply include the Oregon University System

Information Security policy, <http://www.ous.edu/dept/cont-div/fpm/genl-56-350>, and the University of Oregon Acceptable Use Policy <https://it.uoregon.edu/acceptable-use-policy> and Addendum <https://it.uoregon.edu/aup-addendum>. All students enrolling in UO online learning classes on the course management system, currently Blackboard, are screened and processed by the Online Learning Office staff. Only students officially registered in online learning courses on the UO Banner student information system are eligible to be enrolled on the Blackboard course sites.

The Social Science Instructional Labs (SSIL), now under the College of Arts and Sciences IT department (CASIT), has been testing students with in-house created software at the University of Oregon since 1996. In 2011 the lab conducted 10,700 online tests.

SSIL has several identity and security measures in place that establishes the student enrolled in a course is the same person taking a test. The process begins when the software's administrating tools securely download class rosters from Banner for the ~15 online courses that SSIL manages. Only students officially registered in online courses in the UO Banner student information system are eligible to be enrolled in the SSIL DE testing system. After the course is created in the SSIL system, Distance Education (DE) students must log in via Shibboleth authentication (the central Shibboleth login service where the user authenticates using his or her Duck ID username and password) to activate their account within our system. All students taking a DE class through SSIL receive an introductory e-mail from SSIL giving guidance on how to take an online class along with our DE guidelines. All tests given by SSIL are proctored exams, we do not offer non-proctored tests.

On Campus Students

Once the account is activated, enrolled DE students can login (again via Shibboleth authentication) to the Distance Education software to create an appointment for an exam. When the student arrives at the SSIL testing center for his or her testing appointment, our trained proctors take the student's photo ID (driver's licenses, passport, or UO ID), verifies the student is who they claim to be, and seats the student for their exam. The student is presented with a computer with a browser in kiosk mode (meaning the browser is in full screen mode, the user cannot leave the testing software, and cannot browse the Internet during the testing sessions). The computer is completely “locked down.” To start an exam, the student has to verify on-screen that they are who they say they are by name and Duck ID. At the end of the exam, test administrators exchange their scratch paper for the photo ID that was held during the test.

Off Campus Students

SSIL allows students to take exams off campus as well. Rules and regulations to this process are found on this page: <https://distanceeducation.uoregon.edu/information/off-campus>.

Students have to submit a remote proctor form, identifying a proctor and a remote proctor site—ideally this would be a secure location for the student to take online exams. The SSIL suggests using proctored sites including commercial testing centers, universities, community colleges, distance education centers, continuing education sites, etc. SSIL also conveys to the student a list of past proctors:

http://distanceeducation.uoregon.edu/information/remote_sites

Further, the SSIL provides a list to the NCTA website which, has a large list of proctors.
<http://www.ncta-testing.org/cctc/find.php>

When the SSIL receives the form, staff members look up the prospective proctor and the organization they are reported to be associated with. The person and organization must be verifiable or the SSIL will not approve the proctor. Our staff contacts the prospective proctor and asks what their relationship is to the student, if they have proctored before, what the testing environment is like and if they are willing to proctor the student. This interview is followed by instructions to our proctoring procedures, which includes a thorough list of rules and regulations for giving an exam, similar in nature to the rules we have in the SSIL testing labs. The remote proctor is given credentials to log into our system and set up a test for the student. The process of remote proctor verification in foreign countries is difficult at times. If SSIL cannot verify the proctor that proctor and testing arrangement is not approved.

2.E LIBRARY AND INFORMATION RESOURCES

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

The UO Libraries have been successful in presenting a strong case for additional resources needed to battle the erosion that inflation creates in the materials budget. However, the library continues to see a downward trend in overall expenditures for information resources when compared to its peers. This pattern is the principal reason why faculty consistently express dissatisfaction with the level of support for collections when surveyed via instruments like LibQual. While acknowledging that it will take a great deal more funding to raise its standing relative to its comparators, the UO Libraries are also employing several strategies to provide excellent support for the institution’s “mission, core themes, programs and services.” First, the library takes the strategic position that it must actively collaborate with other libraries. A priority is placed on participating in collection development projects through the Orbis Cascade Alliance that effectively increase UO library holdings by millions of titles and items. The UO Libraries are also an active member of the Center for Research Libraries whose strong collections and liberal lending policies provide UO faculty with access to a wide range of primary source material. The UO Libraries are also committed to staffing and providing outstanding interlibrary loan services to students and faculty. Last year, over 70,000 items were borrowed on behalf of UO community members. Finally, library subject specialists work closely with UO faculty to prioritize and select high quality materials that will have a direct and positive impact on teaching and research.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

The library’s assessment team uses the LibQual instrument to gauge satisfaction levels related to the collections and services.

- http://library.uoregon.edu/assessment/UO_Libqual.html

Two advisory groups—the University Library committee (faculty) and the Student Advisory Committee—meet regularly throughout the year to advise the library’s administration on specific needs.

- <http://library.uoregon.edu/ulc/index.html>

Focus group sessions are also held with the departmental representatives to help identify strengths and deficiencies in the library’s collections and services. The library solicits unstructured feedback via a comment/suggestion box on the website, where complaints and compliments, along with library responses, are posted.

- <http://library.uoregon.edu/general/reportcard/index.html>

The web development team conducts regular usability testing of the library site to ensure that users can efficiently and effectively find needed information resources. In addition to these feedback mechanisms, the library’s annual statistical abstract shows trends and benchmarks in funding, purchases, and use which can inform the strategic planning process.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library’s mission statement emphasizes research and student success: The University of Oregon Libraries enriches the student learning experience, encourages exploration and research at all levels, and contributes to advancements in access to scholarly resources. One of the six core themes is focused on support for instruction that fosters academic success. Subject specialists convene twice every month to discuss issues related to improving and expanding the instructional program. In 2011, the library created an Instruction and Outreach team to advance our objectives related to credit-bearing LIB courses, course-integrated instruction, and outreach and engagement with campus partners. The library’s instructional support role is strengthened by programmatic responsibilities for educational technology—including administration of the Learning Management System—and services for digital content development and dissemination. Also, last year, the university opened a new living-learning center called “the Global Scholars Hall.” The facility includes a library/learning center and a full-time librarian in an effort to push our programs out to where the students live and learn.

- <http://library.uoregon.edu/general/services/index.html>

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Quality and adequacy of resources is evaluated regularly through the relationships each subject specialist has with his/her departmental faculty. Due to inflationary pressures on serials, those recurring costs are evaluated closely by all faculty every three to five years. The Orbis-Cascade union catalog (<http://www.orbiscascade.org/>) is consulted regularly by subject specialists to avoid unnecessary duplication within the consortium. Reducing duplication rates gives the library additional capacity to add breadth to the shared collection when needed. Interlibrary loan requests are routinely considered for purchase. Usage statistics for electronic resources are reviewed regularly to determine if databases continue to meet the needs of faculty and students.

The security of the physical collections is achieved through standard detection mechanisms, and security of the digital collections is achieved through log on requirements and proxy servers.

2.F FINANCIAL RESOURCES

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Oregon State Board of Higher Education (SBHE) policy requires system universities to maintain a year-end fund balance in budgeted operations of between 5% and 15% of operating expenses. This policy is intended to ensure we have adequate financial resources/reserves to meet ongoing operations even in times of instability. The university's chief financial officer (CFO) prepares quarterly management reports for review by the leadership team, and required information is transmitted regularly to the SBHE for review.

The university's budgeting system is based upon the basic principles of responsibility-centered management. These principles (transparency, accountability, equity, and predictability) provide the basis for proactive risk management within the schools and colleges, and the broader university. The process involves two distinct budgeting systems: The Oregon Budget Model is a responsibility-centered model that allows the schools and colleges to budget activities and project expenses and tuition based on enrollment. The Budget Advisory Group—consisting of faculty, staff and student representatives—engages a robust process to allocate funds for all the university's administrative units. The former involves budget presentations to the group by each administrative unit, and a process that allocates funds for new initiatives. The offices of Budget and Resource Planning, Institutional Research, the Vice Provost for Budget and Planning, and the Vice President for Finance and Administration/CFO provide financial planning tools, forecasting models, and a budgeting template to achieve a level of consistency for all units within the budgeting process. The Budget Advisory Group reviews and approves all general fund allocations that occur off-cycle and that do not run through the formal annual process.

The CFO holds regular monthly meetings to review activity, projections, and cash balances. An Internal Bank Advisory Committee utilizes a sophisticated debt projection model to

analyze all existing and proposed debt-funded projects. The committee is comprised of faculty and staff.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The operating budget cycle for the UO is both annual and biennial in nature. The UO is provided a biennial appropriation through the Oregon University System (OUS). As noted above in 2.F.1, the UO works with various groups/committees, and through two interrelated processes (schools/colleges and the administrative functions) to establish and monitor annual operating budgets. Tuition is clearly a major source of funding for annual operations; other funding sources include designated operations funds, service funds, auxiliary funds, scholarship and other tuition assistance funds, and gifts, grants, and other sponsored funds.

The UO Tuition Review Board is comprised of students, faculty and staff, and meets regularly to make recommendations on tuition, and to evaluate projections that in turn provide input for budget development. The vice president for research, innovation and graduate education (RIGE) and the vice president for development provide regular evaluation of revenue trends from their respective areas, and monitor projections for future revenue. The CFO and her financial management team provide an all funds analysis monthly, including projections; and also assess performance and projections for all auxiliary enterprises on a quarterly basis in preparation for a quarterly report to OUS.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The UO engages several cross-functional teams to assist with budget preparation and operational assessment. These teams include:

- Budget Advisory Group – comprised of students, faculty and staff; advises on general fund allocations
- Tuition and Fee Boards – comprised of students, faculty, and staff; advises on tuition and fees, and evaluates performance and projections.
- Internal Bank Advisory Committee – comprised of faculty and staff; analyze and advise on debt-funded projects.
- Senate Budget Committee – comprised of members of the elected University Senate; review and make recommendations on budgetary policy and long-term financial strategies.

The UO budget process plays out during a broader budget-setting process at the state level. The governor typically releases a proposed budget near the end of the calendar year; this budget serves as the starting point for a legislative session that ultimately approves a final budget for the OUS during late spring. The internal budget processes described in Section 2.F.1 are engaged concurrently. Ample technical financial/budgetary assistance is provided by the staff of the office of Budget and Resource Planning (BRP); information can be viewed at its website: <http://brp.uoregon.edu/budget-model>.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The UO utilizes the Banner Financial System that is designed for the accurate processing and reporting of transactions through direct data entry into an operating ledger. The operating and general ledger are stored and made available to appropriate staff for many levels of financial reports. These reports are used throughout the organizational levels for unit and management review, and include both general and secure access. See the following links for an overview of access to these reports: <http://brp.uoregon.edu/node/29> and <http://brp.uoregon.edu/reports-and-analysis>.

The UO's system of internal controls is best described in a comprehensive evaluation and subsequent report to OUS in March 2012. The report begins on page 11 at: http://www.ous.edu/sites/default/files/state_board/meeting/dockets/ddoc120316-FA.pdf.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The capital projects planning and implementation process—from future planning to individual project planning, design and construction—is managed by two departments and various cross-functional teams. The Campus Planning and Real Estate (CPRE) department maintains an organic plan for the campus. The university's Campus Plan can be found here: <http://uplan.uoregon.edu/plandoc/CampusPlan/CampusPlan.html>. A comprehensive listing of additional planning documents and guidelines is at: <http://uplan.uoregon.edu/plandoc/plandoc.html>. CPRE staff engages the UO's Campus Planning Committee (CPC)—consisting of students, faculty and staff—to review, maintain, revise, and enforce principals of the Campus Plan. This Plan, highlighted in Standard 2.G.3, provides guidance to issues related to building design, campus open space, and the involvement of campus constituents in the process. It is this committee, and the user groups it engages, that help to ensure the planning, design and construction of capital projects is consistent with the Campus Plan and, therefore, the mission of the university.

The Space Advisory Group (SAG) meets regularly to evaluate campus needs as informed by the mission, and to determine the allocation of space on campus to meet the needs of all users in meeting the educational needs of our students and proper functioning of the entire enterprise. The SAG is charged with meeting critical and emerging needs, and also to look at mid-term and longer term needs of the campus community. Analysis by the SAG informs the planning and priority given to potential capital projects. The SAG is comprised of faculty and staff.

The Capital Construction team works closely with CPRE staff and project user groups (comprised of students, faculty and staff connected to a project) to develop solutions – both

in new construction and renovation of existing space – to design and manage projects in an efficient and cost-effective manner, and to employ solutions that are consistent with our sustainability initiatives. The intention is to develop and construct projects that meet our near and long-term needs, are consistent with our campus design standards, and minimize the future cost of operation and maintenance.

Concurrent with the processes detailed above, the UO's Internal Bank Advisory Committee reviews all debt-funded projects. This committee regularly monitors the overall debt portfolio of the UO, and makes policy and project recommendations to the provost and president. The university's debt policy is here: <http://policies.uoregon.edu/policy/by/1/06-finance-and-business-affairs/debt-policy-university>.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

In spring 2012 the UO established a task force comprised of faculty and staff to review the existing overhead rate charges, update and analyze our administrative cost pools, and develop recommendations for a new rate structure. The task force met regularly over a six-month period, and engaged with a broad representation of the university community, the research enterprise, and auxiliary enterprises, and ultimately delivered summary recommendations to the university's Executive Leadership Team.

Effective July 1, 2013, the university will implement changes to the overhead rate structure for auxiliary operations, designated operations, service centers and the ASUO. These changes are intended to establish a new comprehensive rate structure, update the cost pools from the prior rates, and clearly identify the basis for the overhead rate charges. The existing overhead rate structure has been in place since FY2008 and was based on analysis conducted using FY2006 data. Under the old structure, different units were charged different rates. One of the goals of the new structure is to develop one comprehensive rate structure that applies to all units.

Comprehensive details about the process, and the resulting rate structure can be found at: <http://ba.uoregon.edu/content/departments-assessments>.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

As part of the OUS, the UO has an annual external financial audit coordinated by the Secretary of State. For the fiscal year ending June 30, preliminary audited financial statements are typically presented to the SBHE the following October. The final audited financial statements (<http://www.ous.edu/dept/cont-div/accounting-reporting/annualfinreport>) are typically made available in November, and are posted to a publicly accessible website.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The fundraising efforts on behalf of the University of Oregon are conducted by University Development and the University of Oregon Foundation. University Development is a department of approximately 100 university staff members who are charged with developing and cultivating relationships with friends, alumni, corporations, and foundations; securing gifts to support educational programs and services impacting the UO's students, faculty and staff; and stewarding the relationships with UO donors. All gifts are received, and funds are managed, by the University of Oregon Foundation (UOF). The UOF was established in the state of Oregon as an Oregon nonprofit corporation in 1922. It is recognized by the Internal Revenue Service as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Service's Code of 1986.

The UOF and the university are separate entities, separately governed and separately legislated. The UOF was formed to support and assist the University of Oregon in its activities by a) the management and administration of Foundation assets representing privately donated funds; b) leading advocacy for the university; and c) developing, financing, constructing, acquiring, and operating facilities for, or on behalf, of the university. The partnership between the UOF and the UO is a cooperative venture using mutual resources to accomplish the goals and objectives of the university. The relationship between state universities and affiliated foundations in the state of Oregon is outlined in OAR 580-046-0005:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_580/580_046.html. The University of Oregon's recognition of the relationship is outlined in the letter from previous interim president Robert Berdahl (See Appendix, p. 136).

2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

As Oregon's flagship AAU university, the UO takes great pride in its historic campus. The campus environment is critical to attracting and retaining the most qualified students as well as the most creative and talented faculty. The past five years have witnessed extensive campus remodels and new construction designed to meet the evolving needs of today's teaching and learning environment; an ambitious plan for adding space and improvements to the campus continues. As an example, the most recent addition to the university's building inventory is the 103,000 square-foot, \$63M Lewis Integrative Science Building, which houses new and expanded interdisciplinary research efforts related to understanding brain function, improving human health, developing safe technology, and achieving sustainability.

The UO's Campus Planning and Real Estate (CPRE) team is continually evaluating and addressing accessibility issues in facilities and is attentive to the needs of access in new construction as well as all major campus remodels. The CPRE analysis and work is further informed by the Space Advisory Group, a team made up of faculty and staff. The SAG is charged with evaluating the existing stock of campus space and its allocation, and determining ongoing allocation and recommendations for expansion to meet the education and working needs of the campus community as defined by our mission.

Campus leadership is intent on providing a safe and secure campus for all. The UO has recently achieved Oregon legislative authority to develop its own police department, and the first class of University of Oregon police officers has completed the state training program and has been deployed on campus.

The Oregon University System (OUS) has employed Sightlines, a nationally respected facilities asset advisory firm, for the purpose of evaluating facilities programs and adequacy of resources. As part of the analysis, Sightlines has developed a system for determining necessary facility capital recharge funds, based upon the technical level and density of campus. Due to a number of very significant financial gifts, as well as strong state support, the amount of deferred maintenance has actually declined by over 10% in the last three years, and re-investment funding has actually exceeded the Sightlines model requirements.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

As established in the university's mission statement, "The University of Oregon (UO) strives to enrich the public that sustains it through the acceptance of the challenge of an evolving social, political, and technological environment by inviting and guiding change....", and as emphasized in the Environmental Comprehensive Policy, "In keeping with this vision and to maintain the campus effectively while also working to preserve the rights of future generations, the university affirms its commitment to excellence and promotes the public's right to a healthy, quality environment." To meet this end, the UO Hazardous Materials Management Plan (HMMP) defines mechanisms for interaction and oversight for controlling biological, chemical, and radiological materials and wastes at the UO campus and associated sites. The HMMP addresses related and well-established policies and procedures that are associated with hazardous materials from acquisition to disposal. Procedures include methods to identify materials that need special handling, and best management processes to safely use and properly dispose of these materials. Policies are based on materials science and regulatory requirements, and are designed to assure compliance with all federal, state and local regulations. These policies are regularly reviewed to ensure ongoing best practices.

The UO maintains a robust online resource to assist in communicating and quickly identifying needed information related to the safe use, storage and disposal of hazardous or toxic materials. The policies and information related to this are maintained, regularly reviewed, and updated as necessary by the office of Enterprise Risk Services, and its department of Environmental Health and Safety. These policies can be found at: <http://ehs.uoregon.edu/policies>.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The UO's Campus Plan (<http://uplan.uoregon.edu/plandoc/CampusPlan/CampusPlan.html>) defines the university's requirements with respect to physical development of university properties. It contains a policy framework that describes the type and extent of campus development. It is responsive to the needs of the institution and recognizes that facilities exist to support the institution's missions in teaching, research, and public service. The Plan provides for regular and routine adjustments to reflect shifts in academic program requirements and enrollment levels and characteristics. The Campus Planning Committee is responsible for ensuring that all development is consistent with the Campus Plan as part of its charge, which is to advise the university president on long-range campus development with regard to the design of the campus and transportation policy. This large group of faculty, staff, and students meets regularly to discuss and review proposed development projects, assess anticipated development needs, and consider policy amendments.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

As articulated in the mission, the UO Campus Operations department aims to support a quality university experience through effective and timely maintenance, repair, improvement, renovation, and cleaning of campus buildings, building-systems, utilities, equipment, and grounds. Campus Operations' customers are the students, faculty, and staff of the university, as well as our many campus visitors. In order to be competitive in the higher education market – including the recruitment and retention of students, faculty and staff – it is imperative that we acquire, construct and maintain components of our physical plant.

Elsewhere in this report we outline the ambitious record of construction projects undertaken in recent years, and currently underway (See Appendix, p. 144 and Preface, p, 17). These projects are designed to maximize investment: to offer adaptable spaces and equipment that meet the latest needs in teaching and learning; to incorporate sustainable design and output; to inspire all those who use the building/equipment; and to design systems to steward the investment to extend its useful life.

Campus Operations staff use a computerized work order management system (FAMIS) to track and follow up on facilities work, as well as maintain a comprehensive record of activity. This same system is used to schedule and plan a comprehensive preventive maintenance program to maintain a high state of reliability for campus equipment and infrastructure.

Lastly, the UO is completing a comprehensive \$110 million remodel and reinvestment in its central power plant and related system to better insure the reliability of utility delivery and the many critical systems it supports.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Information technology services are critical to all aspects of the campus mission and core themes of delivering excellent undergraduate, graduate, and professional education, supporting research and artistic creation, and providing service to society.

Similar to other leading higher education institutions, technology services are offered in a highly decentralized model, with services offered by a central IT organization (Information Services), the UO Libraries, and by college- or unit-level IT organizations to meet both campus-wide and unit-specific needs.

Undergraduate, graduate, and professional students have access to many technology services that support their educational experience while at the university. Students have access to a number of web-based services such as the course management system (<https://blackboard.uoregon.edu/>), e-mail (<https://webmail.uoregon.edu/>), and blogging service (<http://blogs.uoregon.edu/>). While on campus, students have access to a number of public, departmental, and instructional computer labs (<https://it.uoregon.edu/labs-map>).

In support of teaching and research activities, the faculty has access to a variety of technology services such as the learning management system, online survey services (<https://it.uoregon.edu/software/qualtrics>), video conferencing services, computer-based training, and high performance computing services.

Staff at the university depends on technology services to provide services to students and perform administrative duties. For example, an enterprise resource planning system (<https://it.uoregon.edu/services/banner>) provides services to support student information, financials, and human resources. New projects are in progress to implement business intelligence services to assist improved data-driven decision-making, and to implement a constituent relationship management system in support of undergraduate student enrollment.

The University of Oregon supports and maintains an extensive infrastructure required for the delivery of campus technology services for students, faculty and staff in support of the campus mission. In order to provide appropriate access to technology services, critical infrastructure components such as identity and access management services (<https://it.uoregon.edu/idm>), and the campus wired and wireless networks are provided by the central IT organization. Data center operations provide facilities, services and support needed for delivery of technology services, such as a virtual machine hosting environment for campus use (UOcloud), and network file shares available to campus units. In addition, Internet connectivity needed to access and provide critical education and research services is provided through NERO (Network for Research and Education in Oregon) administered from the University of Oregon.

In 2012, prior to the recruitment of the new Chief Information Officer (CIO), an external program review was conducted to recommend next steps for campus IT. The recommendations from the review report are being used to help inform future direction for delivering campus technology services aligned with the campus mission and core values.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Support for faculty, staff, students and administrators in the effective use of technology is highly decentralized across campus.

Information Services (<http://is.uoregon.edu>) provides support to students, faculty and staff for user accounts, e-mail, calendaring, the enterprise resource planning system, data warehouse, room scheduling, document imaging, and other administrative applications. Help desk services and consulting are provided to the campus community in person during drop-in hours, via e-mail, and by phone. In addition, an extensive website (<https://it.uoregon.edu/>) provides technology service information and support for students, faculty, and staff.

The UO Library's Center for Media and Educational Technology (CMET) (<http://library.uoregon.edu/cmet/>) provides support and training for the primary course management system (Blackboard), classroom technology across campus, video production and distribution, web and multimedia design, instructional design and hybrid course development, etc.

The Teaching Effectiveness Program (<http://pages.uoregon.edu/tep/>) offers consultations and workshops for faculty to explore different potential technologies that create useful and productive student learning experiences.

An eLearning service (<http://odt.uoregon.edu/elearning>) is provided through the Organizational Development and Training department, offering online training materials for a large variety of technology applications and services for end-users and technology staff.

The schools and colleges also play a key role in supporting and training faculty and students. There is a network of academic IT directors from the schools/colleges, administrative units and library who share information, advice, and best practices.

The College of Arts and Sciences (CAS) recently made a significant investment in technology support. CASIT (<https://casit.uoregon.edu>) provides support and training on a number of basic applications including mail, Google Apps, Dropbox, Wordpress, etc. and has begun to work closely with the new CIO on providing research computing support.

For faculty teaching online courses, the Academic Extension (<http://academicextension.uoregon.edu>) program provides support in the construction, delivery, and assessment of online instruction.

Under the leadership of the senior vice provost for academic affairs, the university has begun a process to develop innovative strategies for the effective use of contemporary technologies in educational delivery. The outcomes of this initiative will include better coordination, communication, and support for instructional technology across the campus.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The University of Oregon elicits input from campus stakeholders and customers through a variety of mechanisms. User groups meet at least once a term to provide input and direction for campus-wide services such as the blogging services, ticketing system, and enterprise resource planning system. Input from technology support staff comes from service-specific groups, such as the Campus Exchange Administrators Group, monthly meetings of the IT Directors representing school/college and administrative unit IT organizations, and a larger group of campus IT professionals (Deptcomp).

The new CIO has been charged with recommending a campus IT governance structure and with developing a campus IT strategic plan. To help inform the campus IT strategic plan, the CIO and UO Libraries have embarked on a “Listening Tour” across a broad range of campus constituencies to obtain input and feedback on technology services, and are considering surveying specific campus constituencies to obtain targeted input. In addition, the external program review report issued in June 2012 will also be used to help inform future technology planning.

A steering committee to inform the use of technology in learning has been chartered and is being led by the senior vice provost for academic affairs. The steering committee will charter various working groups with the intent of providing better coordination and support for the use of technology for campus instruction.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

At the University of Oregon, upgrade and refresh planning is currently being conducted for a number of campus-wide services and at the individual school/college level. In the distributed IT organizations, some schools/colleges have implemented computer replacement plans (e.g., <http://aaa.uoregon.edu/computing/purchasing/crp>, <https://casit.uoregon.edu/shop/cas-computer-replacement-program-ccrp-policy>).

Recent examples of infrastructure refreshes in support of campus-wide services include hardware refreshes supporting the virtual machine environment (UOCloud), enterprise resource planning system, and database server and storage systems. In addition, there have been some recent upgrades to the campus network. However, upgrades to core technology infrastructure have generally been funded from one-time sources that are no longer available. It is an Information Services priority to develop and provide recommendations to campus for a sustainable funding model to ensure that the technology infrastructure is adequate to support the teaching, research, and service mission of the university.

CONCLUSION

The University of Oregon submits this Year Three Report, which forms part of the seven-year reporting cycle, with confidence that our policies, personnel, governance and infrastructure provide the basis for significant progress toward achieving the measureable objectives in each of our core themes. These themes have been affirmed and widely accepted by constituencies on campus and by the institution's governing body.

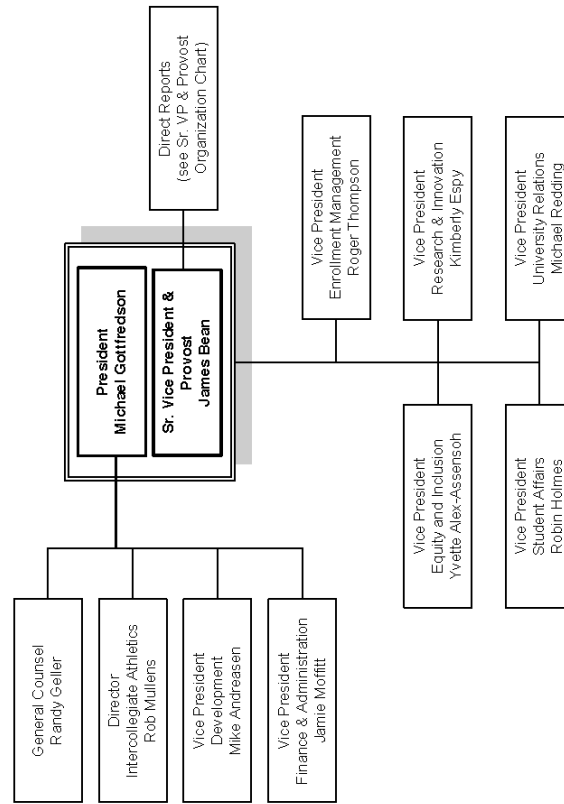
In its Year One Report submitted in 2011, the university was purposely aspirational in drafting the measureable criteria and threshold of fulfillment in each of its core themes. We seek to compare ourselves to the top 32 public institutions in the country that are also members of the prestigious American Association of Universities. Specifically, we seek to be in the upper one-half of these outstanding institutions by every measure that relates to a particular core theme. These goals are intentionally ambitious. We believe, however, that they are attainable. The Year Three Report is intended to convey that all required or recommended actions from our 2007 decennial review have been completed or successfully addressed; we believe we have done so. Further, with its inherent self-study and campus dialogue, this report is intended to provide the institution the opportunity to refine and reaffirm its core themes, its proposed metrics, and its thresholds for full achievement in each of the individual objectives of the themes. The University of Oregon enthusiastically conveys such reaffirmation.

Finally, by considering with care and analysis the NWCCU's Standard Two: Resources and Capacity, the Year Three Report is designed to provide an indication of whether an institution has in place the wherewithal to progress toward objectives that will be fully examined in year seven. The University of Oregon concludes that it does, indeed, have such wherewithal, but also recognizes that the next four years will be critical in our progress toward our approved objectives. The university has grown dramatically in enrollment in the last five years, and, despite consistent efforts to add physical infrastructure ranging from student housing to classrooms and to other teaching and learning settings, the institution has pronounced need for further infrastructure investments and growth. Expansion of the student population also presents challenges for staffing and academic personnel.

President Michael Gottfredson has stated publicly that among his highest immediate priorities are to add significant numbers of tenure-track faculty along with the classroom and office space that will continue to allow the institution to fulfill its mission—a mission that directly reflects the values of those outstanding comparator public institutions within the American Association of Universities. This will be a challenge, but it is a challenge that the University of Oregon community accepts—indeed accepts with enthusiasm—because of the pride the university takes in its core themes of education, research and service.

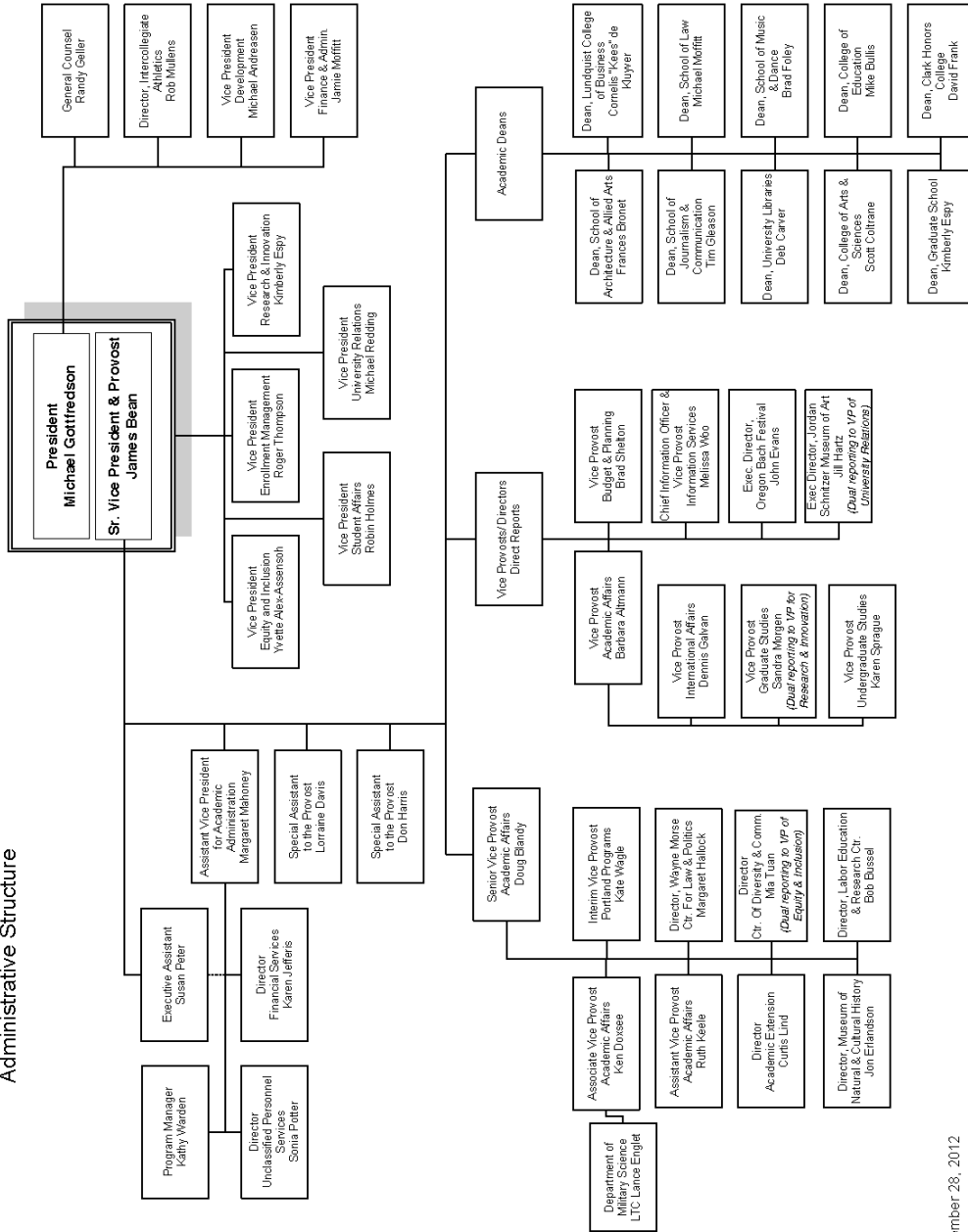


Office of the President Executive Structure





University of Oregon
Office of Senior Vice President and Provost
Administrative Structure



November 28, 2012



UNIVERSITY OF OREGON

June 4, 2012

Norman Brown
Chair, Board of Trustees
University of Oregon Foundation
1720 E. 13th Avenue, Suite 410
Eugene, OR 97403-1905

Dear Norm,

By this letter, I wish to acknowledge and reaffirm our relationship. As you know, the University of Oregon Foundation is the University of Oregon's sole recognized foundation entity under OAR 580-046-0005. The current contract and the ongoing interaction between the Foundation and the University reflect compliance with the State Board of Higher Education Administration rules, Chapter 580, Division 046, which govern recognized foundation/university relations.

President Myles Brand first recognized the University of Oregon Foundation under these rules in 1990, soon after they were adopted. His letter of August 7, 1990, memorialized his recognition of the University of Oregon Foundation and has been in effect continuously.

Best regards,

Robert M. Berdahl
Interim President

Cc: Paul Weinhold

*Norm,
As you know, the UO could never
achieve a fraction of what it has
without the help of the UO Foundation.
On behalf of the faculty and
students who are the beneficiaries
of the gifts the foundation raises and
manages, thank you. And from
me, thank you for your great
support.*

OFFICE OF THE PRESIDENT
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UNIVERSITY OF OREGON

IntroDUCKtion 2012 STUDENT PROGRAM



Welcome to the University of Oregon! We hope you enjoy your time with us. If there is anything we can do to make your stay more enjoyable, please let us know.

*Sincerely,
Student Orientation Staff, 2012*

DAY ONE

9:00 – 10:00 A.M.

DUCK THOUGHTS *Student Recreation Center, Court Three*

10:00 – 10:30 A.M.

IMMERSE YOURSELF *Outdoors*

Listen for your group number and go with your Student Orientation Staff leader; your group is listed on the top of this program.

10:30 A.M. – NOON

ACADEMIC ADVISING WORKSHOPS *Various Classrooms*

Begin structuring your academic plan with an academic advisor and hear about first-year programs. Learn about placement in math, writing, and foreign language classes — and whether or not you need to take a placement test.

NOON – 1:00 P.M.

LUNCH *EMU East Lawn*

Grab lunch, catch up with your family, and take the opportunity to visit with representatives from Academic Advising, First-Year Programs, the Center for Multicultural Academic Excellence, the College Scholars Program, Student Alumni Association, Parent and Family Programs, and University Housing. **If you're taking placement tests, be sure to be at the East Lawn at 12:55 p.m.**

1:00 – 2:30 P.M. PLACEMENT TESTING

SOSers will take you to your tests. Drop-in testing will be available from 8:00 a.m. to 1:00 p.m. on day two in the EMU Computer Lab as well. **If you're not taking a placement test, stay with your SOS group leader.**

Math Placement Tests *123 Pacific Hall*

Be on time! This test will be administered only once today, promptly at 1:15 p.m. If you'll also be taking a Spanish, German, or French test, report to the math test first.

DAY ONE CONTINUED...

Your SAT-Math score is used to gauge your readiness for university-level mathematics and to provide an initial placement recommendation. If you believe your SAT score underestimates your math abilities, or if you would like to begin your university math work above the introductory level, you should take the placement test. Testing results will be available on day two.

Math 111 Readiness Quiz *177 Lawrence*

If your SAT-Math score is 550 or above, you may be satisfied with your placement but your major department requires or recommends you take MATH 111 to earn your degree. If this is the case, take the MATH 111 Readiness Quiz today. Majors are: Accounting, Architecture, Business Administration, all science majors, Computer Information Sciences, Economics, Educational Studies, Environmental Sciences, Environmental Studies, Mathematics, Mathematics and Computer Science, and Psychology.

Spanish, French, German *EMU Computer Lab*

Offered for all students who plan to continue a language in which they have had previous training.

Chinese and Japanese *University Testing Center*

If you need to take the Japanese or Chinese test, take it now. There is an additional oral interview for both the Japanese and Chinese tests; more information will be available at the time you test.

2:30 – 3:30 P.M.

THE UNIVERSITY ACADEMIC EXPERIENCE *various EMU locations*

Worried about the demands of college-level courses, class sizes, or work loads? Hear from faculty and students about being successful.

3:30 – 4:30 P.M.

IT CAN'T BE RAPE *EMU Ballroom*

The Sexual Wellness Advocacy Team presents some of the social aspects of college life from the perspective of students. Sponsored by the Office of the Dean of Students and the ASUO Women's Center.

4:30 – 5:15 P.M.

NEXT STEPS *EMU Ballroom*

DINNER *Carson Dining Hall*

Enjoy dinner in one of our on-campus dining venues. Be sure to go at your group's assigned time.

	GROUPS 1 - 6	GROUPS 7 - 12	GROUPS 13 - 19
5:15 – 6:00 P.M.	BREAK	DINNER	BREAK
6:00 – 6:45 P.M.	BREAK	BREAK	DINNER
6:45 – 7:30 P.M.	DINNER	BREAK	BREAK

7:45 – 8:30 P.M.

WHAT TO EXPECT YOUR FIRST YEAR *EMU Ballroom*

The Student Orientation Staff will let you in on a few of the experiences you might have during your first year. Watch and learn so you'll look like an expert on your first day at the UO.

8:30 – 9:15 P.M.

INQUIRING MINDS *Various Locations*

Get all your questions answered first-hand by your SOS leader. Your parents aren't around, so don't hold back.

9:15 – 11:00 P.M.

JUST DUCKIN' AROUND *The Break, EMU*

Simply relax, enjoy the music, and spend time meeting other new Ducks. Take on SOS members in a game of pool.

DAY TWO

8:00 – 9:00 A.M. SPECIAL MEETINGS FOR STUDENTS

Advising Assistance *EMU Alsea Room*

Accessible Education Center *EMU Rogue Room*

Diversity Excellence Scholarship Meeting *EMU Metolius Room*

Student Athletes *EMU Walnut Room*

8:00 – 10:30 A.M. PLACEMENT TESTING RESULTS *EMU Main Lobby*

Pick up your math, Japanese, or Chinese placement test results prior to your faculty advising appointment. After 10:30 a.m., results can be picked up upstairs in the EMU Ballroom Lobby.

DAY TWO CONTINUED...

8:00 A.M. - 4:00 P.M. FIRST-YEAR PROGRAMS *EMU Ballroom Lobby*

Staff members are available to help you change your Freshman Interest Group (FIG) preregistration or add a FIG.

8:00 A.M. - 1:00 P.M. DROP-IN PLACEMENT TESTS *EMU Computer Lab*

9:00 A.M. - 4:00 P.M.

Only students will be allowed to attend!

Faculty Advising *EMU Ballroom*

Your advising appointment time is listed on the front of your program. You may attend advising only at your scheduled time, and you will receive your registration PIN from your advisor at the end of your appointment.

Course Registration *EMU Computer Lab*

After your advising appointment, you will register for fall term classes, then print out a copy of your course schedule.

PHOTO ID *EMU Ground Floor*

10:00 - 10:30 A.M. INTEREST SESSIONS I

A. Financial Aid and Scholarships: Get Ahead of the Bill *EMU Fir Room*

Find out the steps to take today to ensure your loans, grants, work study, and scholarships are ready at the start of fall term classes.

Students and parents may attend any of the following programs together.

10:00 A.M. - 2:00 P.M. FRATERNITIES AND SORORITIES INFORMATION TABLE *Taylor Lounge*

Stop by anytime to sign up for a house tour and talk with members of UO fraternities and sororities. House tours begin at noon and meet at the Taylor Lounge.

10:40 - 11:10 A.M. INTEREST SESSIONS II *(Interest Sessions I are listed in the student program agenda only)*

A. Financial Aid and Scholarships: Get Ahead of the Bill *EMU Fir Room*

Find out the steps to take today to ensure your loans, grants, work study, and scholarships are ready at the start of fall term classes.

B. The UO Duck Store: Buying Your Books *EMU Ben Linder Room*

We'll discuss the various options for getting books — including buying, renting, comparing prices, reserving and purchasing online — and other Duck Store services. Pick up a scavenger hunt card and enter for a chance to win free fall term books!

C. For the Health of It *University Health, Counseling, and Testing Center*

Drop by to meet with staff, tour our center, and learn about the many physical and mental health services we provide. This is an informal session so stop by anytime between 10:40 and 11:50 a.m.

D. Student Billing: You Can't Be a Duck Without a Bill *EMU Alsea Room*

Learn the ins and outs of student billing from payment options and refunds to how financial aid and scholarships fit into the picture.

E. Computing Resources at the UO *EMU Rogue Room*

Information Services will address everything from email accounts and security to buying computers and networking.

F. Tour of Campus *Information Table, EMU Main Lobby*

11:20 - 11:50 A.M. INTEREST SESSIONS III

A. Fraternities and Sororities at the UO *EMU Walnut Room*

We'll share our values of Leadership, Service, Scholarship, Brotherhood and Sisterhood, and lifelong commitment.

B. UO Duck Store: Buying Your Books *EMU Ben Linder Room*

See Interest Sessions II

C. For the Health of It *University Health, Counseling, and Testing Center*

See Interest Sessions II

D. Student Billing: You Can't Be a Duck Without a Bill *EMU Alsea Room*

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DON'T FORGET!

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DAY TWO CONTINUED...

E. Computing Resources at the UO *EMU Rogue Room*

See Interest Sessions II

NOON - 1:30 P.M. STUDENT SERVICES AND ACTIVITIES FAIR *EMU CONCOURSE*

Learn about various campus programs, student organizations, and opportunities in Eugene.

1:30 - 2:00 P.M. INTEREST SESSIONS IV

A. Fraternities and Sororities at the UO *EMU Walnut Room*

See Interest Sessions III

B. Top Tips for Living On Campus *EMU Ben Linder Room*

Make the most of your residence hall experience. If you have questions about living on campus, University Housing staff are here to help you thrive in your new home. We'll discuss fall move-in, roommates, academic programs, food, safety, and more!

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Whether students feel confident in their academic abilities or worried about making the grade, they'll want to find ways to realize their academic potential. Learn about strategies and resources that help students succeed academically.

D. Financial Aid and Scholarships for PathwayOregon Students *EMU Rogue Room*

All 2012 PathwayOregon students should plan to attend this session. You will learn more about financial aid and scholarship dates, deadlines, and procedures to maintain your PathwayOregon eligibility.

E. Go Beyond Your Borders: Study Abroad! *EMU Fir Room*

The UO offers more than 170 study abroad programs in more than 90 countries. Find out where students can study and intern abroad while using financial aid and scholarships!

F. Tour of Campus *Information Table, EMU Main Lobby*

2:10 - 2:40 P.M. INTEREST SESSIONS V

A. Academic Success *EMU Alsea Room*

See Interest Sessions IV

B. Living on Campus: Your New Habitat *EMU Ben Linder Room*

See Interest Sessions IV

C. Go Beyond Your Borders: Study Abroad! *EMU Fir Room*

See Interest Sessions IV

2:50 - 3:20 P.M. INTEREST SESSIONS VI

A. Tour of Campus *Information Table, EMU Main Lobby*



UNIVERSITY
OF OREGON

STUDENT ORIENTATION PROGRAMS

5263 UNIVERSITY OF OREGON

EUGENE, OR 97403-5263

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UOINTRO@UOREGON.EDU

HTTP://ORIENTATION.UOREGON.EDU



UNIVERSITY OF OREGON



IntroDUCKtion 2012 PARENT PROGRAM

Welcome to the University of Oregon! We hope you enjoy your time with us. If there is anything we can do to make your stay more enjoyable, please let us know.

Sincerely,
Student Orientation Staff, 2012

DAY ONE

9:00 - 10:00 A.M.

DUCK THOUGHTS *Student Recreation Center*

10:00 - 10:15 A.M.

IMMERSE YOURSELF *Student Recreation Center*

Stay to hear more about the program and get some of your initial questions answered.

10:30 - 11:45 A.M.

INTRODUCTION TO ACADEMICS AT THE UO 180 Prince Lucien Campbell Hall (PLC)

Learn what you need to know about UO academics to help your student choose fall term classes. You'll hear about the UO's first-year courses and academic advising. *Please note, parents of Clark Honors College students will be escorted to a separate session.*

11:45 A.M. - NOON

INTRODUCTION TO THE UO LIBRARIES 180 PLC

Meet our campus librarians and learn about the resources available for students.

NOON - 1:00 P.M.

LUNCH EMU East Lawn

Grab lunch, catch up with your student, and take the opportunity to visit with representatives from Academic Advising, First-Year Programs, the Center for Multicultural Academic Excellence, the College Scholars Program, the UO Parent and Family Association, Student Alumni Association, and University Housing.

1:15 - 1:30 P.M.

INTRODUCTION TO PARENT AND FAMILY PROGRAMS 180 PLC

Learn about the benefits of the UO Parent and Family Association, programs and services for families, and family weekends.

1:30 - 2:30 P.M.

HOLDING ON AND LETTING GO 180 PLC

Discover how leaving home for the UO affects students and parents. Whether this is your first or fourth child leaving for college, this presentation by Student Affairs will let you know what to expect, how to handle it, and how you can coach your student.

2:30 - 2:45 P.M.

BREAK *Don't go far! It's a short break and you don't want to miss the next session.*

2:45 - 3:45 P.M.

MONEY MATTERS 180 PLC

The Business Affairs Office and the Office of Student Financial Aid and Scholarships will guide you through estimates of the various costs, billing, how financial and scholarships fit into the picture, and the different tools you may use.

3:45 - 4:30 P.M.

NEXT STEPS 180 PLC

Wondering what happens between orientation and the first day of classes? The director of Student Orientation Programs will fill you in on all the details. Plus, take this opportunity to ask questions about what you've heard today.

4:30 - 5:15 P.M.

BREAK *Take some time on your own to relax. Visit the Jordan Schnitzer Museum of Art with your IntroDUCKtion family pass.*

DINNER Carson Dining Hall

Meet up with your student and enjoy dinner in one of our on-campus dining venues. Be sure to go at your student's assigned group time.

	GROUPS 1 - 6	GROUPS 7 - 12	GROUPS 13 - 19
5:15 - 6:00 P.M.	BREAK	DINNER	BREAK
6:00 - 6:45 P.M.	BREAK	BREAK	DINNER
6:45 - 7:30 P.M.	DINNER	BREAK	BREAK

7:45 - 8:45 P.M.

LEAVING THE NEST 180 PLC

Get the inside scoop on the student experience. Ask anything you'd like in this question-and-answer panel with current students.

DAY TWO

7:30 - 8:15 A.M.

SOS CONTINENTAL BREAKFAST Living-Learning Center Courtyard

Join Student Orientation Staff members for an informal continental breakfast. *Parents only.*

8:30 - 9:15 A.M.

FACULTY PERSPECTIVES 150 Columbia

One of the university's outstanding faculty will share what classes may be like for your student. Listen for some valuable tips.

9:30 - 10:30 A.M.

PANEL OF CAMPUS EXPERTS 150 Columbia

Meet and ask questions of staff from the Department of Public Safety, the University Health Center, the Counseling and Testing Center, the Career Center, the Office of the Dean of Students, and University Housing.

Students and parents may attend any of the following programs together.

10:00 A.M. - 2:00 P.M. FRATERNITIES AND SORORITIES INFORMATION TABLE Taylor Lounge

Stop by anytime to sign up for a house tour and talk with members of UO fraternities and sororities. House tours begin at noon and meet at the Taylor Lounge.

10:40 - 11:10 A.M. INTEREST SESSIONS II *(Interest Sessions I are listed in the student program agenda only)*

A. Financial Aid and Scholarships: Get Ahead of the Bill EMU Fir Room

Find out the steps to take today to ensure your loans, grants, work study, and scholarships are ready at the start of fall term classes.

B. The UO Duck Store: Buying Your Books EMU Ben Linder Room

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2:10 - 2:40 P.M. INTEREST SESSIONS V

A. Academic Success *EMU Alsea Room*

See Interest Sessions IV

B. Top Tips for Living On Campus *EMU Ben Linder Room*

See Interest Sessions IV

C. Go Beyond Your Borders: Study Abroad! *EMU Fir Room*

See Interest Sessions IV

2:50 - 3:20 P.M. INTEREST SESSIONS VI

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Project Name: Straub and Earl Halls Classrooms Expansion

Institution: University of Oregon

Project Description: The project, located in the academic core of campus, will result in approximately 1,000 new created and newly renovated classroom seats dedicated to general university use, including a highly needed 500+ seat lecture hall. The project consists of a two-story expansion and redevelopment of existing portions of Earl and Straub Halls and related site work. Redevelopment will result in 20,500 GSF of new space and will replace or remodel 29,600 GSF of existing space. Straub Hall is currently undergoing a significant remodel aimed at relieving its overwhelming deferred maintenance issues, and this project will expand the deferred maintenance work to replace the existing classrooms with new ones.

Total State Bonding Requested - \$11,000,000 XI-G bonds.

Total Institutional Funding - \$11,000,000 gifts, grants and other sources.

Total Project Cost - \$22,000,000

Contribution to 40-40-20 goals:

- By increasing the number of classroom seats, more class sections can be offered, which contributes to a shorter time to degree, and allows more classes to be offered during the most sought after teaching and learning times. The new classroom spaces will also be configured to take advantage of the latest best practices in teaching, including room configuration and technology infusion.

Serving more students:

- This project will provide an additional 700 centrally controlled classroom seats equating to capacity for 2,800 students in all disciplines.

Serving students better

- These additional classroom seats add to the scheduling options available to students and shorten their time to graduation. This is particularly true for classes taught in a sequence as the inability to get into one class of a sequence causes a delay of an entire academic year.
- The project includes the renovation of 300 existing classroom seats to the latest practices in teaching, including room configuration and technology, greatly improving the learning environment of these existing classrooms. Technology is likely to include 'clickers', multiple displays and broadcasting and receiving options for lecture capture and asynchronous learning.
- The resulting grouping of classrooms will allow for breakout options, enhanced student communications, and alternatives for collaborative learning.
- This project replaces current teaching spaces in off-campus locations with classrooms at the center of the campus thereby reducing the amount of travel between classes and adding options for scheduling back-to-back classes.
- The project will create new and substantial physical connections to Earl Hall which is a residence hall and to the adjacent Living Learning Center residence hall enhancing the living and learning component of the university and advancing its standing as a residential campus.

Relationship to Healthy People, Safety, Jobs and Innovation, Healthy Environment

- This project is estimated to create 198 jobs.
- The UO's Oregon Model for Sustainable Development requires the project to obtain a Leadership in Energy Efficiency Design (LEED) gold level certification, use 35% less energy than the State of Oregon code requires, meet advanced standards for storm water treatment, and include on-going operations education for building occupants.

Project Name: Science Library Expansion and Remodel
Institution: University of Oregon

Project Description: This project will completely remodel the existing underground science library and create a new Science Commons and Research Library (SCRL) that will support advanced research and problem solving in a variety of scientific disciplines. The project consists of a two-story renovation and addition to the underground Science Library and related site work, adding approximately 3,525 GSF of new space, as well as remodeling 36,525 GSF of the existing facility.

Total State Bonding Requested - \$8,375,000 XI-G bonds.
Total Institutional Funding - \$8,375,000 gifts, grants and other sources.
Total Project Cost - \$16,750,000

Contribution to 40-40-20 goals:

- The new SCRL will significantly enhance the quality of the educational experience for those students who intend to earn a bachelor's degree in the STEM disciplines, and also provide important outreach and support services for students at the community colleges and K-12.
- Investigations into student retention in higher education show statistically significant correlations between library investments (learning spaces, rich collections, technology, expertise) and improved retention and academic performance. [Mezick, Elizabeth M. **Return on Investment: Libraries and Student Retention.** The Journal of Academic Librarianship, Volume 33, Issue 5, September 2007, p. 561-566]

Serving more students:

- The seating capacity, will increase from 252 to 520 seats to address a 71% increase in science majors since 2001.
- New seats for classes, seminars, and group study, will increase from 72 to 158.
- A new 20 seat Digital Technology Lab and infrastructure to address growing demand for connectivity will be added.

Serving students better:

- The project creates newly-configured instructional spaces to support collaborative work and problem-based learning and new flexible study spaces, with movable walls and furniture that can be reconfigured easily to accommodate teaching/learning requirements.
- Two to three new discipline-specific rooms (such as anatomy) with resources to support discovery and learning will be added.
- Create additional spaces for student advising, in collaboration with the College of Arts and Sciences will be created.
- New technologies to support data-intensive disciplines including visualization capabilities are planned.
- New teleconferencing services to support distance instruction and to enable better connections with the global scholarly community will be added.

Outreach services to community colleges and K-12:

- The university libraries, along with the UO museums, represent a critical linkage with the larger learning community through on site access to licensed research databases, exhibits and interactive displays, and lectures.
- As conceived, the new facility will be a point of "scientific discovery" with OMSI-like programming. In this way, it can provide a source of inspiration and knowledge for students working toward a high school or associate's degree.

Relationship to Healthy People, Safety, Jobs and Innovation, Healthy Environment:

- This project is estimated to create 151 jobs.
- The University of Oregon is a leader in basic science research and training within the state, a signature area of strength within the university. Positions in the healthcare industry account for approximately 14% of all Oregon jobs, and computational informatics play an increasing role in biotech solutions, healthcare management, and materials/medical device development.
- The project will obtain a Leadership in Energy Efficiency Design (LEED) gold level certification, use 35% less energy than the State of Oregon code requires, meet advanced standards for storm water treatment, and include on-going operations education for building occupants.

Project Name: Chapman Hall Renovation, Seismic Upgrade and Deferred Maintenance

Institution: University of Oregon

Project Description: This deferred maintenance and seismic renovation project will consist of a 23,050 GSF interior and exterior renovation of Chapman Hall, home of the Robert D. Clark Honors College. A significant reorganization of Chapman Hall is necessary to satisfy long-term program needs. The renovated building will help the University attract and retain more high achieving students from Oregon, with classrooms, seminar rooms, a conference room, thesis defense room, library, departmental faculty and administrative space and Honors College student spaces. Seismic and deferred maintenance includes building exterior, windows and doors; elevators HVAC equipment, controls and distribution; electrical equipment; plumbing rough-in; plumbing fixtures; fire protection; built-in equipment and specialties; interior finishes; and painting.

Total State Bonding Requested - \$2,875,000 XI-G bonds, \$4,500,000 Q Bonds, retired by State.

Total Institutional Funding - \$2,875,000 gifts, grants and other sources.

Total Project Cost - \$10,250,000

Contribution to 40-40-20 goals:

- This project will help the university attract and retain high achieving students from Oregon, thereby making a major contribution to Oregon's 40-40-20 Plan, and keeping some of the best and brightest students here in the state. Oregonians represented 62% of the College's Fall 2011 freshman class and 73% of the Fall 2012 freshman class illustrating the upward trend towards keeping the best and brightest Oregon students at home. Oregon students hail from metropolitan as well as rural counties across the state and comprise 65% of the enrollment of the College.

Serving more students:

- This project will provide better facilities for the existing 650 Honors College students and add additional capacity for 50 students in the College.

Serving students better

- Students graduate with a degree from the Clark Honors College; all write a senior thesis directed by three professors in the student's field.
- The College graduates 89% percent of its students.
- With 65% of its enrollees Oregonians, the College is seen as a prestigious alternative to the costly private universities and colleges to Oregon high school graduates. The median GPA of those who apply is 3.95 and the median SAT is 1360.
- The project includes the renovation of existing classrooms to the latest practices in pedagogical technology, greatly improving the learning environment and enhancing the community of scholars.
- New spaces in the building will include collaborative learning environments for interdisciplinary courses.
- The reorganization within the building and new informal and formal meeting rooms will enhance the interaction between students and professors outside of the traditional classroom environment.
- The renovations and the deferred maintenance will allow the building to operate more efficiently directing resources to other areas which can benefit students.

Relationship to Healthy People, Safety, Jobs and Innovation, Healthy Environment

- This project is estimated to create 92 jobs.
- The UO's Oregon Model for Sustainable Development requires the project to obtain a Leadership in Energy Efficiency Design (LEED) gold level certification, use 35% less energy than the State of Oregon code requires, meet advanced standards for storm water treatment, and include on-going operations education for building occupants.

Project Name: Huestis Hall Second Floor Renovation

Institution: University of Oregon

Project Description: This renovation project will create a cutting edge BIOCOR facility for cutting edge training in life sciences technologies and application. This project will repair 40 year-old dilapidated systems (structure, plumbing, HVAC) to bring this area up to current seismic and laboratory safety standards, and conserve energy.

Total State Bonding Requested - \$4,000,000 XI-G bonds.

Total Institutional Funding - \$4,000,000 gifts, grants and other sources.

Total Project Cost - \$8,000,000

Contribution to 40-40-20 goals:

- This facility renovation supports the 40-40-20 goal of better trained graduates with higher levels of professional success, especially in STEM disciplines, by providing access to cutting edge laboratory facilities and equipment, and thereby creating a vibrant Oregon workforce.
- The 40-40-20 educated workforce is best achieved by providing students with advanced training in cutting edge technologies in fields that have strong growth potential and serve critical needs within the state. The BIOCOR project includes core facilities for education, research and industry engagement (replicating the successful CAMCOR facility), provides the training to allow students to be successful both now and over the next decades.

Serving more students:

- The renovated space will support the expansion of our existing applied science Graduate Internship Program into life sciences, especially into computationally intensive, "big data" science fields, increasing the number of students by 25% per annum with advanced training and placement into industries with a large footprint in Oregon.
- The renovations of existing lab space will allow new tenure-related science faculty to be hired to serve rapidly growing students numbers in high tech science fields, e.g., life science enrollment has doubled in the last ten years. One new entry-level class can mean 30 to 50 more STEM students.
- With an increase of 70% in STEM majors, this renovation expands capacity for direct faculty mentorship of undergraduate students within research labs, working seamlessly on multidisciplinary teams with access to cutting edge equipment to provide the highest quality, advanced training to be well prepared for the workplace.

Serving students better

- BIOCOR provides STEM training opportunities both directly and through support for advanced classroom / laboratory activities, access to technologies and tools of tomorrow. Emphasis is on quantitative training, biological processes and advanced characterization.
- Advanced training increases student employability; increases workforce capacity in the science, technology and informatics arenas.
- Reduced costs of ongoing operations and renovation at economy of scale rather than piecemeal will enable existing resources to be redirected for other uses.

Relationship to Healthy People, Safety, Jobs and Innovation, Healthy Environment

- This project is estimated to create 72 jobs.
- The University of Oregon is a leader in basic science research and training within the state, a signature area of strength within the university. Positions in the healthcare industry account for approximately 14% of all Oregon jobs, and computational informatics play an increasing role in biotech solutions, healthcare management, and materials/medical device development.
- Enhanced facilities provide capacity to support the emerging health care technology and biotech economy. Core facilities provide access to advanced technologies for UO spin-offs and external companies in Oregon, allowing them to remain in the area/state and generating job growth.
- Environmental technologies are dependent on many life science applications (e.g., genomics), so next-generation environmental approaches will be reliant on technologies provided within BIOCOR.

Project Name: Global Studies Building
Institution: University of Oregon

Project Description: The Global Studies Building project, located in the academic core of campus, will add a new campus building to house the College of Arts and Sciences academic departments and programs within the Oregon Consortium of International and Area Studies and International Affairs units and centers, as well as a 400+ seat new general university use classroom with break-out spaces. The project will consist of a new three-to-four story, 37,000 GSF building and related site work. The building will house general university classrooms, breakout rooms, seminar and conference rooms, offices, and faculty and staff support areas for the academic programs and centers it houses. This project will enable UO to better serve students studying world cultures, the global economy and international affairs. A Global Studies Center will more fully integrate grant funded programming, research and outreach with global education opportunities for students.

Total State Bonding Requested - \$9,125,000 XI-G bonds.
Total Institutional Funding - \$9,125,000 gifts, grants and other sources.
Total Project Cost - \$18,250,000

Contribution to 40-40-20 goals:

- The new building will integrate 12 programs, offices and centers with an international focus that have been spread across campus into a shared facility that will include interactive learning and collaboration spaces along with classrooms outfitted with the latest technologies designed to facilitate cross-cultural dialog and international understanding.
- The quality of education at UO will be enhanced with a facility focused primarily on global studies.

Serving more students:

- This project will provide an additional 400 centrally controlled classroom seats equating to capacity for 1,600 students in all disciplines.

Serving students better

- This project will create new synergies among departments, programs, and centers focused on global issues that will improve the quality of education for UO students.

Outreach services to community colleges and K-12:

- This project will enhance collaborative efforts between UO departments focused on languages, cultures, and cross-national studies and Oregon teachers at the K-12 and community college levels.
- The building will house programs promoting multilingualism, cross-cultural knowledge and global study experiences to the state as a whole.

Relationship to Healthy People, Safety, Jobs and Innovation, Healthy Environment

- This project is estimated to create 164 jobs.
- This project will help prepare Oregon's future workforce for jobs that articulate with an increasingly global economy by promoting language competence and cross-cultural understanding.
- The Oregon economy will be more innovate, dynamic and competitive if in-state, U.S., and global employers know that our workforce understands other cultures and has a command of Mandarin and Spanish, and in some cases Danish and Vietnamese.
- The UO's Oregon Model for Sustainable Development requires the project to obtain a Leadership in Energy Efficiency Design (LEED) gold level certification, use 35% less energy than the State of Oregon code requires, meet advanced standards for storm water treatment, and include on-going operations education for building occupants.

Spring 2013 NWCCU Year Three Evaluation Report Contributors

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Spring 2013 NWCCU Year Three Evaluation Report Contributors (continued)

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