

Concordance and User Guide

ACADEMIC EXCELLENCE:
Successes, Challenges, and Opportunities
at the University of Oregon

Prepared for the
Northwest Commission
on Colleges and Universities

April 2007

**University of Oregon
Eugene, Oregon**

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CONCORDANCE AND USER GUIDE

The following document is organized by Standards, Elements, and Indicators from the *NWCCU Accreditation Handbook (2003 Edition)*. It links relevant points within the report and supporting documents to the Standards, Elements, and Indicators. By formal agreement with the NWCCU, the University of Oregon's 2007 self-study focuses on issues rather than presenting separate chapters for each of the Standards. While the self-study reflects a unique mission driven and holistic analysis, all nine NWCCU Standards and all Elements within Standards are addressed in the document. In cases where the self-study does not reference one of the 218 Indicators, compliance with that Indicator is demonstrated in the required documents and other materials that are available in the Resource Room.

Compliance statements for each NWCCU policy can be found at the end of the concordance followed by a comprehensive listing of required documents that accompany the self-study report either as hard copy, on the CD, or in a handful of cases as website links. Other documentation (required exhibits, suggested materials, and additional materials) will be available to the visiting team in the Resource Room.

A variety of navigation aids are included in the University of Oregon's self-study. For example:

1. The self-study report (PDF) has been bookmarked by section.
2. The self-study report table of contents page numbers have been hyperlinked to their respective sections.
3. All websites and documents referenced in the self-study report appear in endnotes.
4. To access a website or referenced document in the electronic version of the self-study report either click on the associated superscript in the body of the report or on the URL found in the endnotes section of the report.
5. To search for a specific term in the electronic self-study report, open the PDF. The PDF toolbar has a search button (shaped like binoculars). Select this icon  and enter your search query.
6. The required document inventory (included at the end of the Concordance and User Guide) includes hyperlinks to electronic versions of the documentation that have been included on the CD.
7. To go to a previous view (e.g. if you have clicked on a bookmark or hyperlink) in an Adobe PDF file hold the Alt and left arrow key at the same time.

The University of Oregon also welcomes the NWCCU Commission and members of the visiting team to its accreditation website at <http://accredit.uoregon.edu/> that has served as the communications hub for our decennial review. Our guests and members of the commission are welcome to the "public sector" of this space as well as the "workspace" that has been used primarily by the Steering Committee and the administrative leadership. To enter the workspace, that can be found in the left-hand links of the website, login with the username: selfstudy and password: accredit07.

CONCORDANCE

STANDARD ONE – INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS	
STANDARD 1. ELEMENT A – MISSION AND GOALS	
<p>STATEMENT OF COMPLIANCE: The University of Oregon’s Mission and Goals, which give direction to all activities of the institution, derive from community dialogue and are widely understood by members of the campus community and stakeholders. Progress toward meeting the mission and goals is studied regularly, documented carefully and shared widely.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
1.A.1	MISSION AND GOALS WIDELY UNDERSTOOD
	<p>Section in UO Self-Study Where Addressed: The document’s "Thematic Overview" and the "Self-Study Goals and Process" illustrate how the entire decennial review--with engagement of dozens of faculty standing committees and 100s of individual faculty-- was structured around mission.</p> <p>Part I “Transforming Oregon and Beyond” begins with focus on mission.</p> <p>Consistent with the UO’s mission as an AAU institution, Part III.A.4. (Page 168: “Evaluation”) documents the central roles of significant contributions in the areas of research, teaching, and service in faculty evaluation.</p>
1.A.2	MISSION IS PROMULGATED APPROPRIATELY
	<p>Section in UO Self-Study Where Addressed: Part I “Transforming Oregon and Beyond” discusses some of the many ways in which the UO promulgates its mission through execution in the broad areas of research, service, and teaching.</p> <p>Additional Materials: UO Catalog, page 2</p>
1.A.3	PROGRESS TOWARD GOALS IS DOCUMENTED AND MADE PUBLIC
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: “State of the University Addresses” by President Dave Frohnmayer, as well as reports to University stakeholders are available online at http://president.uoregon.edu/ and in the Resource Room.</p> <p>University public reports to the Oregon University System regarding its Performance Indicators and the system’s Performance Measures are available in the Resource Room.</p>
1.A.4	GOALS REFLECT MISSION AND RESOURCES
	<p>Section in UO Self-Study Where Addressed: Part IV.B (Page 245: "Leadership and Governance to Sustain Excellence") discusses formulation of goals and planning.</p>

	<p>Additional Materials: Goals of Administrators Available in Resource Room</p>
1.A.5	MISSION AND GOALS DIRECT ALL EDUCATIONAL ACTIVITIES
	<p>Section in UO Self-Study Where Addressed: Part III.A.1 (Page 153: "Faculty Attributes") discusses how the University's distinct mission and its attributes as an AAU University direct the development of its faculty.</p> <p>Part III.A.2 (Page 155: "Hiring and Expectations") further illuminates how the mission drives decisions.</p> <p>Part 1.C (Page 49: "Educating in the Present: Selectivity and Access") addresses how the University's mission is reflected in admissions at both the graduate and undergraduate level.</p> <p>Part II. (Page 73: "Educating the Generations") discusses in its coverage of the University's educational program the way in which it is mission driven.</p>
1.A.6	PUBLIC SERVICE CONSISTENT WITH MISSION
	<p>Section in UO Self-Study Where Addressed: Part I.B (Page 31: "Transforming the State: Role of the University") addresses public service as part of the mission.</p>
1.A.7	INSTITUTION ADHERES TO NWCCU POLICY ON SUBSTANTIVE CHANGES
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: Documents available in Resource Room</p>
STANDARD 1. ELEMENT B – PLANNING AND EFFECTIVENESS	
<p>STATEMENT OF COMPLIANCE: The University of Oregon engages in ongoing and very effective planning and assessment of progress toward all aspects of its mission and goals. Part IV of the self study illustrates this in both its discussion of planning per se and its discussion of governance and faculty participation. Part II, in its discussion of undergraduate education, graduate education and library/technology resources demonstrates the impact of this assessment.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
1.B.1	CLEARLY DEFINED PLANNING AND EVALUATION
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1 (Page 217: "Planning for Growth and Change") shows planning in a physical context.</p> <p>Part II (page 73: "Educating the Generations") entire section discusses academic planning.</p>
1.B.2	SYSTEMATIC PLANNING FOR ALL ASPECTS OF MISSION
	<p>Section in UO Self-Study Where Addressed: Part II.A.1.c (Page 75: "Process for Change") discusses an example of academic planning and its impact.</p>

	Part II.A.6.a (Page 97: "Background for recent Improvements") discusses improved way of Explaining the Curriculum and relates it to planning.
1.B.3	PLANNING PROCESS IS PARTICIPATORY
	<p>Section in UO Self-Study Where Addressed: Part IV A.1 (Page 217: "Planning for Growth and Change") illustrates committee involvement.</p> <p>Part IV.B.2.c (page 255: "Shared Governance ") describes pattern of planning caucuses and retreats.</p>
1.B.4	EVALUATION RESULTS ARE USED IN PLANNING
	<p>Section in UO Self-Study Where Addressed: Part IV A.1 (Page 217: Planning for Growth and Change) shows evaluation impact on physical planning.</p> <p>Part II (Page 73: "Educating the Generations") demonstrates in entire section the uses of evaluation results in academic planning.</p>
1.B.5	EVALUATION IS USED TO IDENTIFY AREAS FOR IMPROVEMENT
	<p>Section in UO Self-Study Where Addressed: Part II.A.6 (Page 97: "Program Evaluation") and Part II.B.2 (Page 115: "Assessment of Academic Programs") graduate) both illustrate these processes in instructional program.</p>
1.B.6	ADEQUATE RESOURCES FOR PLANNING AND EVALUATION
	<p>Section in UO Self-Study Where Addressed: Part II.A (Page 73: "Educating the Generations: Introduction") provides insights into planning for academic programs.</p> <p>Part IV A.1 (Page 217: "Planning for Growth and Change") provides complete discussion of planning for resources.</p>
1.B.7	RESEARCH REFLECTS MISSION
	<p>Section in UO Self-Study Where Addressed: Part I.A (Page 3: "Inventing the Future: UO Research and Scholarship") entire section illustrates the relationship of research to the institution's mission.</p>
1.B.8	SYSTEMATIC REVIEW OF PLANNING AND REVIEW PROCESSES
	<p>Section in UO Self-Study Where Addressed: Part IV.B (Page 245: "Leadership and Governance to Sustain Excellence") discusses administrative roles and shared governance roles in ensuring systematic planning.</p>
1.B.9	COMMUNICATES EVALUATION PROCESSES TO PUBLIC
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Oregon University System Performance Measures are available in the Resource Room. Specific University of Oregon UO Performance Indicators are available at http://rm.uoregon.edu/pi.</p>

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS	
STANDARD 2. ELEMENT A – GENERAL REQUIREMENTS	
<p>STATEMENT OF COMPLIANCE: The University of Oregon offers collegiate level, indeed AAU level, programs that culminate in identified student competencies in recognized fields of study. Evaluation and continuous improvement of educational programs is ongoing, thorough and systematic. This evaluation, completed through public procedures that reflect administrative leadership and shared governance guides the provision of all educational programming.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
2.A.1	RESOURCES FOR INSTRUCTION
	<p>Section in UO Self-Study Where Addressed: Part III.A.1 (Page 153: "Faculty Attributes") addresses this Indicator.</p> <p>Part III.A.1.a (Page 154: "Faculty Composition") discusses faculty attributes needed for mission.</p> <p>Part III.A.1.b (Page 155: "Faculty Quality") discusses faculty qualities that support all aspects of the mission.</p> <p>Part II.B.3 (Page 121: "Professional Development") discusses support for instruction.</p>
2.A.2	INSTRUCTIONAL GOALS REFLECT MISSION
	<p>Section in UO Self-Study Where Addressed: IV.B.2.b (Page 255: "University Committee Structure") discusses the faculty committee structures that ensure that instructional policies and delivery are compatible with the university's mission.</p> <p>Part IV.B.2.c (Page 256: "Undergraduate Council") specifically points to the undergraduate body.</p> <p>Part IV.B.2.c and Box II.B.1 (Page 116: "Graduate Council") describe responsibilities and procedures for graduate programs.</p>
2.A.3	PROGRAMS HAVE COHERENCE
	<p>Section in UO Self-Study Where Addressed: Part II.A.2.c (Page 80: "Majors and Elective Study") highlights the coherent design, and methods for sustaining that coherence in undergraduate program.</p> <p>Part II.A.5.b (Page 93: "First Year Programs") highlights the way in which students are introduced to the academy.</p> <p>Part II.A.6 (Page 97: "Program Evaluation" entire section) demonstrates examples of the emphasis on learning outcomes, and proper sequencing of courses.</p> <p>Part II.C.3 (Page 137: "Supporting Teaching and Learning") demonstrates the engagement of library and information services in teaching and learning.</p>

2.A.4	PROPER DESIGNATORS EMPLOYED
	<p>Section in UO Self-Study Where Addressed: Part II.A.2.b (Page 76: "General Education") illustrates the attention given to properly designating undergraduate courses.</p> <p>Part II.B.1 (Page 114: "Overview of Graduate Programs") and II.B.2, (Page 115: "Assessment of Academic Programs") highlight how program review demonstrates one of the approaches the University of Oregon uses to ensure use of proper designators for program study.</p>
2.A.5	INSTRUCTIONAL TIMEFRAMES APPROPRIATE
	<p>Section in UO Self-Study Where Addressed: Part II.A.2.b (Page 76: "General Education") and Part II.A.6.b (Page 97: "Assessing the General Education Curriculum") provide discussion of criteria for length of study period for General Education Credit.</p>
2.A.6	PROPER USE SEMESTER AND TERM CREDIT
	<p>Section in UO Self-Study Where Addressed: Part II.A.6.b (Page 97: "Assessing the General Education Curriculum") describes consistent attention within the Undergraduate Council and the Committee on Courses to instructional contact time.</p> <p>Part IV.B.2.c (Page 255: "Shared Governance") provides insights into how the Undergraduate Council and Committee on Courses fit into governance and operational structures.</p>
2.A.7	CURRICULAR RESPONSIBILITY PROPERLY VESTED
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2.c (Page 255: "Shared Governance") describes the Undergraduate Council and Committee on Courses.</p> <p>Part II.B.2 (Page 115: "Assessment of Academic Programs") and Box II.B.1 (Page 116: "Graduate Council") describes curricular oversight and Program Review at the Graduate level.</p>
2.A.8	PARTNERSHIP OF LIBRARY AND INSTRUCTIONAL RESOURCES IN CURRICULUM
	<p>Section in UO Self-Study Where Addressed: Part II.A.5.b (Page 93: "First Year Programs") discusses the way that students are introduced to all learning resources including library and other information resources.</p> <p>Part II.C.3 (Page 137: "Supporting Teaching and Learning") addresses partnerships and complementary relationships.</p>
2.A.9	SCHEDULE PLANNED FOR ACCESSIBILITY
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2.c (Page 255: "Shared Governance") addresses the work of the Undergraduate Council and Committee on Courses.</p>

2.A.10	CREDIT FOR PRIOR EXPERIENTIAL LEARNING
	<i>Section in UO Self-Study Where Addressed:</i> N/A
2.A.11	SYSTEMATIC POLICY REVIEW
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.2.c (Page 255: "Shared Governance") describes the Undergraduate Council" and its charge. Part II.A.6.b. (Page 97: "Assessing the Quality of the General Education Curriculum") provides a full description of systematic and regular policy review and assessment.
2.A.12	PROVISION FOR STUDENTS WHEN PROGRAMS ELIMINATED
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference. <i>Additional Materials:</i> Documentation on approaches to program cuts caused by the 1990 "Measure 5" are on file.
STANDARD 2. ELEMENT B – EDUCATIONAL PROGRAM PLANNING AND ASSESSMENT	
STATEMENT OF COMPLIANCE: Educational programming at the University of Oregon is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution. REQUIRED DOCUMENTS: See Required Document Inventory	
2.B.1	CLEARLY DEFINED ASSESSMENT
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.6 (Page 97: "Program Evaluation"--entire section) addresses, assessment procedures and affects.
2.B.2	LEARNING OUTCOMES
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.6 (Page 97: "Program Evaluation"--entire section) describes examples of assessment of learning outcomes in general education requirement.
2.B.3	ASSESSMENT LEADS TO IMPROVEMENT
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.1.c (Page 75: "The 'Process for Change'") describes Pathways Project providing examples specific example of assessment leading to improvement. Part II.A.6 (Page 97: "Program Evaluation" provides general discussion of assessment leading to across the general curriculum and within majors.
STANDARD 2. ELEMENT C – UNDERGRADUATE PROGRAM	
STATEMENT OF COMPLIANCE: The undergraduate program at the University of Oregon is designed to provide students with a substantial, coherent, and articulated exposure to the broad domains of knowledge. REQUIRED DOCUMENTS: See Required Document Inventory	

2.C.1	GENERAL EDUCATION REQUIRED
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.2 (Page 76: "General Education") addresses this Indicator and Standard.
2.C.2	PROGRAMS BASED ON CLEAR AND PROMULGATED RATIONALE
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.5 (Page 90: "Introducing Students to the Academy") demonstrates some approaches used to convey clear rationale.
2.C.3	GENERAL EDUCATION INCLUDES BROAD REPRESENTATION OF THE TRIVIUM AND QUADRIVIUM
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.2 (Page 76: "General Education") addresses the purpose, breadth and organization of general education at the University of Oregon.
2.C.4	TRANSFER CREDIT
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> UO Catalog, p. 13 undergraduate and p. 42 graduate
2.C.5	INSTITUTION PROVIDES EFFECTIVE ADVISING
	<i>Section in UO Self-Study Where Addressed:</i> Part II.A.4 (Page 85: "Academic Advising") gives overview of advising and indications of how assessment leads to changes. Part II.A.5. (Page 90: "Introducing Students to the Academy") demonstrates some approaches used to convey clear rationale.
2.C.6	CLEAR POLICIES ON REMEDIAL AND DEVELOPMENT
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> UO Catalog, pages 16-26
2.C.7	FACULTY ADEQUACY
	<i>Section in UO Self-Study Where Addressed:</i> Part III.A.1 (Page 153: "Faculty Members") provides discussion of composition of faculty and quality of faculty. Part III.A.2 (Page 155: "Hiring and Expectations") conveys clear commitment to academic excellence.
2.C.8	PRE BACCALAUREATE PROGRAMS
	<i>Section in UO Self-Study Where Addressed:</i> N/A

STANDARD 2. ELEMENT D – GRADUATE PROGRAM	
<p>STATEMENT OF COMPLIANCE: The University of Oregon's graduate education provides a set of advanced academic experiences beyond the baccalaureate level. These experiences not only warrant the award of graduate degrees, they meet the highest standards of the American Association of Universities.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
2.D.1	LEVEL AND NATURE APPROPRIATE AT GRADUATE LEVEL
	<p><i>Section in UO Self-Study Where Addressed:</i> Part II.B. (Page 114: "Education for the Future: Graduate and Professional Education") gives overview of graduate education that conforms to the highest standards of the American Association of Universities.</p>
2.D.2	WELL DEFINED OBJECTIVES AT GRADUATE LEVEL
	<p><i>Section in UO Self-Study Where Addressed:</i> Part II.B.2 (Page 115: "Assessment of Academic Programs") provides overview of graduate program assessment.</p> <p>Part II.B.2.a. (Page 115: "Direct Measures") discusses procedures for introducing new programs and points to website in academic affairs for procedures);</p> <p>Part II.B.2.b (Page 118: "Indirect Measures") provides further insights into graduate outcomes assessment.</p>
2.D.3	DISTINCTIVE NATURE OF DOCTORAL STUDY
	<p><i>Section in UO Self-Study Where Addressed:</i> Part II. Box II.B.1 (Page 116: "Graduate Council") describes function, composition and authorities of the Graduate Council in maintaining AAU level excellence.</p>
STANDARD 2. ELEMENT E – GRADUATE FACULTY AND RELATED RESOURCES	
<p>STATEMENT OF COMPLIANCE: The University of Oregon provides a distinguished faculty whose responsibilities include a major commitment to graduate education and who are involved in keeping pace with, and advancing the frontiers of knowledge.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
2.E.1	RESOURCES FOR GRADUATE INSTRUCTION
	<p><i>Section in UO Self-Study Where Addressed:</i> Part III.A.1 (Page 153: "Faculty Attributes") describes faculty resources for graduate education. Part II.B.2.b (Page 118: "Indirect Measures") considers faculty quality as a factor in assessing graduate education. Part IV.A. (Page 217: "Sustaining our Campus") describes the planning that ensures that facilities are adequate and appropriate.</p>
2.E.2	CURRENCY OF GRADUATE CURRICULUM
	<p><i>Section in UO Self-Study Where Addressed:</i> Part II.B. (Page 114: "Education for the Future: Graduate and Professional Education" entire section) demonstrates such currency and the mechanisms that ensure continued currency.</p>

2.E.3	APPROPRIATE FACULTY FOR GRADUATE INSTRUCTION
	<p>Section in UO Self-Study Where Addressed: Part III.A.1 (Page 153: "Faculty Attributes") relates to this Indicator.</p> <p>Part II.B.2.b (Page 118: "Indirect Measures") considers faculty quality as a factor in assessing graduate education.</p>
2.E.4	ADEQUATE NUMBER OF FACULTY
	<p>Section in UO Self-Study Where Addressed: Part III.A.1.a (Page 154: "Faculty Composition") provides clear picture of such adequacy.</p>
2.E.5	DELIVERY OF OFF-CAMPUS PROGRAMS
	<p>Section in UO Self-Study Where Addressed: Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.</p>
2.E.6	PRESENCE OF CORE DOCTORAL FACULTY
	<p>Section in UO Self-Study Where Addressed: Part III.A.1 (Page 153: "Faculty Attributes") describes attributes of UO's AAU quality faculty.</p>
STANDARD 2. ELEMENT F – GRADUATE RECORDS AND ACADEMIC CREDIT	
STATEMENT OF COMPLIANCE: Graduate admission and retention policies at the University of Oregon ensure that student qualifications are compatible with the institution's mission and goals.	
REQUIRED DOCUMENTS: See Required Document Inventory	
2.F.1	GRADUATE POLICIES AND REGULATIONS APPROPRIATE
	<p>Section in UO Self-Study Where Addressed: Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.</p>
2.F.2	GRADUATE ADMISSIONS PROCEDURES APPROPRIATE
	<p>Section in UO Self-Study Where Addressed: Part I.C.3 (Page 64: "Graduate and Professional Students") discusses approach to graduate admissions.</p> <p>Part I.C.3.b (Page 67: "Admission and Selectivity") provides further specifics.</p> <p>Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.</p>
2.F.3	FACULTY INVOLVED IN SETTING GENERAL ADMISSIONS CRITERIA
	<p>Section in UO Self-Study Where Addressed: Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.</p>

2.F.4	FACULTY DETERMINE GRADUATE REQUIREMENTS
	<i>Section in UO Self-Study Where Addressed:</i> Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.
2.F.5	CLEAR POLICIES ON GRADUATE TRANSFER CREDIT
	<i>Section in UO Self-Study Where Addressed:</i> Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.
2.F.6	GRADUATE CREDIT FOR PRACTICA AND INTERNSHIPS USED APPROPRIATELY
	<i>Section in UO Self-Study Where Addressed:</i> Part II Box II.B1 (Page 116: "Graduate Council") describes body with authority and oversight to ensure compliance with Indicator.
STANDARD 2. ELEMENT G – CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES	
STATEMENT OF COMPLIANCE: Continuing education and special learning activities, programs, and courses offered for credit through the University of Oregon are consistent with its educational mission and goals.	
REQUIRED DOCUMENTS: See Required Document Inventory	
2.G.1	OFF CAMPUS PROGRAMS COMPATIBLE WITH MISSION
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Documents and Exhibits Available in Resource Room
2.G.2	INSTITUTION RESPONSIBLE FOR ALL PROGRAMS
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Documents and Exhibits Available in Resource Room
2.G.3	FULL-TIME FACULTY IN CONTINUING EDUCATION AND SPECIAL LEARNING
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Documents and Exhibits Available in Resource Room
2.G.4	RESPONSIBILITIES CLEAR IN CONTINUING EDUCATION AND SPECIAL LEARNING
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Documents and Exhibits Available in Resource Room

2.G.5	ADEQUATE ACCESS WHEN ELECTRONIC LEARNING EMPLOYED
	Section in UO Self-Study Where Addressed: Part II.C (Page 129: "Sustaining Education and Scholarship: Information Resources and Technology") addresses adequacy of technological support and integration of such support into pedagogy.
2.G.6	EQUITABLE FEE STRUCTURE
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Documents and Exhibits Available in Resource Room
2.G.7	CREDIT AWARDS BASED ON POLICY
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Documents and Exhibits Available in Resource Room
2.G.8	APPROPRIATE ACADEMIC APPROVAL AND MONITORING
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Documents and Exhibits Available in Resource Room
2.G.9	CREDIT FOR PRIOR EXPERIENTIAL LEARNING CONSISTENT WITH POLICY 2.3
	Section in UO Self-Study Where Addressed: N/A
2.G.10	CLEAR POLICIES ON EXTERNAL DEGREES, CREDIT BY EXAM AND RESIDENCY
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Documents and Exhibits Available in Resource Room
2.G.11	OUTCOMES ASSESSMENT APPROPRIATE FOR SHOWING RESULTS SIMILAR TO TRADITIONAL PRACTICES
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Documents and Exhibits Available in Resource Room
2.G.12	TRAVEL STUDY PROGRAMS SUBJECT TO INSTITUTIONAL CONTROL
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Documents and Exhibits Available in Resource Room

STANDARD 2. ELEMENT H – NON-CREDIT PROGRAMS AND COURSES	
<p>STATEMENT OF COMPLIANCE: Non-credit programs and courses at the University of Oregon are consistent with its mission and goals. They are characterized by the highest quality of instruction from fully qualified instructors.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
2.H.1	NON-CREDIT PROGRAMS UNDER APPROPRIATE INSTITUTIONAL CONTROL
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: Documents and Exhibits Available in Resource Room</p>
2.H.2	APPROPRIATE RECORDS MAINTAINED
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: Documents and Exhibits Available in Resource Room</p>
2.H.3	APPROPRIATE CEU GUIDELINES FOLLOWED
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: Documents and Exhibits Available in Resource Room</p>

STANDARD THREE – STUDENTS	
STANDARD 3. ELEMENT A – PURPOSE AND ORGANIZATION	
<p>STATEMENT OF COMPLIANCE: Student programs and services at the University of Oregon support the achievement of the institution's mission and goals by contributing to the educational development of its students. These programs that are consistent with the educational philosophy of the institution, are provides to all students regardless of where or how they are enrolled and by whatever means educational programs are offered.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
3.A.1	ORGANIZATION OF STUDENT AFFAIRS EFFECTIVE FOR MISSION AND GOALS
	<p><i>Section in UO Self-Study Where Addressed:</i> Part IV.B.2.a. (Page 249: “The Vice President for Student Affairs”) and Part IV. Figure B6 (Page 254: “Administrative Structure of the Office of the Vice President for Student Affairs”) both address this.</p>
3.A.2	QUALIFIED STUDENT SERVICE STAFF
	<p><i>Section in UO Self-Study Where Addressed:</i> Part III.B.2. (Page 187: “Evaluation”) discusses periodic reviews that ensure quality.</p>
3.A.3	APPROPRIATE POLICES AND PROCEDURES FOR STUDENT DEVELOPMENT
	<p><i>Section in UO Self-Study Where Addressed:</i> Part IV Box A1 (Page 232:) links to Student Affairs website that covers policies and procedures for student development.</p> <p>Part IV.B.3.b. (Page 258: “Additional Student Involvement”) connects on page 259 to the Erb Memorial Union website that covers policies and procedures.</p>
3.A.4	RESOURCES ADEQUATE AND ALLOCATED BASED ON IDENTIFIED NEEDS
	<p><i>Section in UO Self-Study Where Addressed:</i> Part IV.B.2.a. (Page 247:) provides Student Affairs organizational chart.</p> <p><i>Additional Materials:</i> Student Affairs budgets are reviewed annually each spring concurrent with establishment of base budgets for the following year.</p>
STANDARD 3. ELEMENT B – GENERAL RESPONSIBILITIES	
<p>STATEMENT OF COMPLIANCE: The University of Oregon's student services and programs are based upon an assessment of student needs. Adequate support is provided to ensure that programs achieve established goals while operating within public policies that are current and accurate.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	

3.B.1	INSTITUTION SYSTEMATICALLY IDENTIFIES CHARACTERISTICS AND NEEDS OF STUDENTS
	<p>Section in UO Self-Study Where Addressed: Part II: A. (Page 75: “The Present Generation: Undergraduate Teaching and Learning”) addresses the systematic identification of student characteristics and needs.</p> <p>Part II: A.6.f. (Page 108: “NSSE: An Overall Measure of Student Engagement”) discusses a particular instrument and approach to such analysis.</p>
	<p>Additional Materials: Student characteristics, needs, and behavioral trends are assessed through focused efforts that include: Student Affairs Director meetings (bi-monthly); Student Affairs council meetings of representatives of student service areas across the institution (twice each term); and a weekly Debriefing meeting of members of senior administration, Student Affairs staff, and campus safety units. Additionally, a purposeful system of student advisory councils provides an opportunity for administrators to solicit feedback from students: Department of Public Safety Advisory Board; EMU Board of Directors; President’s Associated Students Advisory Board; Student Recreation Center Advisory Board; three child care parent’s councils; Residence Hall Association, etc.</p>
3.B.2	OPPORTUNITIES FOR STUDENT PARTICIPATION IN GOVERNANCE
	<p>Section in UO Self-Study Where Addressed: Part IV: B.3. (Page 257: “Student Involvement in Governance”) provides, in the entire section a discussion of student participation in governance.</p>
3.B.3	POLICIES FAIR, CONSISTENT AND PUBLICLY STATED
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2.d. (Page 239:) UO Conduct Code website: http://studentlife.uoregon.edu/programs/student_judi_affairs/FinalCode16Oct.pdf</p>
3.B.4	ADEQUATE PROVISION FOR STUDENT SAFETY
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2.b (Page 234: “Campus Safety”) discusses in depth the programs that address this Indicator. Part IV.A.2.c. (Page 238: “Mental Health”) illustrates that consideration of student safety is broadly conceived. Part IV.A.2.d. (Page 239: “Prevention”) also suggests the broad understanding of student safety that propels programming at the University of Oregon.</p>
3.B.5	INSTITUTION PUBLISHES CATALOG WITH NECESSARY CHARACTERISTICS
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: UO Catalog (http://www.uoregon.edu/~uopubs/bulletin/welcome_index.shtml)</p>
3.B.6	SERVICES ARE EVALUATED AND RESULTS ARE USED AS BASIS FOR CHANGE
	<p>Section in UO Self-Study Where Addressed: Part II: A. (Page 75: “The Present Generation: Undergraduate Teaching and Learning”) addresses the impact of evaluation and the ways in which that leads to change.</p>

	<p>Additional Materials: Services are evaluated regularly through a variety of tools and accordingly adjusted. The following examples are available in the Resource Room located in the Student Affairs Reading Area; Student Affairs Annual Reports; NSSE Freshman and Senior Surveys 2003 and 2006; Admitted Student Questionnaire 2003-04; Admitted Class Evaluation 2004-05; annual Health Center Survey; ACHUO-I/EBI Housing Resident Survey 2003-04; Parent Survey 2004-05; Non-traditional Student Needs Assessment 2004-05; ACUII/EBI 2005-06.</p>
<p>STANDARD 3. ELEMENT C – ACADEMIC CREDIT AND RECORDS</p>	
<p>STATEMENT OF COMPLIANCE: At the University of Oregon, evaluation of student learning and achievement, and the award of credit, is based upon clearly stated and distinguishable criteria. Academic Records are accurate secure and comprehensive</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
<p>3.C.1</p>	<p>EVALUATION BASED ON CLEAR CRITERIA</p>
	<p>Section in UO Self-Study Where Addressed: Part II.A.6.d (Page 103: "Grades as Assessment Throughout the Curriculum") provides a thorough discussion of institution's attention to accurate and appropriate evaluation.</p> <p>Additional Materials: Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive.</p> <p>Chapter 7, Section K, Faculty Handbook on Grading http://academicaffairs.uoregon.edu/handbook/Chapter07.html#K</p> <p>University of Oregon Catalog, page 17 http://www.uoregon.edu/~uopubs/bulletin/registration_and_academi.shtml#gradesys</p> <p>University of Oregon Catalog, page 8 http://www.uoregon.edu/~uopubs/bulletin/readers_guide.shtml</p> <p>University of Oregon Catalog, page 25 http://www.uoregon.edu/~uopubs/bulletin/registration_and_academi.shtml#alternate</p> <p>University of Oregon Catalog, page 13 http://www.uoregon.edu/~uopubs/bulletin/admissions.shtml#transfer</p>
<p>3.C.2</p>	<p>THESES, DISSERTATIONS, ETC. ARE APPROPRIATE TO DEGREE LEVEL</p>
	<p>Section in UO Self-Study Where Addressed: Part II.B.2 (Page 115: "Assessment of Academic Programs") provides description of program review and Graduate council oversight that ensures that theses and dissertations are of AAU Institution quality.</p> <p>Additional Materials: Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, clearly stated and implemented. Faculty Handbook on Grading, Chapter 7, Section K (http://academicaffairs.uoregon.edu/handbook/Chapter07.html#K)</p> <p>Graduate School website (http://gradschool.uoregon.edu/?page=policiesProcedures)</p>

3.C.3	DISTINCTIONS BETWEEN DEGREE AND NON-DEGREE CREDIT ARE CLEAR
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Clear and well-publicized distinctions are made between degree and non-degree credit. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit, is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.</p> <p>UO catalog course numbering system, page 10 (http://www.uoregon.edu/~uopubs/bulletin/readers_guide.shtml)</p> <p>Community Education Program Website (http://cep.uoregon.edu/)</p>
3.C.4	TRANSFER CREDIT IS IN ACCORDANCE WITH NWCCU POLICY 2.5
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure high academic quality and relevance to the students' programs. Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 <i>Transfer and Award of Academic Credit</i>. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.</p> <p>University of Oregon Catalog, page 13 (http://www.uoregon.edu/~uopubs/bulletin/admissions.shtml#transfer)</p> <p>University of Oregon Catalog, page 24 (http://www.uoregon.edu/~uopubs/bulletin/registration_and_academi.shtml#generallimit)</p> <p>Registrar's website on transfer credit equivalencies (http://registrar.uoregon.edu/transfer-articulation/)</p>
3.C.5	STUDENT RECORDS ARE SECURE, COMPLETE AND PERMANENT
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>

	<p>Additional Materials: The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire proof and otherwise safe storage and are backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.</p> <p>Registrar’s website on FERPA Code of responsibility (http://registrar.uoregon.edu/pdfs/Ferpa%20Code%20of%20Responsibility.pdf)</p> <p>Information Services website (http://cc.uoregon.edu/)</p>
<p>Standard 3. Element D – Student Services</p>	
<p>STATEMENT OF COMPLIANCE: The University of Oregon recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
<p>3.D.1</p>	<p>ADMISSIONS POLICIES REFLECT MISSION</p>
	<p>Section in UO Self-Study Where Addressed: Part 1.C. (Page 49: "Educating the Present: Selectivity and Access") addresses these policies and places them in the context of the institution's mission.</p> <p>Part 1.C.2.b (Page 52: “Access and Selective Admission”) relates policies and practice to University’s mission and role within the state.</p> <p>Additional Materials: UO Catalog</p> <p>Admission requirements are set by OUS. OUS enrollment website (http://www.ous.edu/stucoun/prospstu/admissions.php)</p>
<p>3.D.2</p>	<p>INSTITUTION IS ATTENTIVE TO NEEDS AND CHARACTERISTICS OF STUDENT BODY</p>
	<p>Section in UO Self-Study Where Addressed: Part I.C.1. (Page 49: “The Student Body”) discusses analysis of needs and attributes of incoming students.</p> <p>Part I.C.2. (Page 52: “Profile of Students”).</p> <p>Part I. Box C2 (Page 55: “Profiles in Undergraduate Achievement”) .</p> <p>Additional Materials: UO Enrollment Management Report (http://darkwing.uoregon.edu/~emc/resources.htm) addresses recruitment and retention, admission of students of color, and socioeconomic issues.</p>

3.D.3	STUDENTS ARE PLACED IN COURSES APPROPRIATELY
	<p>Section in UO Self-Study Where Addressed: Part I.C.2.b (Page 53: “Access and Selective Admission”) discusses retention and graduation rates. Part II.A.4. (Page 85: “Academic Advising) and Part II.A.5 (page 90: “New Student Orientation”) address effective course placement.</p>
	<p>Additional Materials: Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution’s expectations. Special provisions are made for “<i>ability to benefit</i>” students. Testing Center Website on placement exams and procedures (http://testing.uoregon.edu/place.htm) Disability Services Website (http://ds.uoregon.edu/) Office of Multicultural Academic Support website (http://www.uoregon.edu/~omas/)</p>
3.D.4	POLICIES FOR CONTINUING STUDY (OR TERMINATION) ARE CLEAR AND APPLIED CONSISTENTLY
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2.b (Page 255: “University Committee Structure”) links to the website that describes work of the Academic Requirements Committee and the Scholastic Review Committee.</p>
	<p>Additional Materials: The institution specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process. The policy for readmission of students who have been suspended or terminated is clearly defined. University of Oregon Catalog, pages 17-26 (http://www.uoregon.edu/~uopubs/bulletin/registration_and_academi.shtml#bachdegreereq) University of Oregon Catalog, pages 24-25 (http://www.uoregon.edu/~uopubs/bulletin/registration_and_academi.shtml#academicstandard) Faculty Advising Manual, page 34 (http://advising.uoregon.edu/AA_Pages/AA_FAM2007.pdf)</p>
3.D.5	GRADUATION REQUIREMENTS ARE CLEAR AND PUBLISHED
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: Institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in required publications. Faculty Advising Manual, pages 2-35 (http://advising.uoregon.edu/AA_Pages/AA_FAM2007.pdf) Registrar’s Office website “Student Right to Know” (http://registrar.uoregon.edu/common/studentRTK.htm)</p>

3.D.6	APPROPRIATE FINANCIAL AID CONSISTENT WITH MISSION
	<p>Section in UO Self-Study Where Addressed: Part I.C.2.e. (Page 61 “Financial Aid”) gives overview of approaches to financial aid that are consistent with the University’s Mission;</p> <p>Part IV.A.2. (Page 232: Link to Office of Student Financial Aid webpage)</p>
3.D.7	INFORMATION ON FINANCIAL ASSISTANCE APPROPRIATELY PROMULGATED
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2. (Page 232: Link to Office of Student Financial Aid website).</p> <p>Additional Materials: Admissions Office Viewbook distributed to all new admits</p>
3.D.8	STUDENT LOAN PROGRAMS APPROPRIATELY MONITORED
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2 (Page 232: Link to Office of Student Financial Aid website).</p> <p>Additional Materials: A133 Audit: Secretary of State Audits Division report on UO federal compliance for financial aid programs: http://www.ous.edu/cont-div/accounting&reporting</p>
3.D.9	INSTITUTION PROVIDES STUDENT ORIENTATION
	<p>Section in UO Self-Study Where Addressed: Part II.A.5. (Page 90: "Introducing Students to the Academy") provides description of orientation programs.</p>
3.D.10	ADEQUATE ADVISING PROVIDED
	<p>Section in UO Self-Study Where Addressed: Part II.A.4 (Page 85: "Academic Advising") provides complete discussion of advising programming.</p> <p>Part II.A.5 (Page 90: "Introducing Students to the Academy") describes specific programs for new students.</p>
3.D.11	CAREER COUNSELING AND PLACEMENT PROVIDED
	<p>Section in UO Self-Study Where Addressed: Part I.B.2.c (Page 34: “Attracting Enterprise and Creating Job”) discusses impact of Career Center on Students and the State of Oregon. Part IV.A.2. (Page 232:) Link to Career Center webpage provides overview of Career Services.</p>
3.D.12	HEALTH CARE PROVIDED
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2. (Page 232:) Link to University Health Center webpage provides overview of health care.</p>
3.D.13	HOUSING ENHANCES LEARNING ENVIRONMENT
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2. (Page 232:) Link to University Housing webpage provides overview of housing.</p>

3.D.14	FOOD SERVICES APPROPRIATE
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2. (Page 232:) Link to University Housing webpage links to “Dining Services”. Part IV.B.3.b. (Page 258: “Additional Student Involvement”) describes student leadership on Union decision making and links to EMU website giving “Food Venues”.</p>
3.D.15	ADEQUATE CO-CURRICULAR PROGRAMS
	<p>Section in UO Self-Study Where Addressed: Part IV.B.3.b. (Page 258: “Additional Student Involvement”) links the Erb Memorial Union webpage. Part IV.B.3.a. (Page 257) provides link to the Associated Students of the University of Oregon (ASUO) webpage. Part IV.A.2. (Page 232) provides link to the Office of Student Life webpage. Part II.A.4. (Page 85: “Academic Advising”) provides link to the Office of Academic Advising webpage that addresses co-curricular opportunities. Part IV.B.3.b. (Page 258: “Additional Student Involvement”) describes co-curricular programming including service on university standing committees, boards and councils.</p>
3.D.16	POLICIES ON CO-CURRICULAR PROGRAMS ARE CLEAR
	<p>Section in UO Self-Study Where Addressed: Part IV.B.3.a. (Page 257: “Oregon Statute Protected Student Governance”) provides links to Oregon Administrative Rules and internal policies.</p>
3.D.17	RECREATIONAL FACILITIES PROVIDED
	<p>Section in UO Self-Study Where Addressed: Part IV.A.2. (Page 232:) provides link Physical Activity and Recreation Services webpage. Part IV.B.3.b. (Page 258:) provides link Erb Memorial Union Webpage and subordinate links to Club Sports and the Outdoor Program.</p>
3.D.18	BOOKSTORE SUPPORTS LEARNING PROGRAM
	<p>Section in UO Self-Study Where Addressed: Not applicable</p>
3.D.19	CLEAR RELATIONSHIP BETWEEN INSTITUTION AND STUDENT MEDIA
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: The Oregon Daily Emerald website provides clarity on this relationship. (http://www.dailyemerald.com/history/)</p>
STANDARD 3. ELEMENT E – INTERCOLLEGIATE ATHLETICS	
<p>The University of Oregon completed its decennial NCAA Recertification Process and self-study in November of 2006. The best evidence for compliance with this NWCCU Element is presented in the self-study and in the commentary of the external visiting team. The University provides here to its NWCCU visitors a way to access the institution’s NCAA materials on that organization’s website.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	

3.E.1	ADEQUATE INSTITUTIONAL CONTROL
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: NCAA Certification Study website (https://goomer.ncaa.org/wdbctx/ncaass/AdminMDB.AC_InstMenu.ACSHomePage) The institution ID is 529; The institution password is MC2CE7; The password is "view."
3.E.2	GOALS, POLICIES, OBJECTIVES OF ATHLETICS PROVIDED TO STAFF
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: NCAA Certification Study website (https://goomer.ncaa.org/wdbctx/ncaass/AdminMDB.AC_InstMenu.ACSHomePage) The institution ID is 529; The institution password is MC2CE7; The password is "view."
3.E.3	SAME ADMISSIONS REQUIREMENTS FOR ATHLETES AND NON-ATHLETES
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: NCAA Certification Study website (https://goomer.ncaa.org/wdbctx/ncaass/AdminMDB.AC_InstMenu.ACSHomePage) The institution ID is 529; The institution password is MC2CE7; The password is "view."
3.E.4	ATHLETIC BUDGET IS SYSTEMATIC AND ACCOUNTABLE
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: NCAA Certification Study website (https://goomer.ncaa.org/wdbctx/ncaass/AdminMDB.AC_InstMenu.ACSHomePage) The institution ID is 529; The institution password is MC2CE7; The password is "view."
3.E.5	COMMITMENT TO FAIR TREATMENT TO ALL ATHLETES
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: NCAA Certification Study website (https://goomer.ncaa.org/wdbctx/ncaass/AdminMDB.AC_InstMenu.ACSHomePage) The institution ID is 529; The institution password is MC2CE7; The password is "view."
3.E.6	POLICY ON ATHLETICS SCHEDULING AVOIDING INSTRUCTIONAL CONFLICTS
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: NCAA Certification Study website (https://goomer.ncaa.org/wdbctx/ncaass/AdminMDB.AC_InstMenu.ACSHomePage) The institution ID is 529; The institution password is MC2CE7; The password is "view."

STANDARD FOUR – FACULTY	
STANDARD 4. ELEMENT A – FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT	
STATEMENT OF COMPLIANCE: The UO retains a distinguished faculty that is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals.	
REQUIRED DOCUMENTS: See Required Document Inventory	
	Section in UO Self-Study Where Addressed: Part III.A (Page 153: “Faculty Members”) describes the attributes, hiring, support, evaluation, and compensation of faculty at the UO.
4.A.1	INSTITUTION EMPLOYS QUALIFIED FACULTY IN RELEVANT AREAS
	Section in UO Self-Study Where Addressed: Part I.A.4 (Page 23: “Quality and Impact of Research Programs”) provides a number of objective indicators of the quality of faculty research and scholarship. Part III.A.1.b (Page 155: “Faculty Quality”) assesses evidence of faculty quality. Part III.A.2.a (Page 156: “Academic Unit Goals and Criteria”) assesses criteria that determine faculty hires.
4.A.2	FACULTY PARTICIPATE IN ACADEMIC PLANNING, CURRICULUM, ADVISING, AND GOVERNANCE
	Section in UO Self-Study Where Addressed: Part II.A.4 (Page 85: “Academic Advising”) discusses faculty involvement in advising both undeclared students and majors. Part II.B.2 (Page 115: “Assessment of Academic Programs”) discusses the college and university curriculum review processes. Part II.A.6.b (Page 97: “Assessing the General Education Curriculum”) and Part II.A.6.d (Page 103: “Grades as Assessment Throughout the Curriculum”) illustrate the role of the Undergraduate Council in curriculum planning and assessment. Part IV.B.2.b (Page 249: “Faculty Governance”) and Part IV.B.2.c (Page 255: “Shared Governance”) describe the role of faculty in governance at the UO.
	Additional Materials: Resource Room: Binder provided by CAS Curriculum Committee provides details of curriculum review processes.
4.A.3	FACULTY WORKLOADS ARE APPROPRIATE TO THE INSTITUTION’S MISSION AND GOALS
	Section in UO Self-Study Where Addressed: Part IV.B.4.d (page 262: “Reward Structures”) discusses service as part of workload.

	<p>Additional Materials: Teaching loads vary by academic unit, consistent with national norms. Five 11-week courses per academic year is typical in many areas. Course reductions for junior faculty, and for heavy administrative or committee assignments, are not uncommon. Overall, teaching loads for full-time faculty at the UO, as well as expectations with respect to effort devoted to research and service, are similar to those at other high-quality public research universities.</p>
4.A.4	Salaries and benefits are adequate
	<p>Section in UO Self-Study Where Addressed: Part III.A.5 (Page 175: “Compensation”) provides a comprehensive assessment of faculty salaries and benefits at the UO.</p>
4.A.5	FACULTY EVALUATION IS REGULAR, SYSTEMATIC, AND CONSISTENT WITH THE UO’S MISSION
	<p>Section in UO Self-Study Where Addressed: Part III.A.4 (Page 168: “Evaluation”) describes university policy and academic unit practice in the area of faculty evaluation.</p>
4.A.6	INSTITUTIONAL POLICY DEFINES AN ORDERLY PROCESS FOR RECRUITMENT AND APPOINTMENT OF FULL-TIME FACULTY
	<p>Section in UO Self-Study Where Addressed: Part III.A.2.b (Page 160: “Institutional Goals and Support”) describes the various forms of support provided by the Office of Academic Affairs in the course of hiring full-time faculty.</p>
	<p>Additional Materials: Links that describe the hiring process in detail: http://appointments.uoregon.edu/ http://aaeo.uoregon.edu/checklist.htm http://policies.uoregon.edu/ch3u.html http://academicaffairs.uoregon.edu/handbook/Chapter02.html</p>
4.A.7	ACADEMIC FREEDOM IS FOSTERED AND PROTECTED
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2 (Page 247: “University Governance Relationships and Structures”) describes faculty involvement in decision-making at all levels of the university, which is the dominant mechanism through which academic freedom is protected.</p>
	<p>Additional Materials: Academic Freedom in Mission and in Affirmation of Community Standards</p>
4.A.8	PART-TIME AND ADJUNCT FACULTY ARE QUALIFIED AND USED IN ACCORD WITH MISSION
	<p>Section in UO Self-Study Where Addressed: Part III.A.1.a. (Page 154: “Faculty Composition”) provides a brief statistical overview of the representation of NTTF among the faculty as a whole.</p>

4.A.9	EMPLOYMENT PRACTICES FOR PART-TIME AND ADJUNCT ARE APPROPRIATE
	<p>Section in UO Self-Study Where Addressed: Part III.A.4.a (Page 168: “University Policy”) and Part III.A.4.b. (Page 171: “Practice and Assessment) discuss evaluation procedures for nontenure-track faculty.</p> <p>Part III.A.2.a (Page 156: “Academic Units Goals and Criteria”) discusses representation of women and minorities among fixed term faculty.</p>
4.A.10	POLICIES ON THE USE OF PART-TIME AND ADJUNCT FACULTY ARE PERIODICALLY ASSESSED
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Both the role and evaluation of NTTF at the UO are currently under review by the Vice-Provost for Academic Affairs.</p>
STANDARD 4. ELEMENT B – SCHOLARSHIP, RESEARCH AND ARTISTIC CREATION	
<p>STATEMENT OF COMPLIANCE: As a member of the prestigious "invitation only" American Association of Universities, the University of Oregon emphasizes research and creative activity in the responsibilities of its faculty.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
	<p>Section in UO Self-Study Where Addressed: Part I.A. (Page 3: “Inventing the Future: UO research and Scholarship”) describe the integral role of research and scholarship in the work of the faculty at the UO.</p> <p>Part III.A (Page 153: “Faculty Members”) describes the ways in which research and other forms of creative activity are supported, evaluated, and rewarded.</p>
4.B.1	FACULTY ARE ENGAGED IN RESEARCH AND CREATIVE ACTIVITY APPROPRIATE FOR AN AAU INSTITUTION
	<p>Section in UO Self-Study Where Addressed: Part I.A.1 (Page 3: “Disciplinary Research”) and Part I.A.2. (Page 7: “Interdisciplinary and Collaborative Research”) provide overviews of the UO’s research programs and creative activities.</p> <p>Part I.A.4 (Page 23: “Quality and Impact of Research Programs”) provides a number of objective indicators of the quality of faculty research, scholarship, and creative activity.</p> <p>Part III.A.1.b (Page 155: “Faculty Quality”) assesses evidence of the quality of faculty scholarship.</p> <p>Part III.A.2.a (Page 156: “Academic Unit Goals and Criteria”) documents the prominence given to research excellence in the criteria that determine faculty hires.</p>

4.B.2	POLICIES AND PROCEDURES REGARDING SCHOLARSHIP ARE CLEARLY COMMUNICATED
	<p>Section in UO Self-Study Where Addressed: Part III.A.2 (Page 155: “Hiring and Expectations”) describes the ways in which the institution communicates expectations regarding scholarships during the hiring process.</p> <p>Part III.A.4. (Page 168: “Evaluation”) describes the various ways in which institutional policy and practice in evaluating scholarly productivity is communicated to the faculty.</p>
4.B.3	FACULTY ARE ENGAGED IN THE DEVELOPMENT AND ADMINISTRATION OF POLICY RELATED TO SCHOLARSHIP
	<p>Section in UO Self-Study Where Addressed: Part III.A.4 (Page 168: “Evaluation”) describes the role of academic units and faculty committees in setting standards for scholarly productivity and for evaluating faculty relative to those standards.</p>
4.B.4	ADEQUATE RESOURCES FOR RESEARCH AND SCHOLARSHIP ARE PROVIDED
	<p>Section in UO Self-Study Where Addressed: Part III.A.3 (Page 162: “Faculty Support”) describes the forms of support provided for scholarly activities at various levels within the institution.</p> <p>Part III.A.5 (Page 175: “Compensation”) addresses adequacy of support in the areas of salary and benefits relative to peer institutions.</p>
4.B.5	EXPECTATIONS, SUPPORT, AND REWARDS IN THE AREA OF RESEARCH ARE APPROPRIATE TO INSTITUTIONAL MISSION AND GOALS
	<p>Section in UO Self-Study Where Addressed: Part III.A.2 (Page 155: “Hiring and Expectations”), Part III.A.3 (Page 162: “Faculty Support”), Part III.A.4 (Page 168: Evaluation), and Part III.A.5 (Page 175: “Compensation”) make clear the central role of the UO’s mission as a comprehensive research university in determining policy and practice in the areas indicated.</p>
4.B.6	SPONSORED RESEARCH IS APPROPRIATE TO INSTITUTIONAL MISSION AND GOALS
	<p>Section in UO Self-Study Where Addressed: Part I.A.3 (Page 16: “Research Support”) provides an overview and assessment of sponsored research funding at the UO.</p> <p>Part IV.B.2.a (Page 247: “University Administrative Structures”) describes the organizational structure of the Office of the Vice President for Research and Graduate Studies, which is responsible for administrative oversight of sponsored research at the UO.</p>
4.B.7	FACULTY ARE ACCORDED ACADEMIC FREEDOM
	<p>Section in UO Self-Study Where Addressed: Part I (Page 1: “Transforming Oregon and Beyond”) and numerous other parts of the self-study refer to the UO’s AAU Membership, indicating adherence to all standards of “freedom to learn” and “freedom to teach”.</p>

STANDARD FIVE – LIBRARY AND INFORMATION RESOURCES	
STANDARD 5. ELEMENT A – PURPOSE AND SCOPE	
STATEMENT OF COMPLIANCE: At the University of Oregon, fully adequate, library and information resources and services are offered at the appropriate level for degrees offered. These are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.	
5.A.1	ADEQUATE INFORMATION RESOURCES AND SERVICES
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.2 (Page 131: "Meeting Student Needs") gives overview of purpose and scope of Library and Information Resources. Part II.C.4.d (Page 145: "Computing Capability and Infrastructure Support")
5.A.2	SUFFICIENT CORE COLLECTION AND RELATED INFORMATION RESOURCES
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.4.a (Page 141: "Library Collections") gives overview of such sufficiency.
5.A.3	NATURE OF EDUCATIONAL PROGRAMS DETERMINES INFORMATION RESOURCES
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.3 (Page 137: "Supporting Teaching and Learning") specifically addresses this Indicator.
STANDARD 5. ELEMENT B – INFORMATION RESOURCES AND SERVICES	
STATEMENT OF COMPLIANCE: At the University of Oregon, information resources are sufficient in quality, depth, diversity, and currency to support the institution's curricular offerings.	
5.B.1	EQUIPMENT AND RESOURCES SUPPORT EDUCATIONAL PROGRAM
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.2 (Page 131: "Meeting Student Needs") and Part II.C.3 (Page 137: "Supporting Teaching and Learning") specifically addresses this Indicator.
5.B.2	LIBRARY AND INFORMATION RESOURCES CONTRIBUTE TO DEVELOPMENT OF ABILITIES OF STUDENTS
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.2 (Page 131: "Meeting Student Needs") and Part II.C.3.b (Page 137: "Course and Faculty Support") address this Indicator.
5.B.3	POLICIES AND PROCEDURES CLEAR AND PROMULGATED
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.1.c (Page 130: Continuous Improvement and Infrastructure Investments") discusses development and promulgation of policies.
5.B.4	STAFF AND FACULTY INVOLVED IN PLANNING OF RESOURCES
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.1.c (Page 130: Continuous Improvement and Infrastructure Investments") demonstrates extensive broad based planning.

5.B.5	COMPUTING AND COMMUNICATIONS USED TO EXTEND BOUNDARIES
	Section in UO Self-Study Where Addressed: Part II.C.1.b (Page 130: “Information Services”) demonstrates extension of boundaries using computing and communications.
STANDARD 5. ELEMENT C – FACILITIES AND ACCESS	
STATEMENT OF COMPLIANCE: The University of Oregon provides adequate facilities for library and information resources, equipment and personnel. These resources are readily available for use by the institution's students, faculty, and staff on the Eugene campus and where required off-campus.	
5.C.1	LIBRARY READILY ACCESSIBLE
	Section in UO Self-Study Where Addressed: Part II.C.2.b (Page 133: “Facilities and Services”) addresses this Indicator.
5.C.2	COOPERATIVE ARRANGEMENTS WITH OTHER LIBRARIES FORMALLY DOCUMENTED
	Section in UO Self-Study Where Addressed: Part II.C.4.b (Page 142: Resource Sharing”) discusses such cooperative arrangements.
	Additional Materials: Supplemental Materials available in Resource Room
STANDARD 5. ELEMENT D – PERSONNEL AND MANAGEMENT	
STATEMENT OF COMPLIANCE: The University of Oregon's personnel for library and information services are adequate in number and expertise to provide services that support the mission of the institution.	
5.D.1	SUFFICIENT LIBRARY AND INFORMATION RESOURCES STAFF
	Section in UO Self-Study Where Addressed: Part II.C.2.c (Page 135: “Staffing Issues”) describes staffing relating to this Indicator and relates it to comparator institutions.
5.D.2	QUALIFIED STAFF
	Section in UO Self-Study Where Addressed: Part II.C.2.c (Page 135: “Staffing Issues”) addresses this Indicator.
5.D.3	PROFESSIONAL GROWTH FOR STAFF
	Section in UO Self-Study Where Addressed: Part II.C.2.c (Page 135: “Staffing Issues”) addresses this Indicator.
5.D.4	LIBRARY AND INFORMATION RESOURCES SUPPORT MISSION
	Section in UO Self-Study Where Addressed: Part II.C. (Page 129: “Sustaining Education and Scholarship: Information Resources and Technology”) begins with relationship to key parts of the mission.

5.D.5	LIBRARY AND INFORMATION RESOURCES STAFF INVOLVED IN CURRICULUM DEVELOPMENT
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.1.c (Page 130: “Continuous Improvement and Infrastructure Investments”) describes library and IT involvement with curricular bodies.
5.D.6	FINANCIAL SUPPORT ADEQUATE
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.4.a (Page 141: “Library Collections”) addresses budgetary support of library.
STANDARD 5. ELEMENT E – PLANNING AND EVALUATION	
STATEMENT OF COMPLIANCE: At the University of Oregon, Library and information resources planning directly support teaching and learning.	
5.E.1	PLANNING PROCESS FOR LIBRARY AND INFORMATION SERVICES
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.1.c (Page 130: “Continuous Improvements and Infrastructure Investments “) provides insights into planning processes and responsible committees. Part II.C.2.a (Page 132: “Barrier Free Access”); Part II.C.5.b (Page 147: “Needs and Planning”)
5.E.2	VARIOUS SERVICES APPROPRIATE LINKED
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C (Page 129: “Sustaining Education and Scholarship: Information Resources and Technology”) discusses linking accomplish the University’s mission.
5.E.3	RESOURCES AND SERVICES REGULARLY EVALUATED
	<i>Section in UO Self-Study Where Addressed:</i> Part II.C.3.a (Page 137: "Supporting Teaching and Learning--Information Technology and Literacy Curriculum for Students") discusses evaluation procedures. Part IV.B.2.c (Page 255: "Shared Governance") discusses the work of the Undergraduate Council, on which the library leadership serves.

STANDARD SIX – GOVERNANCE AND ADMINISTRATION	
STANDARD 6. ELEMENT A – GOVERNANCE SYSTEM	
<p>STATEMENT OF COMPLIANCE: The University of Oregon's system of governance directly facilitates the successful accomplishment of its mission and goals.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
6.A.1	CLEAR FOUNDATION OF GOVERNANCE AUTHORITIES, RESPONSIBILITIES AND RELATIONSHIPS
	<p>Section in UO Self-Study Where Addressed: Part IV.B (Page 245: Leadership and Governance to Sustain Excellence) begins with overview of University Charter and foundations of shared governance.</p>
6.A.2	ROLES CLEARLY UNDERSTOOD
	<p>Section in UO Self-Study Where Addressed: Part IV.B (Page 245: “Leadership and Governance to Sustain Excellence) continues with discussion of roles within the system.</p>
6.A.3	FACULTY INVOLVEMENT IN GOVERNANCE
	<p>Section in UO Self-Study Where Addressed: Part IV.B.1. (Page 245: “Statewide Governance Relationships”) discusses the role and structure of the Inter-institutional Faculty Senate.</p> <p>Part IV.B.2.b (Page 249: “Faculty Governance”) highlights the structures for faculty involvement.</p> <p>Part IV b.2.c (Page 255: “Shared Governance”) addresses another aspect of this Indicator.</p>
6.A.4	RELATIONSHIP TO SYSTEM OFFICE CLEARLY DEFINED
	<p>Section in UO Self-Study Where Addressed: Part IV.B.1 (Page 246: BoxB2 "Statutory Context of the University") connects to Oregon Revised Statutes and appropriate Oregon Administrative Rules).</p>
STANDARD 6. ELEMENT B – GOVERNING BOARD	
<p>STATEMENT OF COMPLIANCE: The University of Oregon's governing board is the Oregon University System Board. It 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 institutional policies. The OUS Board establishes broad, system-wide polices, and delegates to the President of the University of Oregon the responsibility to implement and administer these policies.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
6.B.2	BOARD OPERATES AS COMMITTEE OF THE WHOLE
	<p>Section in UO Self-Study Where Addressed: Part IV.B.1 (Page 246: BoxB1 "The Legal Context of the University of Oregon and the Oregon University System" connects to OUS sections of Oregon Revised Statutes Chapter 352 and connects to full information on board.)</p>

6.B.3	DUTIES, ROLES AND STRUCTURE CLEARLY DEFINED
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB1 "The Legal Context of the University of Oregon and the Oregon University System") connects to OUS sections of Oregon Revised Statutes Chapter 352 and connects to full information on board.
6.B.4	BOARD SELECTS CEO
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB1 "The Legal Context of the University of Oregon and the Oregon University System") connects to OUS sections of Oregon Revised Statutes Chapter 352 and connects to full information on board.
6.B.5	BOARD REVIEWS MISSION
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB2 "Statutory Context of the University") connects to Oregon Revised Statutes and appropriate Oregon Administrative Rules.
6.B.6	BOARD EVALUATES PERFORMANCE
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB2 "Statutory Context of the University") connects to Oregon Revised Statutes and appropriate Oregon Administrative Rules.
6.B.7	BOARD ENSURES ORGANIZATION AND STAFFING TO COMPLETE MISSION
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB2 "Statutory Context of the University" connects to Oregon Revised Statutes and appropriate Oregon Administrative Rules.
6.B.8	BOARD APPROVES ANNUAL BUDGET
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB2 "Statutory Context of the University") connects to Oregon Revised Statutes and appropriate Oregon Administrative Rules.
6.B.9	BOARD IS KNOWLEDGEABLE ABOUT ACCREDITATION STATUS AND PROCESS
	<i>Section in UO Self-Study Where Addressed:</i> Part IV.B.1 (Page 246: BoxB1 "The Legal Context of the University of Oregon and the Oregon University System") connects to OUS sections of Oregon Revised Statutes Chapter 352 and connects to full information on board.
STANDARD 6. ELEMENT C – LEADERSHIP AND MANAGEMENT	
STATEMENT OF COMPLIANCE: The University of Oregon's President, as chief executive officer, provides leadership through the definition of institutional goal, establishment of priorities, and the development of plans. The University's administration and staff are organized to support all aspects of the institution's mission.	
REQUIRED DOCUMENTS: See Required Document Inventory	

6.C.1	FULL-TIME CEO
	Section in UO Self-Study Where Addressed: Part IV.B.2.a (Page 247: "University Administrative Structures") gives overview of administration led by full-time CEO. (Page 247: figure B1 "University of Oregon Executive Organization") provides additional perspective on compliance with Indicator.
6.C.2	ADMINISTRATORS ROLES CLEARLY DEFINED
	Section in UO Self-Study Where Addressed: Part IV.B.2 (Page 247: "University Governance Relationships and Structures") provides current organizational charts and delineation of duties.
	Additional Materials: Additional materials in Resource Room provide goals of each senior leader.
6.C.3	ADMINISTRATORS ARE QUALIFIED
	Section in UO Self-Study Where Addressed: Part IV.B.2.a; (Page 247: "University Administrative Structures") prose and charts and linked goals demonstrate that UO administrators of the highest AAU level quality.
6.C.4	ADVANCEMENT ACTIVITIES ARE CONSISTENT WITH MISSION AND GOALS
	Section in UO Self-Study Where Addressed: Part IV.B.2.a; (Page 251: figure B3 "Administrative Structure of the Office of the Vice President for Advancement") places this unit in context of overall administrative structure). Part IV.C.3 (Page 274: "One Generation to the Next--Fundraising") section discusses purpose and activities of advancement and their central engagement with University mission and goals.
6.C.5	ADMINISTRATORS ENSURE TIMELY DECISION MAKING
	Section in UO Self-Study Where Addressed: Part IV.B.2. (Page 247: "University Governance Relationships and Structures") describes duties of senior administrators and relationships to advisory groups.
6.C.6	ADMINISTRATORS ENSURE CONSULTATIVE AND COLLEGIAL WORKING RELATIONSHIPS
	Section in UO Self-Study Where Addressed: Part IV.B.2 (Page 247:) generally and specifically subsections IV.B.2.a (Page 247; "University Administrative Structure") and IV.B.2.b (Page 249: "Faculty Governance") and IV.B.2.c (Page 255: "Shared Governance") demonstrate that UO is exemplary in collegial and consultative working relationships.
6.C.7	INSTITUTIONAL RESEARCH CONTRIBUTES TO INSTITUTIONAL IMPROVEMENT
	Section in UO Self-Study Where Addressed: Part IV.B.2.a; (Page 247: "University Administrative Structures") section describes administrative which, when complemented by standing committee structure provides for research contributions to institutional improvement.

6.C.8	POLICIES, PROCEDURES AND CRITERIA FOR ADMINISTRATIVE APPOINTMENTS ARE CLEAR AND PERIODICALLY REVIEWED
	<p>Section in UO Self-Study Where Addressed: Part III.B (Page 184: “Classified Staff and Officers of Administration”) describes policies and procedures; Part III.B.1.b (Page 186: “Hiring Officers of Administration”) provides further detail Part III.B.2.b (Page 188: “Performance Appraisal”) discusses periodic review.</p>
6.C.9	ADMINISTRATIVE AND STAFF SALARIES AND BENEFITS ADEQUATE TO ACHIEVE MISSION
	<p>Section in UO Self-Study Where Addressed: Part III.A.5 (Page 175: "Compensation") points to matters of remuneration. Part IV.B.2 (Page 247: "University Administrative Structures") illustrates continuity and quality of leadership.</p>
STANDARD 6. ELEMENT D – FACULTY ROLE IN GOVERNANCE	
REQUIRED DOCUMENTS: See Required Document Inventory	
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2.c (Page 255: "Shared Governance") discusses historic tradition and active emphasis on faculty involvement in governance.</p>
STANDARD 6. ELEMENT E – STUDENT ROLE IN GOVERNANCE	
REQUIRED DOCUMENTS: See Required Document Inventory	
	<p>Section in UO Self-Study Where Addressed: Part IV.B.3 (Page 257: "Student Involvement in Governance") describes statutory context of student governance. Part IV.B.3.b; (Page 258: "Additional Student Involvement") discusses additional ways that UO engages students in governance.</p>

STANDARD SEVEN – FINANCE	
STANDARD 7. ELEMENT A – FINANCIAL PLANNING	
<p>STATEMENT OF COMPLIANCE: Financial Planning and budgeting at the university of Oregon is ongoing, realistic, and based upon the mission and goals of the institution.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
7.A.1	INSTITUTION HAS ADEQUATE AUTONOMY FOR FINANCIAL PLANNING
	<p>Section in UO Self-Study Where Addressed: Part IV.B.1 Box B2 (Page 246: “Statutory Context of the University”) links to Oregon Administrative Rules that demonstrate adequate autonomy.</p> <p>Part IV.C (Page 266: “The Economics of A Sustainable University”) shows examples of interactions of institution with OUS system.</p>
	<p>Additional Materials: OUS Fiscal Policy Manual, Budgeting website: http://www.ous.edu/cont-div/fpm/budg.20.001.php</p>
7.A.2	INSTITUTION USES STRATEGICALLY GUIDED FINANCIAL PLANNING
	<p>Section in UO Self-Study Where Addressed: Part IV.C.2 (Page 267: “Budget Models Employed Since The Last Review”) provides a description of the strategic intent behind past, current, and discussion of future budget models.</p> <p>Part IV.A.1 (Page 217: “Planning for Facilities’ Growth and Change”) discusses the planning and funding context for capital investments.</p>
	<p>Additional Materials: R.D. 7.1, 7.2, and 7.3, Reports of Revenues and Expenditures</p> <p>R.D.10, Capital Investments</p>
7.A.3	BUDGET PROCEDURES ARE CLEAR AND ANNUAL BUDGET IS DISTRIBUTED APPROPRIATELY
	<p>Section in UO Self-Study Where Addressed: Part IV.C.2 (Page 267: “Budget Models Employed Since The Last Review”) gives overview of budget models and their distribution.</p>
	<p>Additional Materials: UO budget processes and procedures (http://rm.uoregon.edu/budget_processes)</p> <p>R.E7.3, Detailed Current Operating Budget</p>
7.A.4	DEBT FOR CAPITAL OUTLAY IS PERIODICALLY REVIEWED AND CAREFULLY CONTROLLED
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1 (Page 217: “Planning for Facilities’ Growth and Change”) discusses the planning and funding context for capital investments.</p>

	<p>Additional Materials: OUS Fiscal Policy Manual, Debt Management (http://www.ous.edu/cont-div/fpm/debt.35.200.php)</p>
STANDARD 7. ELEMENT B – ADEQUACY OF FINANCIAL RESOURCES	
<p>STATEMENT OF COMPLIANCE: The adequacy of financial resources at the University of Oregon is judged in relation to the mission and goals of the institution, the scope and diversity of its programs and services, and the number and kind of its students.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
7.B.1	INSTITUTION SEEKS FUNDS ADEQUATE TO FULFILL MISSION
	<p>Section in UO Self-Study Where Addressed: Part IV.C (Page 266: “The Economics of a Sustainable University”) discusses approaches to seeking funds both from state funds and advancement.</p> <p>Part I.A. (Page 3: “Inventing the future: UO Research and Scholarship”) demonstrates successes in external grant funding efforts.</p>
7.B.2	ADEQUATE RESOURCES AVAILABLE TO MEET DEBT SERVICE
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: R.D.12, A debt service schedule for the past three years and a projection for the next five years.</p>
7.B.3	FINANCIAL STATEMENTS INDICATE A HISTORY OF FINANCIAL STABILITY FOR LAST FIVE YEARS
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Link to current and prior year financial statements: http://www.ous.edu/cont-div/accounting&reporting/index.php#annfinst</p>
7.B.4	TRANSFERS OF FUNDS AND INTERFUND BORROWING ARE LEGAL AND GUIDED BY CLEARLY STATED POLICIES
	<p>Section in UO Self-Study Where Addressed: Part IV.C.2.c. (Page 272: “Budget Models Employed Since Last Review, The Future”) includes a description of university policy and practice regarding internal year-end deficit balances.</p> <p>Additional Materials: Link to OUS Fiscal Policy Manual, Interinstitutional and Interfund Loans: http://www.ous.edu/cont-div/fpm/acco.05.271.php</p>

7.B.5	INSTITUTION DEMONSTRATES ADEQUACY OF FINANCIAL RESOURCES FOR MISSION
	<p>Section in UO Self-Study Where Addressed: Part IV.C (Page 266: “The Economics of A Sustainable University”) gives a comprehensive picture of the university’s financial resources and how it aligns resources with mission.</p> <p>Additional Materials: UO Performance Indicators (http://rm.uoregon.edu/pi)</p>
7.B.6	FINANCIAL AID IS PLANNED, MONITORED, AND CONTROLLED IN LIGHT OF CURRENT AND PROJECTED ENROLLMENTS
	<p>Section in UO Self-Study Where Addressed: Part IV.C.2 (Page 267: “Budget Models Employed Since The Last Review”) includes a description of financial aid considerations in the context of overall financial planning.</p> <p>Additional Materials: R.D.7.4, Sources of Financial Aid BB1 and BB3 budget forms submitted to OUS, which include projections of tuition and fee remissions.</p>
7.B.7	ADEQUATE FINANCIAL RESERVES
	<p>Section in UO Self-Study Where Addressed: Part IV.C (Page 266: “The Economics of A Sustainable University”) provides a comprehensive description of financial planning and resources, including impacts on reserves.</p> <p>Additional Materials: Link to State Board of Higher Education Policy, Budgeted Operations Fund Balances (operating reserve requirements): http://www.ous.edu/about/polipro/files/Board%20Policies%2011-05.pdf#page=215</p> <p>Link to State Board of Higher Education, November 3, 2006 Docket Item, Quarterly Management Report: http://www.ous.edu/state_board/meeting/dockets/ddoc061103.pdf</p>
7.B.8	INSTITUTION UNDERSTANDS RELATIONSHIP OF E. AND G. FUNDS TO AUXILIARIES
	<p>Section in UO Self-Study Where Addressed: Part IV.C (Page 266: “The Economics of A Sustainable University”) includes a description of overhead assessments to auxiliaries and self-support units as part of financial planning.</p> <p>Additional Materials: Link to OUS Fiscal Policy Manual, Auxiliary Enterprises and Other Activities: http://www.ous.edu/cont-div/fpm/auxi.15.001.php</p> <p>Link to OUS Fiscal Policy Manual, Auxiliary Enterprise Indirect Cost Allocation: http://www.ous.edu/cont-div/fpm/auxi.15.105.php</p>

STANDARD 7. ELEMENT C – FINANCIAL MANAGEMENT	
<p>STATEMENT OF COMPLIANCE: The financial organization and management, as well as the system of reporting, ensure the integrity of institutional finances, create appropriate control mechanism, and provide a basis for sound financial decision-making.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
7.C.1	PRESIDENT REPORTS TO BOARD ON FINANCIAL ADEQUACY AND STABILITY
	<p>Section in UO Self-Study Where Addressed: Part IV.B.1; Box B1 (Page 246: “The Legal Context of the University of Oregon and the Oregon University System”) describes Presidential reporting relationships.</p>
	<p>Additional Materials: RD7.15, A list and description of financial and management reports provided to the governing board.</p>
7.C.2	FINANCIAL FUNCTIONS ARE CENTRALIZED AND UNDER QUALIFIED LEADERSHIP
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2.Figure B5 (Page 253: “Finance and Administration Division Organization Chart”) indicates placement of financial functions)</p>
7.C.3	ALL EXPENDITURES AND INCOME FROM WHATEVER SOURCE ARE FULLY CONTROLLED BY THE INSTITUTION
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: Annual financial statements:http://www.ous.edu/cont-div/accounting&reporting/index.php#annfinst</p>
7.C.4	CLEAR POLICIES ON CASH MANAGEMENT AND INVESTMENTS APPROVED BY THE GOVERNING BOARD
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: OUS Fiscal Policy Manual, Treasury Management Operations: http://www.ous.edu/cont-div/fpm/trea.105.100.php</p> <p>OUS Fiscal Policy Manual, Endowment Management: http://www.ous.edu/cont-div/fpm/endo.45.001.php</p> <p>UO Policy, Cash Management: http://baowww.uoregon.edu/cashmgmt.htm</p>

7.C.5	ACCOUNTING SYSTEM FOLLOWS GENERALLY ACCEPTED ACCOUNTING PRINCIPLES
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Annual financial statements: http://www.ous.edu/cont-div/accounting&reporting/index.php#annfinst
7.C.6	GOVERNING BOARD IN INDEPENDENT INSTITUTIONS PICKS AUDITING BOARD
	Section in UO Self-Study Where Addressed: N/A
7.C.7	INDEPENDENT INSTITUTIONS ARE AUDITED ANNUALLY
	Section in UO Self-Study Where Addressed: N/A
7.C.8	PROPRIETARY INSTITUTIONS MAKE FINANCIAL SUMMARY AVAILABLE
	Section in UO Self-Study Where Addressed: N/A
7.C.9	INDEPENDENT AUDIT USED WHEN NOT COVERED BY STATE AUDIT
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Annual financial statements: http://www.ous.edu/cont-div/accounting&reporting/index.php#annfinst
7.C.10	FINANCIAL AID SUBJECT TO AUDIT
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: Annual financial statements: http://www.ous.edu/cont-div/accounting&reporting/index.php#annfinst
7.C.11	WELL-ORGANIZED SYSTEM OF INTERNAL AUDIT COMPLEMENTED BY EXTERNAL AUDIT
	Section in UO Self-Study Where Addressed: No specific reference.
	Additional Materials: OUS Internal Audit Department web site: http://www.ous.edu/dept/intaudit/ OUS Fiscal Policy Manual, Auditing: http://www.ous.edu/cont-div/fpm/audi.10.001.php

7.C.12	INSTITUTION CONSIDERS RECOMMENDATIONS OF AUDITORS
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: State Board of Higher Education January 5, 2007 Docket Item, Annual Financial Report, including discussion of management letter: http://www.ous.edu/state_board/meeting/dockets/ddoc070105.pdf</p>
7.C.13	FEDERAL, STATE, EXTERNAL AND INTERNAL AUDIT REPORTS ARE AVAILABLE
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Annual financial statements: http://www.ous.edu/div/accounting&reporting/index.php#annfinst</p>
STANDARD 7. ELEMENT D – FUNDRAISING AND DEVELOPMENT	
<p>STATEMENT OF COMPLIANCE: Fundraising and Development activities are intrinsically and significantly linked to academic planning and it directly reflects the mission and goals of the University.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
7.D.1	FUNDRAISING ACTIVITIES GOVERNED BY INSTITUTIONAL POLICIES
	<p>Section in UO Self-Study Where Addressed: Part IV.B.2.a Figure B.3 (Page 251: “Administrative Structure of the Office of the Vice President for Advancement”) relates fundraising to administrative structure;</p> <p>Part IV.C.3 (Page 274: “One Generation to the Next—Fundraising”) provides overview of campaign and development.</p>
7.D.2	ENDOWMENT AND LIFE INCOME FUNDS ADMINISTERED APPROPRIATELY
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: UO Foundation web site, which includes information on investment performance and annual reports: http://uofoundation.org/index.html</p> <p>OUS Investment Policy, Pooled Endowment Fund: http://www.ous.edu/about/polipro/files/Board%20Policies%2011-05.pdf#page=215</p>
7.D.3	CLEARLY DEFINED RELATIONSHIP TO FOUNDATION BEARING ITS NAME
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p> <p>Additional Materials: Oregon Administrative Rule (OAR) Division 46, Institution Foundations: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_580/580_046.html</p>

STANDARD EIGHT – PHYSICAL RESOURCES	
STANDARD 8. ELEMENT A – INSTRUCTIONAL AND SUPPORT FACILITIES	
<p>STATEMENT OF COMPLIANCE: The University of Oregon provides sufficient physical resources, particularly instructional facilities, that are designed, maintained and managed (at both on-and off-campus sites) to achieve the University's mission and goals.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
8.A.1	INSTRUCTIONAL FACILITIES SUFFICIENT
	<p>Section in UO Self-Study Where Addressed: Part IV.A. (Page 217: “Sustaining Our Campus”) addresses facilities.</p>
8.A.2	INSTRUCTIONAL FACILITIES ADEQUATE
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1.c (Page 224: “Growth and Change Implementation”) highlights facilities growth.</p>
8.A.3	FURNISHING ADEQUATE
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1.c. (Page 224: "Growth and Change Implementation") describes capital construction projects, including furnishings and equipment.</p> <p>Additional Materials: See Classroom Committee standards: http://academicaffairs.uoregon.edu/instcurr.htm</p>
8.A.4	MANAGEMENT, MAINTENANCE AND OPERATION ARE ADEQUATE
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1.d (Page 230: "Issues in Campus Facilities") addresses deferred maintenance and operating costs issues.</p>
8.A.5	FACILITIES CONSTRUCTED WITH DUE REGARD TO SAFETY AND ACCESS
	<p>Section in UO Self-Study Where Addressed: Part II.C.2.a (Page 132: “Barrier Free Access”) addresses this matter within the context of the library. Part IV.A.2 (Page 231: “Campus Safety and Student Health”) demonstrates institutional commitment to all forms of safety.</p>
8.A.6	OFF CAMPUS PROGRAMS OFFERED IN ADEQUATE FACILITIES
	<p>Section in UO Self-Study Where Addressed: Part IV.A. (Page 217: "Sustaining our Campus") describes “other properties throughout the region that serve UO programs.</p> <p>Additional Materials: Off-campus UO-owned facilities subject to same scrutiny, planning process as on-campus facilities (p. 5). See also "Space Acquisition Procedures": http://baowww.uoregon.edu/ProcurementContracting/SpaceAcquisition.htm</p>

8.A.7	WHEN NON-INSTITUTION OWNED FACILITIES ARE USED, THEY MEET INSTITUTIONAL STANDARDS
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: See Website for requirements/procedures for Procurement/ Contracting—Leases-Real Property: http://baowww.uoregon.edu/ProcurementContracting/leases.htm</p>
STANDARD 8. ELEMENT B – EQUIPMENT AND MATERIALS	
<p>STATEMENT OF COMPLIANCE: At the University of Oregon, equipment is sufficient in quality and amount to facilitate the achievement of all aspects of the institutional mission and goals.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
8.B.1	SUITABLE EQUIPMENT IS READILY ACCESSIBLE
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: See Business Affairs web-site for equipment/fixed assets control: http://baowww.uoregon.edu/propertycontrol.htm</p>
8.B.2	EQUIPMENT IS MAINTAINED AND UPGRADED AS APPROPRIATE
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: See Business Affairs web-site (listed above) for equipment/fixed assets control</p>
8.B.3	HAZARDOUS MATERIALS ARE HANDLED APPROPRIATELY
	<p>Section in UO Self-Study Where Addressed: No specific reference.</p>
	<p>Additional Materials: See Environmental Health & Safety website-Hazardous Waste Disposal, et al.: http://oehs.uoregon.edu/</p>
STANDARD 8. ELEMENT C – PHYSICAL RESOURCES PLANNING	
<p>STATEMENT OF COMPLIANCE: At the University of Oregon, comprehensive planning for physical resources occurs that is based upon the mission and goals of the institution.</p> <p>REQUIRED DOCUMENTS: See Required Document Inventory</p>	
8.C.1	MASTER PLAN CONSISTENT WITH MISSION
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1; (Page 217: "Planning for Facilities' Growth and Change") addresses this Indicator.</p> <p>Part IV.A.1.b (Page 220: "Notable Features of Current Planning Documents") gives further insights into values and approaches within planning.</p>

8.C.2	PHYSICAL FACILITY PLANNING INCLUDE PLANS FOR ALLOCATION OF REQUIRED CAPITAL AND OPERATING FUNDS
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1.c (Page 224: "Growth and Change Implementation") addresses such inclusion of capital and operating expenses.</p> <p>Part IV.A.1.d (Page 230: "Issues in Campus Facilities") highlights needs and challenges in sustaining facilities excellence.</p>
8.C.3	RESOURCE PLANNING IS ATTENTIVE TO SECURITY AND TO ACCESSIBILITY
	<p>Section in UO Self-Study Where Addressed: Part II.C.2.a (Page 132: "Barrier Free Access") addresses this matter within the context of the library.</p> <p>Part IV.A.2. (Page 231: "Campus Safety and Student Health") highlights attention to safety and security.</p> <p>Part IV.A.1.c (Page 224: "Growth and Change Implementation") covers projects that demonstrate consistent attention to accessibility.</p>
8.C.4	GOVERNING BOARD MEMBERS ARE ENGAGED IN PLANNING
	<p>Section in UO Self-Study Where Addressed: Part IV.A.1.a (Page 217: "2005 Campus Plan") discusses processes that engage stakeholders in planning.</p> <p>Part IV.B.1-(Page 246: "Box B1" gives authorities of Board) Part IV.B.2.a (Page 253: figure B5: "Finance and Administration Division Organization Chart") places planning in administrative context.</p>

STANDARD 9 – INSTITUTIONAL INTEGRITY	
9.A.1	INSTITUTION SUBSCRIBES TO, EXEMPLIFIES, AND ADVOCATES HIGH ETHICAL STANDARDS
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Additional Materials demonstrating compliance with this Indicator are in the Resource Room.
9.A.2	INSTITUTION EVALUATES AND REVISES AS NECESSARY POLICIES, PROCEDURES AND PUBLICATIONS
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Additional Materials demonstrating compliance with this Indicator are in the Resource Room.
9.A.3	INSTITUTION REPRESENTS ITSELF ACCURATELY AND CONSISTENTLY
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Additional Materials demonstrating compliance with this Indicator are in the Resource Room.
9.A.4	INSTITUTIONAL POLICY DEFINES AND PROHIBITS CONFLICT OF INTEREST
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Policy on Conflict of Interest available as Supplemental Materials in the Resource Room.
9.A.5	INSTITUTION DEMONSTRATES ITS COMMITMENT TO THE FREE PURSUIT AND DISSEMINATION OF KNOWLEDGE CONSISTENT WITH MISSION AND GOALS
	<i>Section in UO Self-Study Where Addressed:</i> No specific reference.
	<i>Additional Materials:</i> Supplemental Materials demonstrating compliance with this Indicator are in the Resource Room.

POLICY COMPLIANCE STATEMENTS

Policy 2.1 General Education/Related Instruction Requirements

UO has articulated the broad goals of the General Education curriculum and has developed clear criteria for the design of particular kinds of courses within it. These criteria are in routine use by the curriculum committees that evaluate proposals for new courses and have been further tested through the systematic review of existing Group-satisfying courses by the Undergraduate Council. The university takes pains to ensure that the General Education curriculum is designed and taught by tenure-related faculty who are active scholars in their disciplines. It also fosters cross-disciplinary teaching of General Education courses so as to introduce students, during their earliest university engagement, to the delight of intellectual exploration and discovery.

The UO also works more generally to communicate the purpose and appeal of General Education to students. Although the requirements of this curriculum, and its inclusion in all baccalaureate degrees (BA, BS, and all professional degrees), are specified in the University of Oregon Catalog, other means are used to communicate the richness and opportunity presented by the coursework within it. For instance, the rationale for General Education and the philosophy behind the UO's approach to it is presented to incoming students, as well as their parents, through specially-designed publications, workshops, and demonstration "mini classes" by faculty. It is highlighted on the UO Undergraduate Studies website and discussed in detail on Academic Advising website.

Section in UO Self-Study Where Addressed:

Part II.A.6.b

Additional Materials:

Documents and exhibits available in Resource Room.

Policy 2.2 Educational Assessment

The University of Oregon assesses the educational experiences and outcomes for both undergraduate and graduate students through the systematic planning and evaluation processes associated with the work of the Committee on Courses, Program Review, Undergraduate Council, Graduate Council, faculty committees, and individual instructors within each of the programs, schools, and colleges.

The characteristics of both undergraduate and graduate student populations are tracked centrally through the Office of Admissions, the Office of Institutional Research, and the Graduate School, as well as at the unit level, in some cases. The

characteristics that are monitored include previous schooling, academic performance and aptitude, gender and ethnicity, and recently, first-generation college student status.

Programs of study are evaluated on a regular basis, and feedback from objective measures (e.g. student academic performance while in the programs and afterward) and subjective measures (e.g., student opinion surveys, and self-reported levels of academic engagement) are used to manage and change individual courses or whole programs of study. Some professional schools and programs have external licensing or practical examinations that provide data about specialized educational outcomes. Post-graduation tracking of job placements, employer satisfaction, and enrollment in professional or graduate school are revealing measures that are used by some academic units. Enrollment in medical or dental school is tracked centrally by the Office of Academic Advising. We believe that the success of our graduates in employment and graduate study is the best indicator of our educational effectiveness. We regret that systematic efforts to obtain complete and detailed data on the post-graduate success of students in each UO program have been hampered by budgetary constraints.

Section in UO Self-Study Where Addressed:

Part II.A.6. (Page 97: Program Evaluation”) demonstrates assessment throughout the section.

Part II.A.7 (Page 110: “Achieving the Ideal:” Challenges and Opportunities”) discusses use of NSSE results.

Additional Materials:

Documents and exhibits available in Resource Room.

Policy 2.3 Credit for Prior Experiential Learning

The University of Oregon does not award credit for prior experiential learning.

Policy 2.4 Study Abroad Programs

The University of Oregon provides a carefully planned and administered foreign study program that adds significant dimensions to students’ educational experiences.

Additional Materials:

Documents and exhibits available in Resource Room.

Policy 2.5 Transfer and Award of Academic Credit

The University of Oregon has clear policies and practices for the award of transferred academic credit. These policies are reviewed periodically to ensure that they accomplish the institution's goals and function in a manner that is fair and equitable to students.

Additional Materials:

Documents and exhibits available in Resource Room.

Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs

All credit-bearing courses at UO, regardless of delivery mode, follow standard policies and practices for course and degree program approval processes, support and training to faculty, instructional oversight and academic rigor as responsibility of faculty, and availability of student services. The department head retains the responsibility of academic oversight and supervision of all faculty teaching in the subject area.

Additional Materials:

Documents and exhibits available in Resource Room.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Additional Materials:

See UO Catalog Page 3 (<http://www.uoregon.edu/~uopubs/bulletin/>)

Policy 4.1 Faculty Evaluation

Faculty evaluation at the University of Oregon is discussed in considerable detail in Part III of the self-study. Part III.A.4 ("Faculty Evaluation") describes policy and practice with regard to evaluation of non-tenured faculty, promotion and tenure, and post-tenure review. Part III.A.5 ("Compensation") describes policy and practice with regard to evaluation for purposes of salary adjustment. These portions of the self-study demonstrate that the University of Oregon complies with NWCCU policy on faculty evaluation. In particular:

Evaluation criteria follow general, well-understood guidelines established at the university level, which are then adapted and implemented at the college and program level to reflect area-specific national standards of excellence. In the critical area of promotion and tenure, faculty committees are involved at the program, college, and university level, with independent input provided by administrators at each level. Final decisions, of course, rest with the provost and vice-president for academic affairs.

Policy 4.1 (Cont'd.)

Evaluation criteria are multiple and appropriate to the university's mission as a comprehensive research university. Teaching, research, and service play dominant roles in evaluation criteria at every level of the university. Evaluation is intended to be a constructive process. Annual evaluations of junior faculty are expected to provide an accurate assessment of progress toward tenure and clear guidance regarding the criteria for success. Post-tenure reviews provide monetary rewards in the case of fully satisfactory performance and suggestions for recovering teaching or research effectiveness in problematic cases.

Section in UO Self-Study Where Addressed:

Part III.A.4 (Page 168: "Faculty Evaluation") describes policy and practice with regard to evaluation of non-tenured faculty, promotion and tenure, and post-tenure review.

Part III.A.5 (Page 175: "Compensation") describes policy and practice with regard to evaluation for purposes of salary adjustment.

Part IV.B.4.d (page 262: "Reward Structures") discusses service as a criterion and points, on page 257 to formal evaluation policy
<http://policies.uoregon.edu/ch3t.html>

Policy 6.1 Affirmative Action and Nondiscrimination

The University of Oregon has adopted a nondiscrimination policy in compliance with applicable legal requirements. That policy is well publicized and consistently enforced. The university has developed procedures intended to generate understanding and ensure compliance with applicable affirmative action obligations. Equal opportunity is a core value; nondiscrimination and affirmative action policies and procedures which support that value are subject to ongoing review.

Policy 6.2 Collective Bargaining

Public sector collective bargaining in Oregon is established in the Public Employees' Collective Bargaining Act (PECBA), ORS 243.650 - 243.782, and applies to UO agreements. University of Oregon has three collective bargaining units:

1. SEIU (Service Employees International Union), Local 503, OPEU (about 1100 employees);
2. GCIU (Graphic Communications International Union), Local 116-C (about 25 employees); and
3. GTFF (Graduate Teaching Fellows Federation) American Federation of Teachers, Local 3544, AFL/CIO (about 1100 GTFs).

UO faculty members (administrative, teaching, and research) are not represented by a collective bargaining agreement. The effectiveness of represented employees groups

was included as part of the self-study. The Commission makes five requests in regard to policy 6.2

1. The self-study process did include participation from a wide range of campus communities, including a representative of SEIU on the steering committee. Collective bargaining did not impede this participation in any way.
2. The effectiveness of all regular employee groups (represented and unrepresented) was examined as part of the self-study. (See Part III, sections B and D.)
3. Representation from the Office of Human Resources and others knowledgeable about collective bargaining ensured that the deliberations and recommendations considered the university's obligations under the agreements and PECBA.
4. UO has no faculty bargaining units.
5. Collective bargaining agreements are included as part of the self-study.

It is not expected that collective bargaining negotiations will in any way impair an effective self-study or the evaluation committee's visit.

Policy 9.1 – Institutional Integrity

The University of Oregon maintains the highest ethical standards and represents itself with integrity to its various publics. This is documented in the required exhibits that include the University's Affirmation of Community Values.

REQUIRED DOCUMENT INVENTORY

Supporting compliance documentation includes required documents, required exhibits, and suggested materials, as specified in the NWCCU Handbook, as well as additional materials determined by the UO Accreditation Steering Committee. The inventory provided below includes *only* the required documents which accompany the self-study narrative in electronic form (CD) or as hardcopy. Remaining items (required exhibits, suggested materials, and additional materials), along with detailed inventories will be available for the visiting team in the Resource Room.

REQUIRED DOCUMENT INVENTORY

Standard 1		
Required Documents		Element
1. Official Statement of the institutional mission: Indicate how and when it was developed, approved, and communicated to the institution's constituencies.		1.A
	UOMissionStatement.doc	1.A
	ProfileOfUniversityOfOregon.pdf	1.A
2. Evidence that demonstrates the analysis and appraisal of institutional outcomes. Examples may include:		
a. annual goals and assessment of success in their accomplishments		1.A
	narrative performance indicators.doc	1.A
	ous performance indicators overview.doc	1.A
	uo 2005 performance target setting report final.doc	1.A
b. studies of alumni and former students		1.B
	ous performance planning grad success.pdf	1.B
	OverviewUOSurveysAlumniAndFormerStudents.pdf	1.B
	ous survey of bach 2002 2004 comp.xls	1.B
	ous bachelor s survey overview.doc	1.B
	OUSBachGraduateSurvey Draft 011307.pdf	1.B
	AttritionSurveys1999.pdf	1.B
	Spring1999SatisfactionSurvey.pdf	1.B
	ACTAlumniOutcomesSurvey.pdf	1.B
c. studies regarding effectiveness of programs and their graduates		1.B
	ProgramReviewGuidelines.doc	1.B
	ProgramReview2005 06.xls	1.B
	narrative academic program review.doc	1.B
	program review 2004 05 anthropology.xls	1.B
	program review 2004 05 economics.xls	1.B
	program review 2004 05 political science.xls	1.B
	program review 2004 05 sociology.xls	1.B
	SelfStudyOutline.doc	1.B
	FormatforSelfStudy.doc	1.B

	AnthroAppendices.doc	1.B
	AnthroSelfStudy.doc	1.B
	EconSelfStudy.doc	1.B
	EconAppendixA.doc	1.B
	EconAppendixB2.doc	1.B
	EconAppendixB3-4.doc	1.B
	PoliticalScienceProgramReviewSelfStudy.doc	1.B
	SchoolOfLaw21stCentTaskForceRprt.pdf	1.B
	SchoolOfLawSelfStudy2000.pdf	1.B
	SociologySelfStudyTotalWithAttachments.pdf	1.B
d.	studies that indicate degree of success in placing graduates	1.B
	http://www.ous.edu/	1.B
	RD1_2dBusinessDataOnGrads.doc	1.B
	SchoolOfLawGradPlacement.pdf	1.B
	http://gradschool.uoregon.edu/surveys/index.html	1.B
	2004_2005ExitSurveyDataDetail.pdf	1.B
	2004_2005ExitSurveyReport.pdf	1.B
e.	pre-and post-test comparisons of student knowledge, skills, and abilities	1.B
	AuthenticAssessment.doc	1.B
	NSSE2003and2006analyses12-22-06final.xls	1.B
f.	surveys of satisfaction – students, alumni, employees	1.B
	2006BASurvey.doc	1.B
	2006BachelorDegreeRecipients.xls	1.B
	ous_performance_planning_satisfaction.pdf	1.B
	StatementOnSurveyOfSatisfaction_Employees.doc	1.B

Standard 2		
Required Documents		Element
General Requirements and Undergraduate Program		
1.	Instruments and procedures used to measure educational program effectiveness.	2.B
	SelfStudyOutline.doc	2.B
	ProgramReviewGuidelines.doc	2.B
	FormatforSelfStudy.doc	2.B
	narrative academic program review.doc	2.B
	NSSE2003and2006analyses12-22-06final.xls	2.B
2.	Inventory of documents that demonstrate the appraisal of educational program outcomes. The documents are to be available on campus for examination by the evaluation committee. Examples may include:	
a.	annual goals and assessment of success in their accomplishment	2.B
	See program reviews below	2.B
b.	studies of alumni and former students	2.B
c.	studies regarding effectiveness of programs and their graduates	2.B
	AnthroAppendices.doc	2.B
	AnthroSelfStudy.doc	2.B
	EconSelfStudy.doc	2.B
	EconAppendixA.doc	2.B
	EconAppendixB2.doc	2.B
	EconAppendixB3-4.doc	2.B
	PoliticalScienceProgramReviewSelfStudy.doc	2.B
	SociologySelfStudyTotalWithAttachments.pdf	2.B
	PoliticalScienceExternalReviewTeamReport2006.doc	2.B
	ProgramReviewDepartmentofAnthroOregon2006final.doc	2.B
	DeptofSociologyUniversityofOregonExternalReview.doc	2.B
	UofOReport Economics External Committee.pdf	2.B
	ProgramReview2005_06.xls	2.B
	program review 2004-05 anthropology.xls	2.B
	program review 2004 05 economics.xls	2.B
	program review 2004 05 political science.xls	2.B
	program review 2004 05 sociology.xls	2.B

d.	test comparisons that reveal beginning and ending competencies	2.B
	NSSE2003and2006analyses12-22-06final.xls	2.B
e.	surveys of student satisfaction	2.B
	2006BASurvey.doc	2.B
	2006BachelorDegreeRecipients.xls	2.B
3.	Inventory of degree programs that have been added or deleted in the last five years.	2.A
	2001AnnualReportToNASCU.pdf	2.A
	2002AnnualReportToNASCU.pdf	2.A
	2003AnnualReportToNASCU.pdf	2.A
	2004AnnualReportToNWCCU.pdf	2.A
	2005AnnualReportToNWCCU.pdf	2.A
	2006AnnualReportToNWCCU.pdf	2.A
	http://registrar.uoregon.edu/facnstaff/currpts.htm	2.A
4.	Number of degrees granted in each program for the last three years	2.A
	undergraduate degrees last three years.xls	2.A
5.	Published statements or other written rationale for the general education program.	2.C
	FYP ChartYourCourse.pdf; p. 8	2.C
	07StudentHandbook.pdf; p. 14-15	2.C
Graduate Program		
1.	Copy of the graduate catalog	2.D, 2.F
	University of Oregon 2006-2007 Catalog (http://www.uoregon.edu/~uopubs/bulletin/)	2.D, 2.F
2.	The information specified below is to be summarized separately, or if it is contained in the Graduate Catalog, identified by page number(s):	2.D, 2.F
a.	all graduate degrees offered	2.D, 2.F
	Graduate catalog, p. 37-38	2.D, 2.F
b.	general graduate admissions requirements for master's degrees including the use of standardized tests, and special requirements by schools, departments, or degree programs if substantially different;	2.D, 2.F
	Graduate catalog, p. 37-45	2.D, 2.F

c.	general graduate admissions requirements for doctoral degrees including the use of standardized tests, and special requirements by schools, departments, or degree programs if substantially different;	2.D, 2.F
	Graduate catalog, p. 37-45	2.D, 2.F
d.	general graduation requirements for advanced degrees and special requirements by schools, departments, or degree programs if substantially different	2.D, 2.F
	Graduate catalog, p. 37-51	2.D, 2.F
e.	graduate faculty by schools or program	2.E
	The UO does not have a graduate faculty. All tenure line (tenured and tenure-track) faculty are eligible to participate in graduate education.	2.E
3.	Inventory of documents or studies that demonstrate the assessment of outcomes for graduate programs. Examples on file for review by the evaluation committee may include:	
a.	studies of graduates or former students	2.D
	2004_2005DoctoralTimetoDegreeSurvey.pdf	2.D
b.	studies that indicate the degree of success with graduates obtaining employment in fields relevant to their graduate education	2.D
	http://gradschool.uoregon.edu/surveys/index.html	2.D
	2004_2005ExitSurveyDataDetail.pdf	2.D
	2004_2005ExitSurveyReport.pdf	2.D
c.	surveys of student satisfaction	2.D
	http://gradschool.uoregon.edu/surveys/index.html	2.D
	2004_2005ExitSurveyDataDetail.pdf	2.D
	2004_2005ExitSurveyReport.pdf	2.D
d.	review of internal program	2.D
	ProgramReviewGuidelines.doc	2.D
	Also see UO 2007 Self-Study Report	2.D
e.	surveys of employer satisfaction	2.D
	The UO does not have anything like this that is systematically collected for our graduate programs.	2.D
f.	results of national ranking data	2.D
	We have just submitted data on 23 UO doctoral programs in the current NRC study and could provide copies of those data submissions on request.	2.D

Continuing Education and Special Learning Activities		
1.	Organizational charts which show the relationship of continuing education to various academic units of the institution, including the internal organization of the continuing education unit.	2.G
	OrgChartCEwithAU.pdf	2.G
	OrgChartCE.pdf	2.G
2.	Summary listing of off-campus programs, directors, sites, and enrollments	2.G
	SumOffCampusPrograms.pdf	2.G
3.	Policy and procedures for institutional approval of off-campus and special programs and courses	2.G
	InstitutionalApproval.pdf	2.G

Standard 3		
Required Documents		Element
1.	Organization Chart for Student Services.	3.A
	StudentAffairsOrgChartf2006.pdf	3.A
	StudentServicesOrgChartFeb2007.doc	3.A
2.	Student handbook where applicable.	3.B
	07StudentHandbook.pdf	3.B
3.	Summaries of student characteristics that will provide a composite of the nature of the student body.	3.B, 3.D
	facts f05.pdf	3.B, 3.D
	facts s06.pdf	3.B, 3.D
	facts w06.pdf	3.B, 3.D
	profile f2005.pdf	3.B, 3.D
4.	Student retention and rate of graduate data for the last three years. NCAA Division I Schools are to include the most recent NCAA graduation rate report.	3.B
	retention recurring themes.ppt	3.B
	retention fall 1997 fr survey.ppt	3.B
	retention and ethnicity 1994 2004.xls	3.B
	narrative retention reports.doc	3.B
	retention 1995 2004 with peers.xls	3.B
	retention 1994 2003.xls	3.B
	ncaa graduation rate report.pdf	3.B
5.	Completed Table #1, Admissions report.	3.D
	Std3Table1.doc	3.D
6.	Completed Table #2, Student Affairs Staff Profile.	3.A
	standard 3 student affairs staff profile.xls	3.A
7.	Description of procedures for policy development including the involvement of students.	3.A
	Policy development and approval at the University of Oregon follow the procedures outlined in: http://policies.uoregon.edu/ch1g.html	3.A

Standard 4		
Required Documents		Element
1.	Statistics available concerning faculty and administration characteristics, such as numbers of males and females, minorities, full-time and part-time faculty, years of service with the institution, degrees or levels of education, and years of other significant service.	4.A
	standard 4 faculty and admin characteristics.xls	4.A
2.	Completed Table 1, Institutional Faculty Profile and Table 2, Number and Source of Terminal Degrees of Faculty.	4.A
	standard 4 institutional faculty profile.xls	4.A
	standard 4 degrees of faculty.xls	4.A
3.	Salary data for faculty, including compensation for special or extra responsibilities.	4.A
	narrative uo salary comparisons.doc	4.A
	salary comparisons 1996 2006.xls	4.A
4.	Policy and procedures on the evaluation of faculty, both full-time and part-time.	4.A
	http://academicaffairs.uoregon.edu/handbook/Chapter06.html	4.A
	http://academicaffairs.uoregon.edu/tenureguide/evaluation.html	4.A
5.	Representative examples of the institutional and public impact of faculty scholarship.	4.B
	AppendixDistinctionInResearchExamples.doc	4.B
6.	Summary of the most significant artistic creation, scholarly activity, and research by faculty during the past five years.	4.B
	AppendixDistinctionInResearchExamples.doc	4.B

Standard 6		
Required Documents		Element
1.	Board & committee membership with a brief background statement on each board member, including term(s) of office and compensation (if any) for board service. Indicate which board members, if any, are employees of the institution.	6.B
	http://www.ous.edu/state_board.htm	6.B
	OUSBoardMembers.pdf	6.B
	ORStateBoardOfHigherEdCommitteeMembers.pdf	6.B
2.	Organization charts or tables, both administrative and academic, including names of office holders with a notation of any changes since the last accreditation visit.	6.C
	OrgCharts.pdf	6.C
	SAStaff.doc	6.C

Standard 7		
Required Documents		Element
1.	Completed Table #1, Current Funds Revenues - Public Institutions Only, reporting sources of operating revenue according to IPEDS definitions for the past three fiscal years and estimated operating revenue for the fiscal year during which the institution will be evaluated.	7.B
	Standard7Table1.doc	7.B
2.	Completed Table #2, Current Funds Expenditures and Mandatory Transfers - Public Institutions Only, reporting operating expenses according to IPEDS definitions and estimates operating expenses for the fiscal year during which the institution will be evaluated.	7.B
	Standard7Table2.doc	7.B
3.	Completed Table #3, Summary Report of Revenues and Expenditures - Public and Private Institutions, reporting the operating surplus or deficit for education and general, auxiliary enterprises, and the institution as a whole for the past three fiscal years and for the fiscal year during which the institution will be evaluated.	7.B
	N/A	7.B
4.	Completed Table #4, Sources of Financial Aid - Public and Private Institutions, showing the sources of financial aid for the past three fiscal years and the evaluation year.	7.B
	Standard7Table4.doc	7.B
5.	Completed Table #5, Undergraduate Enrollment, Tuition, and Unfunded Financial Aid. This table is to be completed by private institutions only.	-
	N/A	
6.	Completed Table #6, Revenues – Private Institutions Only.	-
	N/A	
7.	Completed Table #7, Expenditures – Private Institutions Only.	-
	N/A	
8.	Completed Table #8, Assets, Liabilities and Net Assets – Private Institutions Only	-
	N/A	
9.	Completed Table #9, Operating Gifts and Endowments, showing a summary of annual contributions and endowment fund balances.	7.D
	Standard7Table9foundation.doc	7.D
	Standard7Table9all.doc	7.D
10.	Completed Table #10, Capital Investments, showing your actual and projected Capital Investments.	7.A
	ProjectsunderwaypbRobBasto.xls	7.A
	Standard7Table10.doc	7.A

11.	If a proprietary institution, indicate the amount and percentage of income distributed to stockholders for the past three fiscal years. Estimate the amount for the fiscal year during which the institution will be evaluated.	7.B
	N/A	7.B
12.	A debt service schedule for the past three years and a projection for the next five years.	7.B
	CopyofUOConsdormDebt(2)bpMaryHatfield.xls	7.B
	CopyofUODebt(2)pbMaryHatfield.xls	7.B
13.	An endowment and life income fund report for the past three years showing fund balances and income distributions for each year.	7.D
	http://uofoundation.org	7.D
14.	The institution should indicate whether financial statements are provided on an accrual basis. Provide supplementary documentation of year-end accruals.	7.C
	http://www.ous.edu/cont-div/accounting&reporting/	7.C
15.	A list and description of financial and management reports regularly provided to the governing board.	7.C
	Standard7ReportstoGovernBoard.doc	7.C

Standard 8		
1.	Campus map, and/or, if applicable, other educational site maps.	8.A
	Accessibility Map.pdf	8.A
	Bicycling Map.pdf	8.A
	Campus At Night Map.pdf	8.A
	Campus Web Map.pdf	8.A
	Computing Facilities Map.pdf	8.A
	Emergency Callbox Map.pdf	8.A
	Family-Friendly Map.pdf	8.A
	Inclement Weather WalkingBike Routes Map.pdf	8.A
	Libraries Map.pdf	8.A
	LineArt Map.pdf	8.A
	Official Campus Map.pdf	8.A
	Parking Map.pdf	8.A
	Schedule Map.pdf	8.A
	http://geography/infographics/wireless/index.html	8.A