



# Mid-cycle Self-evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

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# University of Oregon

## Mid-Cycle Self-Evaluation

### Institutional Overview

The University of Oregon (UO) is a comprehensive public research university committed to exceptional teaching, discovery, and service. Founded in 1876, with a single building, five faculty members, and 155 students, the university has grown into a preeminent research institution employing 2,094 faculty (2019) and educating approximately 23,000 undergraduate, graduate, and professional students. The university currently offers more than 300 comprehensive degree and certificate programs through nine distinct schools and colleges, including:

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

The university enrolls 22,615 (2019) undergraduate, graduate, and professional students from all 50 states and more than one hundred countries worldwide. Ninety-one percent of students attend the institution full-time making the university a true residential learning community. In 2019-20, the percentage of students of color rose to an all-time high of 30.3%, a six-percentage point increase over five years earlier (24.2% in 2015-16). This achievement was realized despite an overall decrease in total enrollment led by sharp declines in international students. Between 2015-16 and 2019-20, international enrollment dropped from 3,274 to 1,812 respectively, a 45% decrease over the five-year period. Declining international student enrollment is being experienced on a national level but is somewhat exacerbated at the UO because our program portfolio lacks certain high-demand programs like those in the engineering fields. The rapid decrease in international enrollment has contributed to budget challenges that the institution is addressing through strategic enrollment growth, student success initiatives, and investing in new programs like Data Science, Neuroscience, and Bioengineering.

In support of our strategic growth initiative, the institution is successfully increasing domestic recruiting. In 2019, the university welcomed its largest and most diverse freshman class of 4,560 students, an 8 percent increase over our former high-water mark of 4,211 in 2018. This 2019 class enters with the highest grade-point average (3.65 GPA), highest SAT scores (1210), and highest recorded number of college credits earned from Advance Placement, International Baccalaureate, or other dual-credit programs in UO history. Thirty-six percent of resident and 28% of non-resident students report being first-generation and 34% overall are domestic minorities. Additionally, the university has enjoyed recent increases in the graduate student population. Graduate enrollment increased 4 percent over the past five years from 3,573 in 2015-16 to 3,712 in 2019-2020, including a 14 percent increase in PhD students, growing from 1,230 in 2015-16 to a record 1,401 in 2019-20.

A UO education is deeply rooted in the liberal arts and sciences so that regardless of major, graduates benefit from a broad-based liberal arts foundation. We believe that this interdisciplinary education best prepares students to successfully enter and succeed in the professional workforce and in other aspects of their post-college lives. In FY19, the university awarded 6,398 bachelor's, master's, professional, and doctoral degrees. Four-year graduation rates for the 2015 cohort of first-time freshman recently achieved a record high of 60.7% following a series of strategic investments and initiatives discussed later in this report. Six-year graduation rates at the University of Oregon are 74.4%, the highest among all public universities in the State of Oregon. Average time to completion for a bachelor's degree is 4.05 years (2018-19), a steady improvement over 4.23 years just five years earlier (2013-14).

Student access and success is a long-standing priority for the university. In 2015, the Board of Trustees for the University of Oregon hired President Michael Schill as the 18<sup>th</sup> president. Shortly into his tenure, President Schill established four institutional priorities in the document "Excellence: 2016-2021 strategic framework for the University of Oregon." These priorities continue to guide the institution today. They include:

1. Promote and enhance student access, retention, and success;
2. Enhance the impact of research, scholarship, creative inquiry, and graduate education;
3. Attract and retain high quality, diverse students, faculty, and staff; and
4. Enhance physical, administrative, and IT infrastructure to ensure academic excellence.

Released in February 2016, "Excellence" serves as a guiding framework rather than a detailed strategic plan and is complementary to the university's mission and core themes of "exceptional teaching, discovery, and service." Embedded within each of the identified institutional priorities are a series of strategies and initiatives that admittedly the institution "may not have the resources to fully execute" but the aspirational themes within serve as a proverbial "north star" for institutional efforts and help to direct limited resources into initiatives that support the president's strategic goals. For example, in 2015 President Schill announced a series of investments and initiatives designed to improve the four-year graduation rate by 10 percentage points over the 2010 cohort rate (49.9%) by 2020. On November 12, 2019, the president announced that the four-year graduation rate for the cohort that matriculated in 2015 reached a record 60.7%, exceeding the four-year graduation rate goal one year early.

Improving graduation rates was achieved through the implementation of nearly 20 student success initiatives aimed at reducing institutional barriers to timely completion and ensuring that all UO students are well-supported. These initiatives include a new first-year live-on requirement and a major declaration policy as well as expanded high-impact practices like first-year experiences and undergraduate research opportunities. Initiatives like these are not unique to the UO. But in support of a clear strategic goal to "improve four-year graduation rates," the efforts of individual units, for example, the Undergraduate Council and the Center for Undergraduate Research and Engagement, took on heightened purpose and synergy.

One of UO's most promising student success initiatives is the recent opening of a new "college and careers building," which houses integrated career and academic counseling for College of Arts and Sciences and "Exploring" students. With the opening of Tykeson Hall in Fall 2019, the university onboarded 30 new professional advisors including 23 academic advisors and six career coaches. These advisors are cross trained in academic and career counseling and will support the development and implementation of Flight Paths, thematic academic and career interest areas that serve as a framework for students to explore subjects and effectively choose a major and a career path. With this new

initiative, UO expects to see continued improvements in student completion rates and is specifically interested in decreasing equity gaps that impact historically underserved students.

The University of Oregon is a proud member of the prestigious Association of American Universities (AAU)—65 of America’s leading research universities—and one of only three AAU universities within the Northwest Commission on Colleges and Universities. Designated by the Carnegie Foundation as a “Doctoral/Very High Research Activity” institution, UO enjoys longstanding strengths in the liberal arts and sciences and is widely recognized for the interdisciplinary nature of its scholarship and research activities which contribute directly to the university’s teaching, research, and service missions.

The University of Oregon’s total research and development expenditures have increased by almost 20 percent since 2015, as reported in the NSF Higher Education Research and Development Survey for FY17. Research expenditures in FY18 grew by \$8.3M over FY17 from \$114.9M to a record \$123.3M. These increases are attributable in part to another 2015 strategic framework priority: “enhance the impact of research, scholarship, creative inquiry, and graduate education.” In support of this priority, the institution has successfully executed several important initiatives during the past several years, including increasing the size of the tenure-related faculty, substantially increasing externally sponsored research support, and establishing the \$1 billion Phil and Penny Knight Campus for Accelerating Scientific Impact (Knight Campus).

During the past four years, the university has increased its tenure-track faculty by a net 72 positions and expects to exceed an ambitious goal of 80 additional tenure lines as the Knight Campus fully comes online. This shift in the composition of UO faculty recognizes the importance of tenure-related faculty to the research profile of an institution and to the distinct student experience at a R1 research institution. The number of undergraduates participating in research has grown to approximately 25% over the last five years and the increased focus on student success through experiential learning opportunities has become a central component of UO educational programs.

The concerted effort to increase the number of tenure-track faculty has resulted in significant operational changes at the institution. Prior to 2015, tenure-related faculty positions were effectively controlled at the unit level. As tenure-track faculty retired or left the university, the academic units would often refill the position regardless of broader institutional needs or changes in instructional demands. Beginning in 2017, UO implemented a comprehensive Institutional Hiring Plan (IHP) that vests final hiring decisions with the Provost. This centralized approach to faculty hiring allows for a more holistic view of the university’s teaching and research missions when making critical, long-term hiring decisions and enables the university to invest in programs and research opportunities that support mission fulfillment.

### Accreditation Reporting History

The University of Oregon is one of four institutions that participated in a unique NWCCU Demonstration Project (2014-2017) in lieu of a traditional Year 7 comprehensive self-evaluation in 2017. The purpose of the Demonstration Project was to evaluate mission fulfillment through the lens of General Education assessment. Although the results of the project varied among the four diverse institutions—Columbia Basin College, University of Puget Sound, and University of Montana—the University of Oregon benefited immensely from participation in the project because of the singular focus on assessment philosophies and practices. NWCCU peer evaluators summarized the UO’s participation in the Demonstration Project as:

*a rich, complex, innovative and multipronged effort that enabled the university to achieve several breakthroughs: changed faculty perceptions of assessment; development of processes for assessing general education outcomes; more systematic assessment efforts; and a new level of significant cross-campus dialogue about the quality of undergraduate education. This has laid the groundwork for the future completion of the task of defining and assessing general education. (pg. 2)*

Many of the principles and priorities established through the project directly guide our assessment framework today. These include our continued work on core education learning outcomes described in greater detail in part 2 of this report and our staunch belief that the collection and evaluation of assessments must drive meaningful conversations among faculty to benefit students and improve teaching and learning.

At the time of the 2017 Demonstration Project, UO had three recommendations that stemmed from our Year Three Self-Evaluation Report to NWCCU (2013). These recommendations were identified as “areas where the University of Oregon is substantially in compliance with Commission criteria for accreditation, but in need of improvement.” They included:

1. The evaluation committee recommends that the University of Oregon clarify its objectives and related indicators of achievement, ensuring that they are measurable, assessible, and verifiable, so that the UO can collect the necessary information to prepare the Year Seven Self-Evaluation Report (Standard 1.B).
2. The committee recommends that the University of Oregon intensify and focus its efforts to identify and publish expected course, general education, program and degree learning outcomes (Standard 2.C.1, 2.C.2, and 2.C.10).
3. The committee recommends that a high priority be placed on developing and implementing the proposed new assessment strategy, that appropriate leadership and resources be committed to its implementation, and that faculty with teaching responsibilities be integrally involved at every stage (Standard 2.C.5).

In August 2017, the Northwest Commission on Colleges and Universities reaffirmed accreditation of the University of Oregon based on “the unique Spring 2017 Demonstration Project Year Seven *Mission Fulfillment and Sustainability Evaluation*.” At that time, the Commission “determined that its expectations regarding Recommendation 3 of the Spring 2013 Year Three Peer-Evaluation Report have been met.” The Commission requested that Recommendations 1 and 2 be addressed “as an addendum to the 2018 Mission and Core Themes Report.”

The University of Oregon submitted its [Year One Self-evaluation Report](#) to the NWCCU on March 15, 2018. Within the self-evaluation report, the university affirmed its mission and three core themes, which include “exceptional teaching and education, exceptional discovery, and exceptional service.” Additionally, the institution established clear “objectives and indicators of achievement” for each of the three core themes. These objectives and indicators are detailed in Appendix B of this report. During its June 27-29, 2018 meeting, the Northwest Commission on Colleges and Universities accepted the University of Oregon's Spring 2018 Year One report with “no further action required.”

The University of Oregon is pleased to submit this 2020 Mid-Cycle Self-evaluation report as the next step in the 2018-2024 accreditation cycle.



## Institutional changes since last report

The University of Oregon submitted its Year One: Mission and Core Themes Report in Spring 2018. Since that time, there have been several important institutional changes to report.

### Leadership Changes

Dr. Patrick Phillips was appointed to the position of provost and senior vice president on July 1, 2019 following a decision by the former provost, Dr. Jayanth Banavar to join the faculty as a professor in the Department of Physics. Provost Phillips, a long-time veteran faculty member in the UO Department of Biology was selected following an internal search process. Dr. Phillips has held a number of administrative positions over his 20-year tenure at the University of Oregon including: director of the Institution for Ecology and Evolution, head of the Biology department, associate vice president for research, and, most recently, acting executive director for the Phil and Penny Knight Campus for Accelerating Scientific Impact (2016-2018).

In November 2019, Dr. Janet Woodruff-Borden accepted the role of executive vice provost for academic affairs. The executive vice provost oversees the work that promotes and advances curricular matters, academic training, professional development, and other areas within the chief academic officer's portfolio. Dr. Woodruff-Borden formerly served as the dean and vice provost of the UO Graduate School. Provost Phillips appointed Dr. Kate Mondloch, professor in the College of Design as interim dean and vice provost for the Graduate School.

Christopher Lindner, dean of the College of Design (DSGN) accepted a position as dean of the Bartlett Faculty of the Build Environment at University College London departing the UO in August 2019. Dr. Laura Vandenburg, head of the School of Art + Design was appointed as the interim dean. A national search for this position is underway.

Adriene Lim, UO Libraries Dean and Knight Chair accepted a position to lead the University of Maryland's library system where she is now serving as dean of the University Libraries based at the College Park campus. Mark Watson, associate dean for research services is serving as the interim dean of UO Libraries while a national search is conducted.

Dr. Doneka Scott, former associate vice provost of student success accepted the role of Vice Provost for Undergraduate Education and Student Success (UESS) in January 2019. The new UESS division represents a renaming of the Division of Undergraduate Studies and an expanded portfolio that includes management of academic and career advising in Tykeson Hall and a comprehensive first-year experience.

In November 2019, Dr. David Conover announced that he would retire from his role as vice president for research and innovation, effective July 2020. A national search is underway and a new vice president is expected to be identified in advance of Dr. Conover's retirement in July.

### Academic Policy Changes

The University Senate approved significant changes to the core education group requirement (now called "Areas of Inquiry") and the multicultural requirement (now called "Cultural Literacy") during AY 2017-18. Through legislative action in [US17/18-17](#), the Senate adopted mission-based learning outcomes for courses that satisfy Areas of Inquiry requirements and established a new Core Education

Council to develop guidelines for assessing these learning goals and to regularly review Areas of Inquiry courses and recommend changes to the Senate when appropriate. In [US17/18-18](#) the Senate adopted a new Cultural Literacy requirement that went into effect in Fall 2019. Existing courses approved in these categories will remain in effect until they are reviewed over the next three-year period.

The Office of the Provost and the University Senate approved revisions to the University's teaching evaluation system and the Senate established the Continuous Improvement and Evaluation of Teaching (CIET) Committee to oversee the phase out of current student "course evaluations" and the implementation of learning-focused "student experience surveys" as described in [US18/19-14](#).

The university recently revised its policy on [conflicts of interest, conflicts of commitment, and outside activities](#) following approval by the University Senate on March 13, 2019. A website with resources for faculty and employees with questions is available at: <https://provost.uoregon.edu/coicoc>.

## Part 1: Overview of Institutional Assessment Plan

The Board of Trustees of the University of Oregon assumed governing responsibilities for the institution on July 1, 2014. This new authority was granted through changes in state law that established institutional governing boards for Oregon's seven public universities in place of the former "Oregon University System" governed under a single Oregon State Board of Higher Education. This fundamental change in Oregon higher education governance allows institutional boards to more effectively govern their distinct universities and to work with university leadership to establish and implement strategic priorities.

In service to its governing responsibilities, the Board of Trustees actively approves and monitors the implementation of institutional strategies and policies, provides transparency and accountability, ensures that the University meets its obligations as part of Oregon's education system, and preserves the autonomy of the institution. In keeping with these responsibilities, the Board of Trustees initiated an inclusive, campus-wide review and revision of the UO mission statement. The new statement, adopted November 5, 2014 reads:

The University of Oregon is a comprehensive public research university committed to **exceptional teaching, discovery, and service**. We work at a human scale to generate big ideas. As a community of scholars, we help individuals **question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically**

Represented within the mission are three essential Core Themes, "exceptional teaching, discovery, and service," which serve as the basis for our mid-cycle report. The university's mission statement also provides clearly articulated learning outcomes: "question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically." Last year, a modified version of these learning outcomes was formally adopted as part of the core education requirements that every undergraduate student completes.

The University of Oregon's assessment of mission fulfillment consists of an evaluation of institutional outcomes articulated through the three aligned Core Themes: Exceptional Teaching and Education, Exceptional Discovery, and Exceptional Service (Appendix B). These core themes serve as the cornerstone of UO programming and they inform our strategic objectives which in turn, guide the

allocation of resources and our efforts to educate students and impact society. The UO currently performs at a high-level in all aspects of its mission. As with other high-functioning institutions, the UO strives to continuously improve mission fulfillment by identifying and executing strategic objectives that enhance performance. The success or failure of individual initiatives does not represent an “acceptable threshold” of mission fulfillment, rather, fulfillment is achieved through the endeavor to continuously improve. Efforts to increase performance in each area are regularly assessed to ensure that limited resources are allocated in a way that best serves the teaching, research, and service missions.

Assessment of institutional initiatives is conducted at multiple levels at the University of Oregon. University-wide assessment is undertaken through multiple committees and offices embedded throughout departments and colleges. Ultimately, the governor-appointed, Senate-confirmed Board of Trustees for the University of Oregon is responsible for providing transparency and public accountability per Oregon Revised Statutes (ORS 352.025 (1)(a)). The university recently reached its fifth year of institutional governance under the Board of Trustees and released a report [Five Years of Institutional Governance at the University of Oregon](#), chronicling our various successes and challenges.

### Assessment of Core Themes

The mid-cycle self-evaluation is a time to reflect on the institutional core themes and objectives established in Year 1 and to assess whether they remain valid. This reflection is also an opportunity to evaluate whether the associated performance indicators provide meaningful data to assess mission fulfillment and sustainability in Year Seven. As a part of this mid-cycle self-evaluation the UO completed a comprehensive review of each of the three core themes and the associated objectives and indicators. This comprehensive review—provided in Appendix B—was managed by three distinct “theme teams,” co-led by an administrator and a faculty member and drawing on relevant content experts for analysis.

We are pleased to report that with a few modest changes described in part 3 of this report, the objectives and indicators remain relevant and continue to serve as important priorities for the institution.

### Assessment of Exceptional Teaching and Learning

This report highlights two representative examples of how we are operationalizing our mission through our Core Theme of Exceptional Teaching and Learning. The philosophy of this work is a result of our engagement with the 2017 NWCCU Demonstration Project in which we committed to improving student learning, success, and experience through enhancing teaching practices. In accordance with this philosophy, we have hired a new Assistant Director for Research and Assessment embedded within the Teaching Engagement Program who is tasked with enhancing and supporting faculty-led assessments of student learning. Therefore, assessment practices are tied to faculty development efforts in alignment with our belief that assessment should support authentic improvement efforts and be experienced by students in the classroom.

## Part 2: Representative examples of assessment activities

Both representative examples described in this report support **Core Theme I: Exceptional Teaching and Education** which is deeply informed by the work we did in the NWCCU Demonstration Project (2014-17). That report highlighted the UO’s lack of a central vision and intentionality around student learning, success, and the student experience. In 2015, President Michael Schill established a clear set of priorities focused on student success and the student experience. Our resultant analysis into best practices and

the literature drove home a core principle for us: **one of the most significant drivers of student learning, success, and experience is what happens in the classroom.**

The focus on the classroom experience has caused us to consider what practices have the most influence on that experience and how to best encourage and develop good practices. We realized that impacting the student experience in hundreds of classrooms was a complicated and ambitious endeavor that would require a multipronged approach. We launched two large-scale projects, in alignment with our strategic plan, directed at how to have the greatest impact on student experience across campus. These ongoing projects in core education redesign and in reimagining teaching evaluations demonstrate UO's willingness to make systemic changes that are rooted in our values and beliefs informed by research on student learning and success.

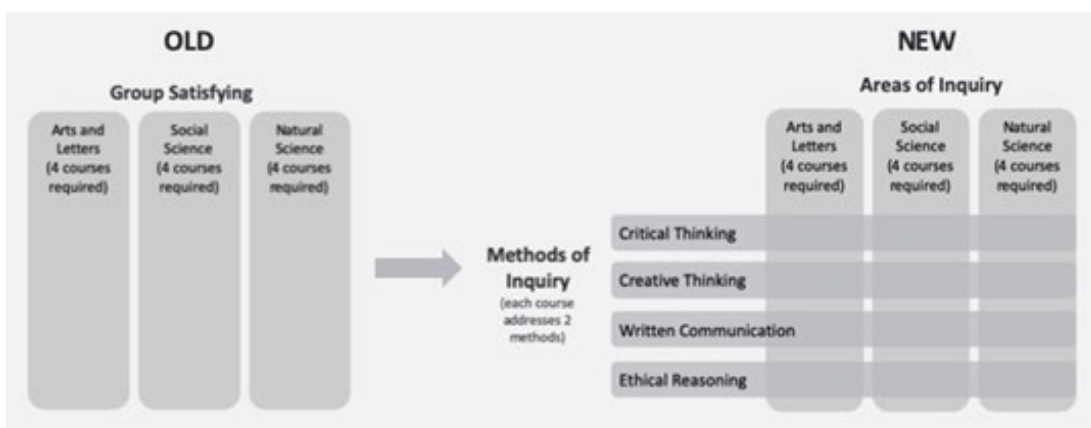
### Core Education Redesign

The University Senate is charged with oversight of university curriculum. The senate has made significant progress over the past few years in redesigning the UO's core education curriculum. As part of the project, the senate created a Core Education Council "to oversee that part of the University curriculum which is required of all undergraduate students." The council charge is provided in Appendix C. The senate also took several related actions including passing new core education learning outcomes, implementing a new cultural literacy requirement, and simplifying the requirements to facilitate students' navigation of the curriculum.

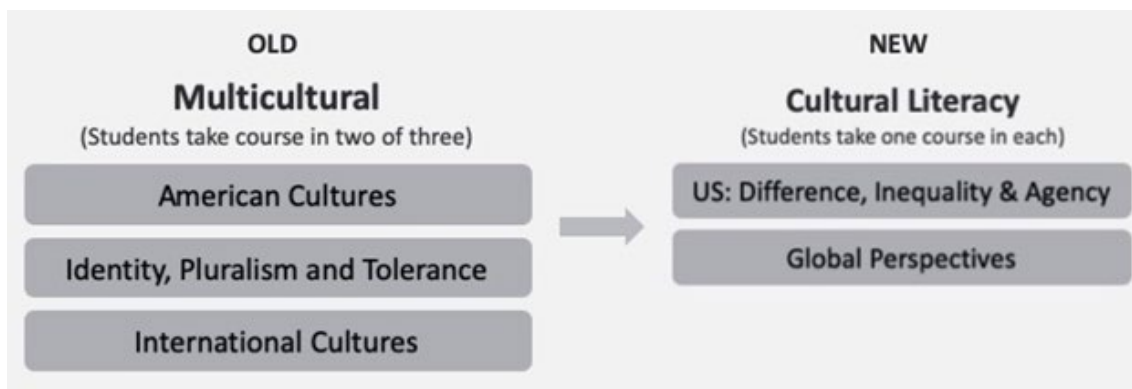
Revitalized general education standards provide clarity of purpose for each requirement and clear learning outcomes for students. An integrated core education with transparent goals prepares students to become effective learners and creates a shared educational experience that promotes engagement and improves academic performance. Moving forward, these outcomes also allow for deliberate assessment of student learning in our core education program. The Core Education Council is charged with overseeing assessment of the core education curriculum; our new Assistant Director of Research and Assessment enhances UO's capacity for assessment efforts across campus, including in core education.

### Redesigned Learning Outcomes

The core education learning outcomes (called "methods of inquiry") overlay the existing "areas of inquiry" in Arts & Letters, Social Science, and Natural Science. Students must take 15 credits in each area of inquiry and each core education course must include at least two methods of inquiry.



The senate also replaced the multicultural requirement with a new Cultural Literacy requirement. Starting Fall 2019, each student takes one course in the US: Difference, Inequality and Agency category and one course in the Global Perspectives category.



#### Methods of Inquiry and Associated Learning Outcomes

Our Core Education outcomes emerge directly from our mission statement. These outcomes also draw from the well-established AAC&U Essential Learning Outcomes, providing a path for assessment as core education courses align with these objectives over the next two years.

#### *Mission Statement*

*“The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals **question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.**”*

*“...question critically, think logically, reason effectively...”*

#### **Core Education Method of Inquiry: Critical Thinking**

“Students will develop the skills and habits of mind necessary for the comprehensive exploration of issues, ideas, artifacts, and events in the evaluation and formulation of opinions and conclusions. Critical thinking requires students to question critically, think logically and reason effectively in the context of discipline-specific methodologies.”

*“...communicate clearly...”*

#### **Core Education Method of Inquiry: Written Communication**

“Through iterative experiences across the curriculum, students will develop the capacity to develop and express ideas in writing, to work in different genres and styles, work with different writing technologies, and mix texts, data, and images to effectively communicate to different audiences.”

*“...act creatively ...”*

#### **Core Education Method of Inquiry: Creative Thinking**

“Students will develop the capacity to combine or synthesize existing ideas, images, or expertise in original ways, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.”

***“...and live ethically.”***

*Core Education Method of Inquiry: Ethical Reflection*

“Students will develop the capacity to identify, examine, and critically revise ethical positions, map them onto larger ethical ideas (theoretical traditions, moral frameworks, prevailing social frameworks), and reflect on how decisions and actions (including, sometimes, inaction) shape our relations to others and self. Students will develop the capacity to articulate the ends sought in a range of endeavors in personal, social and professional contexts. Students will also develop concepts, practices, and other tools appropriate to valuing those ends in relation to their means of attainment and their impacts on self and others.”

*UO Multicultural Requirements*

The faculty senate also revised the multicultural requirement with a new Cultural Literacy requirement. These changes emerged out of demands from our Black Student Task Force and collaborative work from faculty across disciplines. Starting Fall 2019, all students complete at least one course about difference, inequality and agency focused on developing analytical and reflective capacities to engage with ongoing inequities in the United States as well as one course in global perspectives.

**US: Difference, Inequality and Agency:** “These courses will develop students’ analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. This engagement may also include the relation of the United States to other regions of the world. Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.”

**Global Perspectives:** “These courses will foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts. Each course will include substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit.”

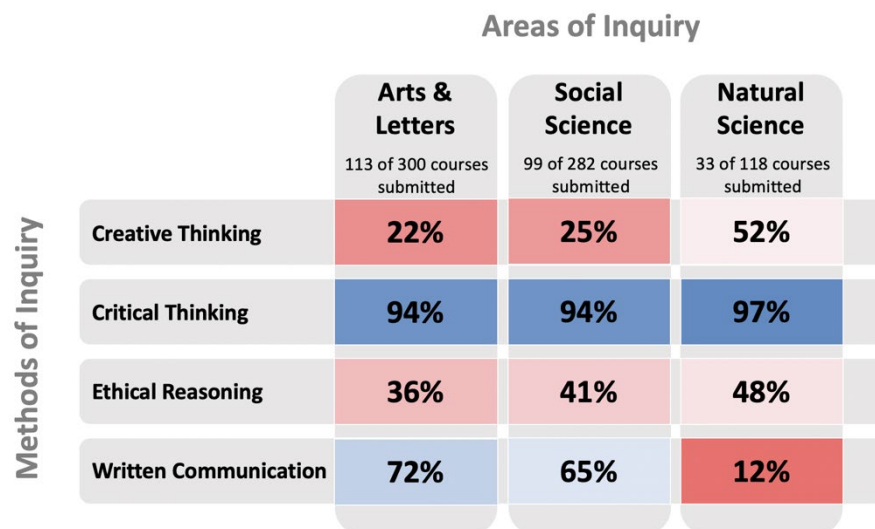
Details regarding specific learning objectives are provided in Appendix C.

*Realigning our curriculum with new learning objectives*

We are actively implementing a 3-year plan to align all core education courses with the new learning outcomes by summer 2021 ([see details](#)). All core education courses will be reconsidered for approval through our UO Committee on Courses (UOCC). Courses submitted for reapproval must identify the methods of inquiry that are taught in the course, how the course is designed to fulfill that requirement, and what specific activities or assignments support student learning within each method of inquiry. A description of the approval process and submission templates are provided in Appendix C. This process engages instructors in communicating how the design of their course impacts student learning in these areas, as well as mapping how methods of inquiry are taught across the core education curriculum. In addition, the nature of the methods of inquiry necessitates that faculty consider how to incorporate evidence-based pedagogies in their courses. The UOCC has completed the review of over 200 courses and we are on track to meet our target of reviewing all Core Education courses by summer 2021 (Core Theme I.B.2).

Interim analysis of submitted Core Education courses:

The new core education structure distributes four, mission-derived Methods of Inquiry across all three disciplinary Areas of Inquiry. As instructors submit Core Education courses for approval under our new requirements, we are tracking which Methods of Inquiry are covered in each Area of Inquiry. The figure below shows the percentage of courses in each area of inquiry that include each of the four methods of inquiry.



At this point, Critical Thinking and Written Communication are the most widely adopted Core Education Methods of Inquiry and they are being considered as the basis for pilot assessment projects.

As mentioned above, the course reapproval process is an opportunity to engage faculty in discussions about how to incorporate evidence-based pedagogies in their courses. To that end, we’ve adopted a “backward design” approach to the reapproval process in which faculty demonstrate in some detail how the activities in their courses are designed to promote student learning of the methods of inquiry. Each course reapproval application must include a simplified backward design template providing this evidence (see Appendix C).

Additionally, The Provost’s Office and its Teaching Engagement Program are offering several training opportunities each year to help faculty complete their course reapprovals. Over the past two years, we’ve successfully provided:

- 4 designated pathways in our UO Summer Teaching Institute;
- 4 workshops; and
- Individual support to departments upon request.

It is our deep intention to tie purposeful curricular changes to faculty development around evidence-based teaching practices, and to avoid an approach of just rearranging the parts of our curriculum. As such, the curriculum revision process affords us the opportunity to engage with hundreds of faculty on best practices in pedagogy.

In the complicated landscape of a university campus, it is not as simple as “telling” faculty how they should teach. We have to align curriculum, assessment, expectations, and incentives to drive use of best practices. The next section on teaching evaluation revisions is another critical part of this alignment.

## Teaching Evaluation Changes

The University of Oregon is engaged in cutting-edge work to revise the teaching evaluation system. In 2017, concerns were raised in the University Senate about several issues related to student teaching evaluation. Should students found responsible for academic misconduct be allowed to evaluate courses? Do student course evaluations chill innovative teaching because instructors fear that students will penalize them in their scores? Finally, and most urgently, national and local research indicates that student course evaluations do not accurately reflect teaching quality and may be inflected by bias. These combined concerns prompted a multi-year effort led by the University Senate and the Office of the Provost to improve our teaching evaluation instruments and practices.

In the last three years, we have developed a holistic new teaching evaluation system that does more than simply replace problematic evaluation instruments. The new system provides the path to define, develop, evaluate, and reward teaching excellence. The goals of the new system are to ensure teaching evaluation is fair and transparent, conducted against criteria aligned with the unit's definition of teaching excellence, and includes input from students, peers, and the faculty themselves.

### Defining, Developing, Evaluating, and Rewarding Teaching Excellence

Teaching excellence is a cornerstone of the university's mission, but to fully achieve it, UO believes we must create an aligned system to define, develop, evaluate, and reward it. This framework also facilitates a culture of improvement by more tightly linking the substance of evaluation with the opportunities of teaching development.



**Define:** Over the last five years, the university has developed a definition of teaching excellence: great teaching is inclusive, engaged, and research-informed. The formation of this definition originated in our Teaching Engagement Program through their expertise in teaching and learning and their close collaborations with faculty. In 2016, we launched the [Provost's Teaching Academy](#), a group of over 200 teaching leaders from across campus (**Core Theme I.C.2**). These faculty helped refine the definition and now meet quarterly to advance inclusive, engaged, and research-informed teaching across campus. Our [definition of teaching excellence](#) is the cornerstone for initiatives involving teaching. The definition now forms the basis for campus-wide teaching quality standards articulated for all faculty as part of a 2019 memorandum of understanding between the university and the faculty union (included in Appendix D). Additionally, UO's cutting-edge qualitative, holistic, and criteria-based teaching evaluation system developed in partnership between the University Senate and Provost's office is undergirded by the definition.

**Develop:** Teaching development efforts across campus are now aligned with our definition of teaching excellence and more faculty are participating in Teaching Engagement Program professional development activities (**Core Theme I.C.1**). These teaching development efforts provide support for the



adoption and refinement of inclusive, engaged, and research-informed teaching practices for undergraduate and graduate education. Furthermore, this work reflects our commitment to the principle that what happens in the classroom drives student learning, success, and experience. Starting in summer 2018, the Teaching Engagement Program and the Teaching Academy board hosted the first UO Summer Teaching Institute, a multi-day event through which stipended faculty design or re-design courses. The Institute includes both topical pathways—on, for example, teaching online, or teaching first-year students—with their own cohorts and specialized sessions and large-format core skills workshops designed to build a shared understanding of teaching practices that are inclusive, engaged, and research-informed. After two summer institutes, more than 100 faculty have completed this intensive training.

**Evaluate:** The Senate Continuous Improvement and Evaluation of Teaching committee redesigned teaching evaluation tools in alignment with best-practices in teaching and learning as well as our definition of teaching excellence. The faculty union is also a supportive partner in these efforts, enshrining the evaluation of teaching changes through a memorandum of understanding—included in Appendix D—describing professional inclusive, engaged, and research-informed teaching as the standards by which instructors will be evaluated. Aligning university policies and evaluation systems with evidence-based, inclusive teaching practices is a nation-wide challenge. Nonetheless, what happens in the classroom is of paramount importance to our student success efforts. Our collective efforts have allowed the UO to be a part of the national conversation on improving teaching evaluation systems as described in [Recognizing and Evaluating Science Teaching in Higher Education](#) (2020).

### *Student Experience Surveys*

Between 2007 and 2019, UO used an online numerical course evaluation system. Our own data suggests that instructor gender and class size significantly altered numerical student evaluations, which up until now have featured prominently in many evaluative processes. In addition, research from across the country indicates that student ratings may not accurately reflect teaching quality and may be inflected by bias. The Senate Continuous Improvement and Evaluation of Teaching Committee was charged with evaluating and improving course evaluations with the goal of ensuring teaching evaluations were fair and transparent, conducted against criteria aligned with the unit's definition of teaching excellence, and included input from students, peers and the faculty themselves.

Over the last two years, the senate committee developed a new Student Experience Survey (see Appendix D) that focuses on qualitative feedback and does not generate numerical ratings. To revise the survey, our committee used our own data suggesting bias in student ratings, data from student focus groups, and the literature on best teaching practices. The new survey questions are directly related to teaching practices drawn from research significant to student learning and aligned with our definition of teaching excellence. The senate committee piloted the survey during the 2018-19 academic year in hundreds of courses and to thousands of students, revising and validating the survey from the information gathered. Student experience surveys launched campus-wide in fall 2019.

### *Instructor Reflections*

Students have distinctive, valuable insights to offer about the teaching and learning experience, but student feedback should not be a stand-alone measure of teaching quality. Therefore, to create a more holistic evaluation process, the University Senate created a new course-level instructor reflection. This new survey provides an opportunity for instructors to reflect on what they are doing in their courses to make them more inclusive and research-informed, in alignment with our definition of teaching

excellence. These reflections can then play into moments of formal evaluation, providing course-level insights about a faculty's intentional teaching practices and continuous improvement.

### *Criteria-Based Evaluation*

After the Senate approved new Student Experience Surveys and Instructor Reflections, the faculty union ensured the senate committee's work was enshrined in faculty evaluation policies and procedures. The faculty union signed a Memorandum of Understanding (MOU) in summer 2019 establishing baseline standards for teaching evaluations (see Appendix D), updating the Collective Bargaining Agreement. Therefore, **Core Theme I.C.3**, the "percent of departments that implement policies and practices for the review of teaching that are aligned with the literature on evidence-based teaching" is expected to be 100% in fall 2020.

**Reward:** UO's [distinguished teaching awards](#) are also aligned with the definition of teaching excellence. Nominators are asked to describe the inclusive, engaged, and research-informed teaching practices of the nominee, and department heads must describe these practices further for award finalists.

### **Closing the loop: using evaluation data to guide professional development**

Student experience surveys and instructor reflections both provide rich perspectives from students and faculty on the teaching practices most impacting student learning. Work is underway in our Teaching Engagement Program and through the newly revitalized UO Online program to analyze and tie these locally relevant data to teaching professional development opportunities for all faculty. Thus, this framework provides another means to close the loop on data related to student learning.

## Part 3: Planning for Year Seven Comprehensive Self-Evaluation

The University of Oregon is making significant progress towards the strategic priorities established in *Excellence: 2016-2021 strategic framework for the University of Oregon* and in continuous organizational and operational improvements to support the core themes of our mission: exceptional teaching, discovery, and service. To that end, the institution continues to capitalize on momentum earned in the 2017 NWCCU Demonstration Project to complete initiatives like redesigning core education and implementing research-informed teaching evaluation systems. At the heart of all these efforts, we are promoting a culture of assessment on campus that will benefit student experience and success. These important initiatives also extend into our research and service missions as we increase our tenure track faculty ranks and promote research and experiential learning opportunities that benefit our students, communities, state, and region.

The core themes and objectives established in our Year One Mission and Core Themes report (2018) remain important priorities for the institution and the "theme team" analysis presented in Appendix B reaffirms that the established indicators are meaningful measurements of mission fulfillment. Among the existing indicators, we are considering modest changes to several metrics as they are presented in our Year Seven *Mission Fulfillment and Sustainability* report, including:

### **I.B.2 - % of general education-satisfying courses reviewed and aligned to new standards.**

The review process described in part 2 of this report is expected to be completed by 2022 which will allow the university to focus on core education learning outcomes assessment and retire this indicator.

**I.C.3 - # of departments that implement policies and practices for the review of teaching that are aligned with the literature on evidence-based teaching.**

As noted in part 2 of this report, the adoption of a new university-wide teaching evaluation system, approved by the University Senate and in accordance with the memorandum of understanding with the faculty union, renders this indicator meaningless.

The “theme team” analysis revealed several challenges in data collection efforts that will require adjustments to data systems and methodologies, specifically:

**II.C.1 - # of faculty with nationally recognized faculty awards and honors – and –**

**III.D.1 - # of faculty serving in leadership positions in scholarly or professional organizations.**

The University of Oregon ended a subscription to Academic Analytics and with it, our ability to efficiently track these data. We believe that they remain important indicators of the impact of our faculty within their respective fields and we are exploring new faculty development systems that will help us report these data in the future.

**III.C.1 - # of interactions with preK-12 schools across the state**

The institution currently has no effective way to track all the various interactions with preK-12 schools across the state, so we’ve focused our early analysis on active contracts between our College of Education and Oregon school districts to place practicum students. This methodology severely undercounts total interactions with preK-12 schools but are confident in the accuracy of the data as we continue to explore more expansive methods for future reporting.

**III.C.3 - \$ value of College of Education grant revenue**

This indicator was intended to serve as “a proxy for the university’s commitment to supporting PreK-12 education in the state and nation” but we believe it under values the myriad work our faculty and students do to impact the PreK-12 pipeline and we would like to expand data collection to include campus-wide activities as possible.

In preparation for our 2024 comprehensive self-evaluation, we recognize that assessment efforts described within this report are in their infancy and we must continue to develop and refine our assessment efforts over time. We are confident that our faculty-led and student-centric approach to assessment is the right pathway for our community and the right approach to cultivating a culture of student success at the University of Oregon. As our collection and analysis of assessment data matures, we intend to refine our student success efforts on improvements in reducing the equity gaps among our diverse student populations and in better understanding student achievement as UO students transition into the workforce and graduate programs.

We also recognize that “*Excellence*,” the current strategic framework that has effectively served the university since 2016, is nearing its projected end date. While the institutional priorities within remain deeply relevant, moving forward, the institution needs to complete a progress assessment for each goal and establish or reaffirm the strategies and initiatives that will drive continuous improvements to our mission of exceptional teaching, discovery, and service.

Finally, recent changes to the NWCCU Standards and reporting process need to be considered as we prepare for the Year 7 comprehensive self-evaluation in 2024. This includes the realignment of our reporting evidence to the new 2020 Standards and preparations for the new Year 6 “policies,

regulations, and financial review.” We look forward to working with Commission staff as these changes are implemented.

## Conclusion

The Year 3: Mid-Cycle Self-Evaluation is an opportunity to assess progress on the core themes and objectives established in the Year 1: Mission and Core Themes report but at the University of Oregon, this reflection runs deeper. The transformational changes to core education and teaching evaluations detailed in this report originated in the NWCCU Demonstration Project (2014-17) and represent a cultural shift for the institution. Through participation in the project, we established a guiding principle that meaningful assessment is faculty-led, student-centric, and focused on improvements to students’ experiences in the classroom. We are pleased to reflect on the progress made in these and other important initiatives during the past several years, but we are also excited about our continuing efforts to improve student outcomes.

For instance, in February 2019, UO was one of 12 AAU member campuses selected for a “mini-grant” from the AAU Undergraduate STEM Education Initiative. The goal of the grant is to align UO STEM curricula to increase accessibility into and mobility between STEM majors through shared learning objectives and streamlined curriculum. To that end, the UO convened a two-day meeting in summer 2019 with department heads and relevant faculty from eight STEM departments to begin mapping curriculum and identify shared objectives, gaps, and redundancies. We anticipate that this streamlining will lead to new efficiencies, greater collaboration across departments, and improved access and success for students in STEM fields.

It’s an optimistic time at the University of Oregon and we are eager to see the long-term impacts of our significant investments in improving student success. Substantive changes like the integration of academic and career advising in Tykeson Hall and the implementation of a revised core education will inevitably take time to fully realize in any measurable way. We look forward to the opportunity to report on these efforts and other relevant initiatives in our 2024 Mission Fulfillment and Sustainability Self-Evaluation report.

## Appendix A: Accreditation teams

The following individuals contributed to the development of this self-evaluation report.

### Accreditation Executive Team

**Role:** Establish priorities, assign responsibilities, review analysis, and inform reporting.

**Membership:**

- Elliot Berkman, Associate Professor and Senate Vice President
- Ron Bramhall, Associate Vice Provost for Academic Excellence
- Yvonne Braun, Associate Vice Provost for Academic Affairs
- Austin Hocker, Assistant Director for Research and Assessment
- JP Monroe, Director, Institutional Research
- Cassandra Moseley, Sr. Associate Vice President for Research and Innovation
- Mike Pluth, Associate Professor and Associate Vice President for Research
- Julia Pomerenk, Assistant Vice President and University Registrar
- Lee Rumbarger, Assistant Vice Provost for Teaching Engagement
- Doneka Scott, Vice Provost for Undergraduate Education and Student Success
- Elizabeth Skowron, Professor and Senate President

### Core Theme Teams

**Role:** Validate, analyze, and report on performance trends and related activities for core themes, objectives, and indicators.

#### Core Theme I: Exceptional Teaching and Education

**Co-Chairs:** Ron Bramhall, AVP Academic Excellence and Chris Sinclair, Associate Professor

**Contributors:** Lee Rumbarger, AVP for Teaching Engagement; Austin Hocker, Asst. Director for Research and Assessment; Jim Rawlins, Director of Admissions

#### Core Theme II: Exceptional Discovery

**Chair:** Mike Pluth, Associate Professor and AVP for Research

**Contributor:** Daniel McCarville, Senior Data Analyst

#### Core Theme III: Exceptional Service

**Co-Chairs:** Yvonne Braun, AVP Academic Affairs and Tim Duy, Professor of Practice

**Contributors:** Julie Wren, College of Education; Chuck Williams, Innovation Partnerships; Amy Hughes-Giard, UESS; and Dennis Galvan, Division of Global Engagement

## Appendix B – Theme Team Analyses

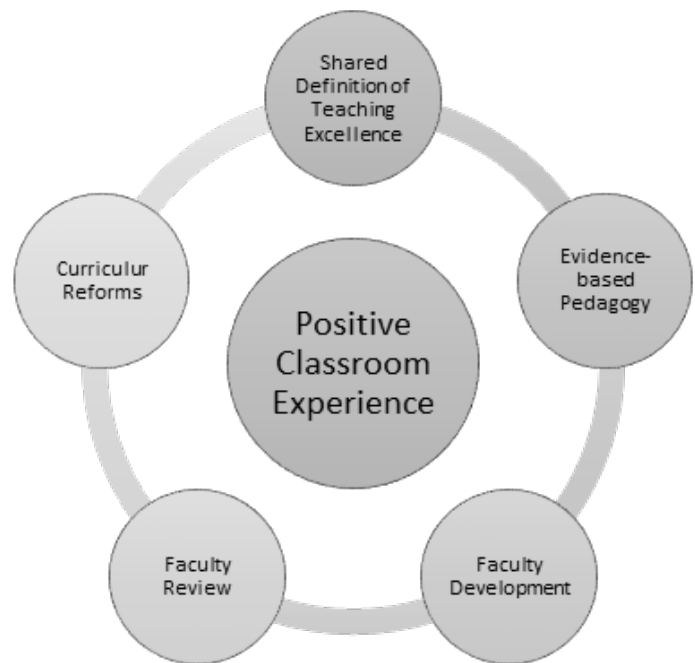
As a part of this mid-cycle self-evaluation, the university completed a review of each of the objectives and indicators established in the Year One: Mission and Core Themes report (2018). To conduct this review, the university established “theme teams” for each of our three core themes: exceptional teaching and education, exceptional discovery, and exceptional service. Convened by faculty and administrative co-chairs, the teams relied on content experts from across the campus to evaluate “performance trends” for each indicator and ascribe any relevant “campus initiatives or significant accomplishments” to that performance. Although not required in the NWCCU *Guidelines for Preparing Mid-Cycle Self-Evaluation Reports*, the exercise allowed the institutional accreditation teams to establish baseline data for the various indicators and test assumptions about data methodologies and data availability. We believe this work supports our preparations for a successful Year Seven comprehensive self-evaluation and we include the analysis in this report as a part of our 2018-2024 accreditation cycle.

### Core Theme I: Exceptional Teaching and Education

This core theme is deeply informed by the work we did in the NWCCU Demonstration Project (2014-17). That report highlighted the UO’s lack of intentionality around student learning, success and the student experience, especially during a particularly tumultuous time of frequent turnover of leadership (2009-2015). In addition, the project provided an opportunity to carefully consider the UO Mission and Values, and the literature on student learning, success and experience to inform our direction under new and stable leadership.

President Michael Schill assumed leadership of the institution in 2015 and with his arrival, established a clear set of priorities focused on student success and the student experience. Our dive into best practices and the literature drove home a core principle for us: one of the most significant drivers of student learning, success and experience is what happens in the classroom. That principle, along with the well-established literature on advising and first-year experiences resulted in the goals and indicators described here.

The focus on the classroom experience causes us to prioritize practices have the most influence on what happens in our classrooms and on how to best develop good practices. We realized that impacting the student experience in hundreds of classrooms was a complicated and ambitious endeavor that would require a multipronged approach. The goals and indicators below represent our strategic priorities and serve as proxy measures of our myriad efforts.



## Objective 1.A: Improve student progress toward degree

### Indicators

#### I.A.1 Advisor to student ratio

Rationale: To effectively serve students, the university must have an adequate number of academic advisors to guide and support students through their academic planning.

Year	Professional Academic Advising FTEs	Fall Undergraduate Student Enrollment	Advisor to student ratio
2017	28	19,351	691 to 1
2018	29.5	19,122	648 to 1
2019	51	18,903	371 to 1

#### Explanation of performance trend

The advisor to student ratio decreased significantly in 2019 as a result of hiring 24 new professional academic advisors with the opening of Tykeson Hall. The expanded advising capacity was made possible through a student success initiative and funded by Office of the President.

#### Campus initiatives and significant accomplishments

The advising structure at University of Oregon is multi-layered. Academic advisors are assigned to students by their major or exploring status. Students also receive valuable mentoring from faculty advisors in their field of study. Furthermore, students may receive additional advising through specialized advising services that provide wrap-around advising. This advisor to student ratio represents major/exploring advisor to student ratio.

With the significant increase in advising capacity in 2019, we do not anticipate the number of academic advisors to grow over the next four years. The next phase of the advising reform is to refine campus advising strategy such as mandatory advising, targeted advising, and integration of career and academic advising to meet our diverse students' needs.

#### I.A.2 Average time to completion

Rationale: Lower average time to completion demonstrates efficient student progression and substantially reduces the cost of college for the student.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
TTD (Years)	4.26	4.23	4.19	4.20	4.14	4.13	4.05
Graduates	3,077	3,052	3,194	3,180	3,313	3,183	3,393

#### Explanation of performance trend

Time to degree has decreased from 4.26 in 2012-13 to 4.05 in 2018-19. We believe this is the result of an intentional focus on promoting credit loads of 15-16 per term as a way to reduce time to degree and the expense of an additional term.

#### Campus initiatives and significant accomplishments

We began a "Finish in Four" campaign in 2015 aligned with advisor training across campus on communicating with students the importance of finishing on time and how to successfully implement a plan to finish on time. The campaign worked as a communication strategy although we experienced some backlash from students, and some advisors, who were worried that the message did not apply to

all students. Students who worked or had other commitments or plans, did not received the message positively. The message has since been updated as “On Track, On Time”, which allows more flexibility in its application.

We tasked all departments to devise sample 4-year degree plans to show students how they could complete each major in 4-years and we evaluated and changed academic policies that were seen as potential issues for degree progress (e.g. required major declaration by end of 2<sup>nd</sup> year; limiting repeats of courses). We also adopted predictive analytics and an advising platform in 2014 and began targeted mandatory advising for at risk populations.

Additionally, we believe that several curricular changes to key gateway courses contributed to improved performance of this indicator:

- Added a trailing Chemistry sequence to accommodate students who needed a term to complete prerequisite math and/or chemistry courses;
- Canceled remedial math courses and developed a college-level math course that provides applicable college credit; and
- Implemented a new math placement system that ensures students are placed in an appropriate math course.

### I.A.3 Graduation rates

Rationale: Graduation rates are an indicator of students’ ability to access and successfully complete degree requirements

Cohort Year		2007	2008	2009	2010	2011	2012	2013	2014	2015
Rate	4-Year	43.5%	45.6%	50.3%	49.9%	51.9%	52.9%	56.1%	57.5%	60.7%
	6-Year	67.1%	69.1%	71.6%	72.0%	72.1%	72.8%	74.4%		

#### Explanation of performance trend

Four-year graduation rates for first-time, full-time freshman students at the University of Oregon have increased from 43.5% for the 2007 entering cohort to 60.7% for the 2015 entering cohort. 6-year graduation rates increased from 67.1% for the 2007 entering cohort to 74.4% for the 2013 cohort. We believe these increases are a result of our intentional efforts to help students make better progress toward degree completion and in the academic preparedness of our incoming cohorts of students.

#### Campus initiatives and significant accomplishments

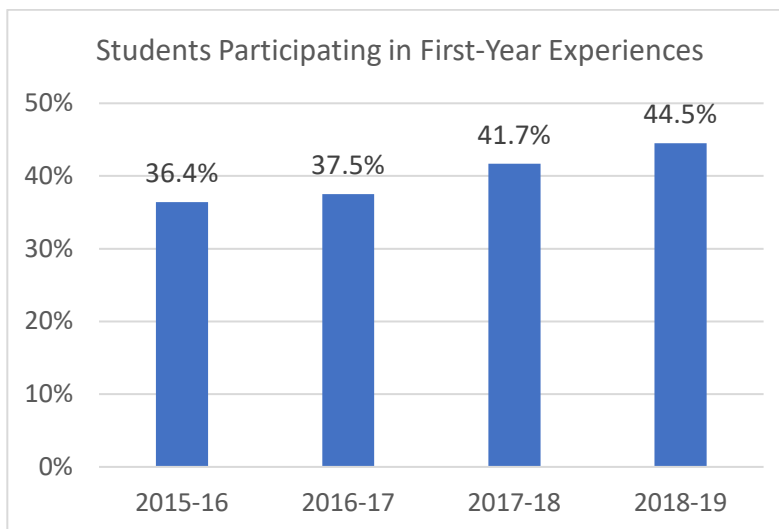
We are pleased with the increase in graduation rates and as noted in I.A.2 above, attribute some of the improvement to shifts in advising practices and in curricular changes that make it easier for students to complete their degree pathways. We also attribute some of our gains to the increased academic preparedness of our incoming cohorts as many of our student success initiatives have not had been in place long enough to account for all of the improvement. As such, we expect to maintain, if not increase, graduation rates as new student success initiatives are fully implemented. In addition, when we consider our graduation rates as a function of the academic preparedness of our students, as measured by SAT and HS GPA, we consistently perform at or better than expected. We expect that our student success initiatives will help us continue that trend.



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

### I.B.1 Percent of students participating in a first-year experience by academic year

Rationale: First-year experiences (e.g. Academic Residential Community or Freshman Interest Group) are known to increase belonging, satisfaction, and retention.



#### Explanation of performance trend

Participation in first-year experience programs has increased from 36.4% in 2015-16 to 44.5% in 2018-19. As part of our student success efforts, we actively encourage our students to participate in first-year experience programs recognizing the positive impact on the student experience and in improved retention and completion rates.

#### Campus initiatives and significant accomplishments

We currently have two first-year experience programs and are piloting a third. They include:

- FIGS (Freshmen Interest Groups) – this is a first-term experience in which students take 2 core education courses together and then convene in a weekly seminar with a faculty member and peer assistant.
- ARCS (Academic Residential Communities) – These are year-long residential programs in which students cohabitate in residence halls, take core education courses together, and meet in a regular seminar with faculty and peer assistants.
- PILOT – Core Education Runways – these are being piloted in 2019-20 and are a year-long experience focused on a “Big Question.” Students take core education courses related to the Big Question and meet in a weekly seminar with faculty. We are currently evaluating this program for possible expansion.

We expect the number of students who participate in first-year experiences to increase as we increase capacity and marketing efforts. We believe that these shared experiences are one way to help address equity gaps among our diverse student populations.

### I.B.2 Percent of general education-satisfying courses reviewed and aligned to new standards

Rationale: Revitalized general education standards will provide clarity of purpose for each group requirement and clear learning outcomes for students. An integrated core education with identified

outcomes prepares students to become effective learners and creates a shared educational experience that promotes engagement and improves academic performance.

### Explanation of performance trend

As described in detail in this mid-cycle report, we are executing a 3-year plan to align all core education courses with the new learning outcomes by summer of 2021. At this point we are on track to meet the target. Once completed, this indicator will no longer be relevant for continued tracking but will remain an important milestone in our 2024 comprehensive self-evaluation.

### Campus initiatives and significant accomplishments

In 2018, the University Senate approved new Core Education learning outcomes, called “Methods of Inquiry” and updates to our multicultural requirement, now called “Cultural Literacy.” These changes were in response to previous accreditation recommendations and were designed to provide a more consistent core education experience for University of Oregon students that was carefully aligned to learning outcomes articulated in our mission.

Implementing these changes requires that all core education courses be reviewed and reapproved to ensure that they align with the new criteria. We are actively working with departments to stage the course submissions so that we have them all completed by summer 2021.

### I.B.3 Percent of students engaged in one or more high-impact practices by spring of senior year

Rationale: High-impact practices (e.g. undergraduate research, internships, and collaborative projects) have been shown to improve retention and time to degree.

Year	2014-15	2016-17	2018-19
Actual	66.4%	63.3%	64.7%
Numerator	608	390	247
Denominator	915	616	382

Source: National Survey of Student Engagement (NSSE)

### Explanation of performance trend

Over 60% of UO students complete one or more high-impact practice during their time at the university and participation rates remain steady over time according to these NSSE data. It’s notable that the number of NSSE respondents declined significantly over this period and NSSE does not capture every type of high-impact practice. Moving forward the UO will evaluate alternative data sources like the Student Experience in the Research University (SERU) survey or internal reporting tools to validate or improve reporting on this indicator.

### Campus initiatives and significant accomplishments

The University of Oregon has made considerable investments in First-Year Programs to support matriculating students’ transition to college and in promoting experiential learning opportunities like undergraduate research experiences and internships. Participation on first-year programs is increasing as described above in indicator **I.B.1 Percent of students participating in a first-year experience by academic year** and we expect that those experiences will impact this measure over time.

The university is also actively promoting undergraduate research opportunities through initiatives like the Center for Undergraduate Research (CURE) and our new Knight Campus Undergraduate Scholars program. Internal and external undergraduate research opportunities are actively promoted at

<https://uop.uoregon.edu/> and UO faculty, postdocs, and graduate students can post research assistant recruitment notices applicable to a wide variety of disciplines.

#### **I.B.4 Percent of students from diverse backgrounds by academic year**

Rationale: A diverse and inclusive campus enhances the student experience through learning with people from a variety of backgrounds (e.g. Pell recipients, students of color).

<b>Year</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Pell-eligible Students</b>	24.3%	24.5%	25.0%	25.4%	24.8%
<b>Students of Color (UG)</b>	25.2%	26.7%	28.4%	30.3%	31.4%
<b>Students of Color (All)</b>	23.8%	25.3%	26.8%	28.7%	29.8%

#### **Explanation of performance trend for Pell-eligible students**

Oregon continues to increase enrollment of Pell-eligible students due to a strong and stable program for residents called PathwayOregon. Not only has the number of awards gone up as endowments and other funding have increased, but strong advising and other associated student support contribute to the successful retention and completion of participating students.

#### **Explanation of performance trend for Students of Color**

The percent of students of color at UO has increased steadily during the past five years. A broad approach to early outreach, special on- and off-campus programming, and thoughtfully constructed approaches to holistic admission are among the variety of activities contributing to increasing enrollment of diverse undergraduates.

#### **Campus initiatives and significant accomplishments**

PathwayOregon is an innovative scholarship and advising program that ensures that academically qualified, federal Pell Grant-eligible Oregonians have their tuition and fees paid through a combination of federal, state, and university funds. The UO provided Pathway Oregon tuition and fee remission and mandatory counseling to a record 2,566 students in 2018-19, roughly 24 percent of all resident students. Approximately 50 percent of Pathway Oregon students are underrepresented minority students and 58 percent are first-generation students contributing to the racial and economic diversity on campus.

The University of Oregon actively promotes a campus climate of inclusiveness, support, and community-building to support the retention and completion of all UO students. The Office of the Dean of Students provides a variety of programs and initiatives to support our diverse communities, including the new [Lylle Reynolds-Parker Black Cultural Center](#). The University Senate established a new multicultural requirement for the undergraduate core curriculum, and we've created new academic residential communities (ARC) with focuses on indigenous, Black, and Latinix studies.

### I.B.5 Percent of faculty from diverse backgrounds by academic year

Rationale: A diverse and inclusive campus enhances the student experience through learning with people from a variety of backgrounds (e.g. faculty of color and women in science).

		2016-17	2017-18	2018-19
<b>Faculty of color</b>	Tenured	15.5%	17.6%	18.1%
	Tenure-Track (TTF)	26.1%	21.6%	19.4%
	Tenured + TTF	18.4%	18.7%	18.5%
<hr/>				
<b>Women in science</b>	Tenured	18.8%	20.0%	21.6%
	Tenure-Track (TTF)	32.6%	34.6%	38.9%
	Tenure + TTF	22.1%	23.7%	25.9%

Note: Women in science defined as female faculty in natural sciences departments

### Explanation of performance trend

The University of Oregon has experienced modest improvements in the number of tenure-related women in Natural Sciences departments over the past several years but the number of tenure-track faculty of color remains flat.

### Campus initiatives and significant accomplishments

The University of Oregon established an Active Recruitment Team (ART) to provide guidance and accountability for diversifying our tenure track faculty (TTF). The ART works with each TTF search committee to ensure they develop robust search plans before launching their recruitment advertisements. The search plans are designed to help search committees ensure they are actively recruiting potential applicants, particularly from underrepresented groups. This typically includes encouraging committees to explore new and innovative approaches to contacting candidates, such as increased direct outreach to both candidates and their mentors. Also included in this work is the requirement that search committees review the demographics of their applicant pools against the anticipated availability pool (typically based on recent PhDs awarded in the discipline). If the data is not reasonable consistent between availability and applicant pools, it is possible that the search timeline could be extended to allow more time for recruitment, or held and relaunched the following year.

Search committees are expected to participate in training activities such as implicit bias training and other workshops help by the ART that focus on helping committee members navigate the assessment of candidates through the use of rubrics and practice conversations on combatting bias as it may arise during discussions. We are currently in our second year of this work and have been making tangible improvements in our recruitments. However, the UO needs to address retention challenges to significantly increase the number of underrepresented TTFs over the long-term.

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

### I.C.1 Faculty participating in Teaching Engagement Program activities by academic year

Rationale: Faculty trained in evidence-based teaching practices, such as Teaching Engagement Program activities, increase the likelihood of success for students taking their courses.

	2016-17	2017-18	2018-19
<b>Unique individuals</b>	292	230	328
<b>Total faculty contacts</b>	857	797	688
<i>All faculty</i>	<i>2,081</i>	<i>2,041</i>	<i>2,075</i>

#### Explanation of performance trend

The University of Oregon's Teaching Engagement Program (TEP) is UO's faculty and graduate student professional teaching development office. It works to define, develop, holistically evaluate, acknowledge, and leverage teaching excellence to achieve the fullest promise of a UO education.

In winter 2018, TEP moved from an arm of a mostly student-facing Teaching and Learning Center within the Division of Undergraduate Engagement and Student Success into a central and prominent position in the Office of the Provost; its director was promoted to assistant vice provost for teaching engagement and joined the Provost's leadership team for academic affairs. This change indicated the importance of teaching both in faculty and graduate student careers and to urgent campus priorities: supporting student success, enriching the undergraduate experience, revitalizing the core curriculum. TEP within the Provost's office promised frontline teaching support aligned with—and helping shape in both directions—university goals and policy.

As small unit (3.4 FTE) newly positioned as part of strategic campus efforts, TEP has just begun systematically collecting and analyzing data about its constituency and impact. The 2016-2019 faculty contact data reported here are the fruit of an archival project, with members of staff retrospectively entering information about contacts documented in email, calendars, and event sign-ins. We're heartened that even this limited data shows contact with between 11 and 16 percent of the faculty each year and many faculty engaging with TEP on multiple occasions.

#### Campus initiatives and significant accomplishments

**Define:** TEP's definition of teaching excellence has become a cornerstone for change initiatives involving teaching. First adopted—and amplified—by the founding board of the Teaching Academy, the definition now forms the basis for campus-wide teaching quality standards articulated for all faculty as part of a 2019 memorandum of understanding between UO and its faculty union. UO's cutting-edge qualitative, holistic, and criteria-based teaching evaluation system developed in partnership between the University Senate and Provost's office is undergirded by the definition.

**Develop:** In summer 2018 TEP and the Teaching Academy board hosted the first UO Summer Teaching Institute, a multi-day event through which stipended faculty design or re-design courses. The Institute includes both topical pathways—on, for example, teaching online, or teaching first-year students—with their own cohorts and specialized sessions and large-format core skills workshops designed to build a shared understanding of teaching practices that are inclusive, engaged and research-led. Now, after two summer institutes, more than 100 faculty have completed this intensive training.

**Leverage:** TEP’s “CAIT network” launched in 2017-2018. CAITs are small learning and leadership communities that bring faculty fellows together around compelling problems and challenges. Faculty learning communities are a common faculty teaching development model nationally. At UO, these “Communities Accelerating the Impact of Teaching” are distinctive, functioning as topical innovator groups—the groups develop recommendations, resources, experimental courses, and other contributions to the wider teaching community. UO’s unit-wide pilots of new teaching evaluation instruments, its first “runway” seminars, and the new Difference, Inequality, and Agency undergraduate course requirement and linked training came from CAIT groups. Sixty-seven UO faculty fellows have been stipended participants in these CAIT groups.

**Assessment:** In fall 2019, the work of curricular assessment moved to TEP in the form of the university’s first position dedicated to this work. TEP’s assistant director for research and assessment role is broadly conceived to strengthen campus-wide capacity for and culture of inquiry into student learning.

Moving forward, we expect to see an uptick in faculty participation in TEP’s workshops and consultations as new teaching quality standards go into effect in faculty evaluation campus-wide beginning fall 2020. Nonetheless, our aim is to deepen engagement perhaps more even than widen it: we will continue to focus on key issues and areas of innovation through the CAIT program, create new teaching leadership opportunities for faculty, and build infrastructure that makes it possible for faculty to learn for their peers.

**I.C.2 Number of Provost’s Teaching Academy members annually**

Rationale: This is a measure of faculty formally engaged in improving teaching across campus. Higher membership represents more faculty engaged in evidence-based teaching practices and in turn, creates a critical-mass of faculty who have influence on teaching policies.

	2016-17	2017-18	2018-19	2019-20
<b>Actual</b>	159	197	172 claimed	208 claimed

**Explanation of performance trend**

The Provost’s Teaching Academy brings together UO’s distinguished teachers—both award recipients and participants in UO’s premiere teaching development activities—into a leadership group. It was founded in 2016 by a six-person advisory board drawn from the Division of Undergraduate Education and Student Success, UO Libraries, the Science Literacy Program, the Teaching Engagement Program, and the Office of the Provost. Two things about this data stand out:

the significant number of faculty eligible for membership in the first place—well over 200 people, more than 10 percent of our professoriate—already have met a high standard for teaching.

the slight drop in our membership in 2018-2019 when we began insisting that faculty take the active step of claiming their membership. We expect we may see further attrition as the Academy continues to increase expectations for membership. Ultimately the Board sees this as a positive evolution as we hone a significant—and truly informed and committed—body of teaching leaders.

**Campus initiatives and significant accomplishments**

Forming the Academy created a way to harness teaching leadership at UO and maximize the investments UO already was making in its robust teaching awards and professional teaching

development programs. The Academy helped to prepare the way for UO to define teaching quality as the first adopter—and powerful amplifier—of TEP's "inclusive, engaged, and research-led" teaching excellence framework. The Academy has vetted proposals to change UO's teaching evaluation and core education instruments and requirements. It became the Provost's Teaching Academy in 2018 with additional funding from and the active participation of the Provost and Executive Vice Provost.

**I.C.3 Departments that implement policies and practices for the review of teaching that are aligned with the literature on evidence-based teaching**

Rationale: Robust policies and practices for the review of teaching allow for recognition and evaluation of teaching excellence in alignment with our goal to increase evidence-based teaching practices across the institution.

**Explanation of performance trend**

Aligning university policies and rewards systems with evidence-based teaching is notoriously difficult nation-wide. Nonetheless, what happens in the classroom is of paramount importance to any university's student success efforts and, indeed, value proposition to the public. Because of recent changes to UO's teaching evaluation system—moving UO away from a system over-reliant on numerical data from students and toward a more holistic, qualitative and criteria-based system—we have been able to establish with the faculty union a baseline definition of teaching quality that beginning in Fall 2020 will supersede previous unit policies.

[Objective I. D: Support excellent graduate programs](#)

**I.D.1 Number of masters, professional/Law, and PhD degrees awarded annually**

Rationale: Graduate programs contribute to the research and scholarship of the institution and enhance the university's reputation as a comprehensive institution.

	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>
<b>Master's degrees awarded</b>	908	932	1,118
Percent of all degrees	14.5%	14.5%	17.7%
<b>PhD degrees awarded</b>	160	200	182
Percent of all degrees	2.6%	3.1%	2.9%
<b>Law degrees awarded</b>	132	105	116
Percent of all degrees	2.1%	1.6%	1.8%

**Explanation of performance trend**

The University of Oregon is committed to supporting excellent graduate programs across campus. The number of degrees awarded is a key metric for tracking our progress in this area. During this review cycle, there has been an increase in both Master's (23%) and Doctoral (14%) degrees awarded. While there has been a decrease in Law degrees (12%) awarded, this corresponds to national decline in Law degrees during this period (9%).

**Campus initiatives and significant accomplishments**

The increase in master's degrees reflects new initiatives in the professional schools in response to market needs. The increase in Doctoral degrees reflects increased efforts in recruitment and retention. Over the past five years, the UO has supported several key initiatives aimed at increasing the quality, quantity, and diversity of doctoral students. These efforts are supported by significant increases in

doctoral student funding through re-prioritizing internal resources and the addition of new development funds. While we are starting to see the results of these efforts, the positive impact of these changes will likely be more apparent in several more years as doctoral students typically spend at least five years earning their degrees.

**I.D.2 Number of graduate students earning Graduate Teaching Initiative certificates annually**

Rationale: UO’s Graduate Teaching Initiative helps graduate students to develop as creative and confident college teachers.

	2016-17	2017-18	2018-19	2019-20
<b>GTI Completed (Total Enrolled)</b>	11 (119)	9 (143)	11 (149)	13.0
<b>Unique GE contacts</b>	283.0	254.0	185.0	
<b>Total GE contacts</b>	692.0	557.0	473.0	

**Explanation of performance trend**

The Graduate Teaching Initiative (GTI) is a rigorous, opt-in professional teaching development program for graduate students. GTI students participate in individual- and small-group teaching consultations, draft a teaching portfolio, observe classes taught by faculty and peers, and attend various workshops and conversations on teaching. Earning a certificate of completion is a significant achievement, especially for those in the Advanced program, which requires that students develop a special project that makes a substantive, original contribution to the UO’s community of teaching and learning. Though the GTI can be completed in two years, many graduate students, especially doctoral students, spread the requirements across several years.

TEP’s archival data indicates a drop-in contact with UO GEs from just shy of 20 percent in 2016-2017 to 12.6 percent in 2018-2019. We suspect that this may indicate increased teaching supports at the unit level and more TEP invitations by departments to connect with their groups as a whole. We anticipate strengthening the departmentally based aspects of our work in the years ahead.

**Campus initiatives and significant accomplishments**

With the 2015 launch of the GTI, all UO graduate students have the opportunity to formalize their teaching development work and receive recognition. Teaching development support at the unit level is uneven—the GTI makes a cross-campus pathway for all. Moreover, the program adds coherence to what might have otherwise been an odd assortment of teaching development experiences and creates a more highly trained core of graduate student teachers. The GTI is now explicitly aligned with UO’s and TEP’s inclusive, engaged, and research-led teaching excellence framework.

We aim to enroll ~40 new graduate students per year and award an average of 15 certificates of completion each year, working increasingly with departments to bolster their teaching supports for GEs, including better communication with departments about the various training opportunities.

**Core Theme II: Exceptional Discovery**

The University of Oregon is an R1 research university and a member of the Association of American Universities, a group of 65 of America’s leading research institutions. Research is foundational to the University of Oregon mission of “exceptional discovery.” The research conducted by our faculty contribute to the economic wellbeing of our state and nation, advance our society through invention and innovations, and enhance the student experience at the UO. The objectives and indicators described



within this core theme support the president’s strategic priority to “enhance the impact of research, scholarship, creative inquiry, and graduate education” and are heavily aligned with the Office of the Vice President of Research and Innovation (OVPRI) [Strategic Plan for Increasing Externally Sponsored Research](#) (2018).

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

**II.A.1-2 Number and value of proposals submitted to external sponsors**

Rationale: The number and value of proposals generated are indicators of the entrepreneurial activities of our faculty.

		FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Number		1,018	1,136	973	1,030	1,059			
Target	High						1,100	1,200	1,300
	Low						1,000	1,000	1,000
Value		\$160.2M	\$157.1M	\$163.0M	\$145.3M	\$171.5M			
Target	High						\$175M	\$185M	\$195M
	Low						\$150M	\$155M	\$160M

**Explanation of performance trend**

The number of proposals and requested budgets have been relatively constant over the last 5 years. During the past three years, the university has significantly increased the hiring of tenure track faculty, which will likely result in an increase in submissions and requested budgets in FY20-22 as these faculty start to apply for their first major grants.

**Campus initiatives and significant accomplishments**

The University of Oregon has hired a significant number of new tenure-track faculty over the last three years. The Knight Campus for Accelerating Scientific Impact will open its first building in 2020, which should also increase the research capacity at the UO. The OVPRI has invested significantly in both a revamped Research Development Services (RDS) office as well as in seed funds to spark new projects that span disciplines.

Importantly, many of these metrics are inherently tied to the Institutional Hiring Plan (IHP), which designates which searches will proceed in each academic year. Because there are often larger startup fund requirements, as well as lab renovation costs, for experimental physical and natural science hires, the overall breakdown of new hires by discipline is inherently tied to the UO budget for startup and renovation costs.

We expect that the capacity to submit proposals and increase the dollar amount of submitted proposals will continue to increase over the upcoming years. Increased investments in the infrastructure to increase the funding rate for submitted proposals may, if successful, actually decrease the number and dollar amount of submitted proposals due to fewer resubmission. Also, a number of large multi-PI proposals were submitted and funded during the last FY, which means that they will not be in line for re-submission in upcoming years. We expect that these increases funded large, multi-PI proposals will result in an increase in research expenditures in the upcoming years.

**II.A.3-4 Number and value of awards received from external sponsors**

Rationale: The number and value of extramural awards received indicate the quality of the research in the eyes of external sponsors.

		FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Number		514	536	560	576	685			
Target	High						700	750	800
	Low						600	600	600
Value		\$114.6M	\$117.0M	\$114.9M	\$123.2M	\$125.8M			
Target	High						\$135M	\$145M	\$155M
	Low						\$120M	\$125M	\$130M

**Explanation of performance trend**

The number of awards received has increased significantly over the last 5 years. This increase has been accompanied by a modest increase in research award value. It is likely that the increase in new faculty hiring has increased the number of submissions of early career grants, which are often smaller in dollar amount, which may account for this trend.

**Campus initiatives and significant accomplishments**

There are significant ongoing efforts to broaden and diversify the external funding portfolio at the UO. These efforts have included reinvestments and re-staffing of the Research Development Services (RDS) office, investments in seed funding programs both internally and externally with OHSU, and efforts to bring program officers from various funding agencies to campus. There was also a pilot program in FY19 to send new faculty to Washington DC to meet with different program officers directly.

We expect that the number of funded proposals will be steady or increase over the upcoming years. One key point is that many disciplines have written or un-written funding limits within different agencies, so there are often periods in which PIs have funded grants but cannot realistically apply for additional grants from this same funding agency. Therefore, there is likely an upper cap on the number of fundable awards each year; however, we do not believe that we are at this cap, but rather that there is still significant room for expansion and growth. As more of the recently hired junior faculty apply for larger grants, we expect that the value of funded proposals will increase over the next few years. Efforts in broadening the funding portfolio of the UO also will help with engagement and hiring of future faculty at the UO who come from sponsored research backgrounds that have been prominent at the UO in recent years.

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

**II.B.1 Number of tenured and tenure-track faculty (TTF)**

Rationale: The number of tenured faculty demonstrate that faculty are meeting high expectations of scholarly work and is a peer-evaluated indication of research quality.

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Tenured		550	578	591					
Target	High				600	620	640	660	680
	Low				570	570	570	570	570
Tenure-Track		207	204	216					
Target	High				220	230	230	230	230
	Low				200	200	200	200	200

**Explanation of performance trend**

Established in 2016 in “Excellence: 2016-2021 strategic framework for the University of Oregon,” increasing the size of the tenure-related faculty has been an institutional priority for the several years. Guided through the adoption of an “institutional hiring plan,” the investment in tenure-track faculty (TTF) is emphasizing current research strengths and emerging areas of basic and applied research excellence. Over the past three years, the number of tenured and tenure-track faculty has increased by ~10%.

**Campus initiatives and significant accomplishments**

Tenure-related hiring is now guided by a comprehensive Institutional Hiring Plan (IHP). Comparing the 2019/20 IHP to previous years, there are a smaller number of approved searches, which will likely lead to a reduced number of new faculty hires when compared to recent years. Therefore, we expect that there may be a decrease in tenure-track (but not-yet tenured) faculty over the next few years as those at junior ranks are promoted in the upcoming years. Somewhat outside of the IHP, opening of the first building of the Knight Campus will add additional hires to the UO over the next few years.

The number of TTF (tenured and not-yet-tenured) is directly tied to the IHP and thus the availability of UO funds for supporting new salary lines, startup packages, and space renovations.

**II.B.2 Number of PhD and other terminal degree awards**

Rationale: PhD and other terminal degree-seeking students perform independent research and make original contributions to their fields.

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Actual		475	465	426					
Target	High			440	440	460	480	500	520
	Low			400	410	420	430	440	450

**Explanation of performance trend**

These degrees include DED, DMA, JD, LLM, MCRP, MFA, MIARCH, MLA, MNM, MPA, PHD and MARCH degrees. No significant trends can be drawn from the 3 years of data available.

**Campus initiatives and significant accomplishments**

Increasing the number of tenure track faculty should increase the infrastructure to support more graduate students. In many parts of campus, support for graduate students is tied directly to available TA/GE support, which is primarily tied to undergraduate credit hours. Therefore, increasing undergraduate enrollment and tuition capture likely has a feedback into the number of graduate students that can be supported on campus. There will be a lag time to the increase in the number of

awarded degrees with increased number of graduate students on campus, which should map to average time to different advanced degrees in different disciplines and degree programs across campus.

Because increased faculty hiring and investment in new areas of research (e.g. Knight Campus) should increase the ability of faculty to support graduate students on campus, we expect that these numbers will continue to increase. Many disciplines only award terminal degrees (i.e. MS degrees are not often awarded en route to a PhD degree) so there will continue to be lag times from hiring/expansion of new faculty to the increase in degree numbers on campus. Campus initiatives to help support the recruitment, retention, and funding of advanced degree students at the UO would further strengthen these numbers.

**II.B.3 Number of postdocs**

Rationale: Postdocs support a thriving research environment by creating and disseminating new knowledge or supporting faculty principal investigators.

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Actual		70	72	79					
Target	High				80	85	90	95	100
	Low				70	70	70	70	70

**Explanation of performance trend**

The number of postdocs has increase by ~10% over the last three years. The number of postdocs at the UO remains relatively low, in large part due to the high cost of postdocs attributable to high benefits/OPE rates on postdoc employees.

**Campus initiatives and significant accomplishments**

Postdocs are an important part of the research infrastructure at major universities. Increasing the number of faculty and research funding will likely lead to modest increases in the number of postdocs. However, the high cost of postdocs at the UO by comparison to other comparator universities, is an inherent limitation and effectively sets a cap on the number of postdocs that can be supported on campus. As an example, a standard sized NSF grant in many of the physical sciences would only allow for support of 1 postdoc and no other students, which has effectively reduced the number of postdocs in many of the physical sciences on campus. Realistically, decreasing the high OPE costs on postdocs at the UO would increase the ability of faculty to support postdocs (or alternatively more graduate students) in sponsored project disciplines.

We anticipate the number of postdocs to stay steady recognizing that the number of funding mechanisms available to support postdoc employees is limited.

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

**II.C.1 Number of faculty with nationally recognized faculty awards and honors**

Rationale: Prestigious awards and honors enhance the reputation of the university in the eyes of national peers and potential sponsors (e.g. National Academy, AAAS Fellows).

### Explanation of performance trend

As noted in part 3 of our mid-cycle self-evaluation, we are unable to efficiently track these data at this time. The university ended our subscription to Academic Analytics and with it, our access to these data. We value external prestigious awards that faculty earn but tracking discipline-specific awards and assigning weighting values to what ‘counts’ as a significant award is difficult in the absence of an external database.

### Campus initiatives and significant accomplishments

Using an externally-populated award list was helpful for normalizing comparisons of faculty recognition across different years. Without a constant list (and associated award weighting factors), it is difficult to make meaningful comparisons between years, other than comparisons of major national recognitions (e.g. National Academy induction) but it would be difficult to make meaningful trends from these small number of accolades, and it would not capture recognition across different career stages.

### II.C.2 Number of NSF Graduate Research Fellows

Rationale: NSF graduate fellowships recognize and support outstanding graduate students in NSF-supported disciplines.

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Actual		6	6	3					
Target	High				8	10	12	14	16
	Low				5	5	5	5	5

### Explanation of performance trend

This is the number of new NSF graduate research fellowships activated each year.

### Campus initiatives and significant accomplishments

There are a number of department-level and university-level efforts to help students apply for, and win, these prestigious fellowships. One inherent challenge is that there are often field-specific expectations that are difficult to capture across disciplines. Brief analysis of the breakdown of NSF fellowships across different disciplines on campus shows a mixture of steady increases by some departments, decreases by others, and one-off fellowships across many disciplines. With increased hiring of new faculty and goals of increasing graduate student numbers, we are optimistic that NSF GRFP numbers can also increase over the upcoming years.

The number of available fellowships is dependent on NSF budget and the number of applicants, so there are often different fellowship distributions across different disciplines. Increased efforts and resources invested in helping graduate students apply for fellowships should increase the number of viable candidates and result in an increase in the number of fellowships on campus.

## Objective II. D: Enhance the use of appropriate unit-level measures of quality, equity, and excellence in decision-making and resource allocation

### II.D.1 Percent of academic departments with discipline-specific metrics of excellence

Rationale: Discipline-specific quality metrics allow faculty to evaluate research and scholarship in relation to disciplinary expectations and guides university resource allocation to support excellence.

### Explanation of performance trend

We do not have a reliable count of academic departments that have recently evaluated discipline-specific metrics and need to develop tracking tools to accurately report on this metric. We do know that each department at the University of Oregon relies on internal metrics to evaluate their faculty. From this perspective, we expect that all departments on campus have and will maintain discipline-specific evaluative criteria for judging excellence within a specific discipline.

### Core Theme III: Exceptional Service

Service is a key dimension the work of any public university but it's a celebrated essential element of the University of Oregon mission statement. The "exceptional service" core theme encompasses a broad spectrum of service commitments including our service to the economic vitality of the state and region; our commitment to Oregon communities; and the service of our faculty to the advancement of their various disciplines. The four objectives and related indicators in this core theme demonstrate the range of ways in which UO fulfills its service mission, from contributing to the economic vitality of the state and region, promoting student engagement in the community, advancing college and career readiness in PreK-12 education, and encouraging faculty service to professions.

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

#### III.A.1 Economic footprint of the university

Rationale: The University of Oregon is an important contributor to the state and local economy through direct and indirect spending.

	FY14	FY16	FY18
Actual	\$2.3B	\$2.2B	\$2.2B

### Explanation of performance trend

The economic footprint of the University is defined as the amount of state-wide spending that is influenced by the activities of the UO. This number is typically (and erroneously) used by other institutions as a measure of economic impact. Economic impact though is a narrower concept relating to the new spending created in the state as a result of UO activities. This new spending occurs because the UO attracts funding from out of state sources or drives spending that might not otherwise occur - federal government research grants, non-resident tuition, local spending by non-resident students, construction activity, tourism-related spending, and athletics, for example. If aggregate spending activity is fairly constant, then we would expect the trends for both impact and spending to remain fairly constant. This has been the case in recent years at the University of Oregon. A decline in non-resident students, particularly international students has played a role in restraining activity.

### Campus initiatives and significant accomplishments

The development of the Knight Campus for Accelerating Scientific Impact creates both construction spending and a new source of revenue to support research activity. That activity in turn is expected to generate additional research grants from federal or private sources, which becomes yet another source of out-of-state spending that supports local economic activity. On a longer-run time frame, the research activity will help support the local and state economies through commercial application of research activities. The renovation of Hayward Field creates substantial construction spending in Eugene and helps build the region's reputation for athletics, engendering more tourist activity. The economic footprint is only a portion of the University's contribution to the regional economy. For example, the University builds the human capital in the state by increasing the supply of college-educated employees.

The University also contributes to the business community directly via new enterprises that flow from faculty research.

The level of spending in support of University and its students drives the economic footprint of the institution as measured by traditional methods. The University's budget is expected to grow only modestly over the near term while the number of students will remain roughly constant. Consequently, over this period the expected growth of the University's economic footprint will be fairly small. Note that the level of construction activity could vary substantially from one year to the next and create fluctuations in the measured impact that are not reflective of the underlying trend.

**III.A.2 Licensing revenue from discoveries and innovations**

Rationale: Licensing revenue is an indication of the impact that university discoveries and innovations are contributing to businesses and industry.

	FY16	FY17	FY18	FY19
Number	57	55	1,146	1,386
Value	\$9.1M	\$8.9M	\$9.1M	\$10.0M

**Explanation of performance trend**

License number and dollar value adhere to the Association of University of Technology Managers reported metrics. UO did not report non-exclusive licenses above \$1000 prior to FY18. This accounts for the order of magnitude increase from 55 in FY17 to 1146 in FY18. UO ranked 4th in the PAC 12 in 2016 and ranks #1 for 2018 and 2019. This trend demonstrates the impact our College of Education has in literacy and numeracy assessments, interventions and excellence in positive behavioral support as well as restorative justice research.

**Campus initiatives and significant accomplishments**

Licensing revenue represents more than 10% of the direct economic return to our region and state from research expenditures. This revenue from discoveries and innovations totaled approximately \$10M in FY19. Over 80% of licensing revenue returns to campus as jobs and investments in research and development, an extremely high rate of return compared with other Tier 1 research universities.

We anticipate additional licensing to begin ramping up as our Knight Campus comes online with biomedical engineering technologies. While licensing revenue from Knight Campus is not projected to be significant by 2024, we anticipate an increase in licensing activity and industry relationships.

**III.A.3 Number of patent applications, awards, and copyrights**

Rationale: The application and awarding of intellectual property protections demonstrate the unique innovations that faculty contribute to the economy.

	FY16	FY17	FY18	FY19
Disclosures	0.94	0.70	0.82	1.02
Filings	21.00	13.00	14.00	16.00
Issued	5.30	5.30	7.00	5.70

### Explanation of performance trend

Disclosures is a 3-year trailing average per \$2 Million in research expenditures and is a proxy for the innovation pipeline from UO research. Patent applications is a 3-year trailing average. Patents issued is also a 3-year trailing average. In comparison with other PAC 12 schools for available 2016 and 2017 data per research dollar expenditures, UO ranked 4th and 7th in disclosures for 2016 and 2017, 9th in patents filed in 2016 and 2017 and 9th and 10th respectively for issued patents in 2016 and 2017.

### Campus initiatives and significant accomplishments

Several initiatives are underway on campus to prime the innovation ecosystem. In FY19, translational research grants were launched to support disclosure and incentivize acquisition of intellectual property rights such as patent applications. Our Lens of the Market program was also expanded to provide students and faculty an opportunity to explore the potential for their research to develop into commercial solutions

With the anticipated increase in research expenditures in natural sciences as the Knight Campus comes online, we are looking to maintain our return on investment by exceeding the national average of 1 disclosure per \$2 Million in research. Patenting should also increase with added research in bioengineering.

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

### III.B.1 Percent of seniors who have completed an experiential-learning opportunity

Rationale: Internships and other experiential-learning opportunities allow students to apply their education within the community and gain benefits from real-world experiences (e.g. internship, practicum, field experience).

#### Experiential learning opportunities by type

	2015	2017	2019
Internship	405	259	151
Percent	44%	42%	40%
Learning Communities	237	152	103
Percent	26%	25%	27%
Study abroad	201	131	92
Percent	22%	21%	24%
Research experience	212	152	99
Percent	23%	25%	26%
Capstone project	314	204	131
Percent	34%	33%	34%
<b>Any HIP</b>	<b>608</b>	<b>390</b>	<b>247</b>
Percent	<b>66%</b>	<b>63%</b>	<b>65%</b>
<b>Total Students Reporting</b>	<b>915</b>	<b>616</b>	<b>382</b>

Source: National Survey of Student Engagement (NSSE)

### Explanation of performance trend

The National Survey of Student Engagement (NSSE) collects reliable, usable data about college student experiences and institutional performance. NSSE surveys first-year and seniors about their participation



in programs and activities at 4-yr colleges/universities on a 2-year cycle. Currently we see a trend of declining NSSE responses and a drop of participation in experiential-learning opportunities between AY15 and AY19. Some explanation of the decline could be linked to institutional change or unit restructuring. While the NSSE is a good, stable indicator, it does not capture every experience or opportunity students are doing. Looking at the 2018 Student Experience in the Research University Survey (SERU), approximately 1140 senior students participated in this survey. Data collection from SERU shows the percentage of UO seniors participating in the following experiential-learning opportunities: Internships, practicum, and field experience - 54.1%, Study abroad - 24.1%, working closely with faculty on an activity other than coursework - 49.2%, conducting research with or without faculty member - 45.6%, and academic service learning or community-based learning experience - 28.7%.

### **Campus initiatives and significant accomplishments**

A variety of related initiatives to implement high impact practices have been launched and are underway. The University of Oregon established the Knight Campus Undergraduate Scholar Program to place natural sciences students in a Knight Campus affiliated lab beginning in 2020. The College of Education created a new minor for students interested in developing their leadership skills called Leadership and Administrative Skills (LEADS) Minor. Students from all majors are eligible to participate in classes offered by the minor even if they have not declared the minor. As institutional change stabilizes, we are seeing growth in our offered opportunities. The 2019 Undergraduate Symposium had their largest undergraduate participation to date with 513 undergraduates participating, 75 different majors represented, and 290 faculty mentors supporting students in the symposium. The Holden Center offers numerous opportunities for students to join in service learning and leadership development. Make a Difference Day, Leadershape, MLK Day of Service, and the Leadership Summit are just a few examples. Students can also create their own service program and apply for service grants.

UO recommends a set of research questions regarding student engagement be established and added to the NSSE. Another recommendation is to determine if there are other measurements already taking place at the UO to answer these questions the NSSE does not currently provide. In addition, creating a system at the university for capturing the richness, diversity, and depth of the experiential-learning opportunities such as number of majors that require a field experience, service learning, or study abroad component.

### **III.B.2 Percent of undergraduate students who have studied abroad**

Rationale: Study abroad allows students to enrich their academic experience by engaging with global communities and cultures.

#### **Explanation of performance trend**

In 2017-18, a total of 1365 UO and GEO Partner students studied or interned abroad. Over the last few years, approximately 25% of UO students participated in study abroad. That percentage in 2017-18 reached 28%. This is fairly consistent with NSSE data for 2019 noted in B.1, with UO participation rate higher than our peer institutions in the AAU, and well above the national average (approximately 10% of U.S. college or university students study abroad). For many students, learning through service while abroad can have significant benefits beyond classroom study alone. Indeed, study abroad, a high impact practice, deeply influences personal, academic, and professional development. While experiential learning can underscore and take students beyond academic concepts learned in the classroom, immersion in and interaction with the host culture can deepen cross-cultural competencies and strengthen language acquisition.

### **Campus initiatives and significant accomplishments**

Global Education Oregon (GEO) is both a national study abroad program provider and the UO study abroad office through which many UO students and GEO partner students organize their academic experience abroad. GEO offers more than 300 programs in 90 countries. Few other study abroad providers can claim GEO's unique position within a large, public research institution, along with its close partnership with a network of more than 35 colleges and universities throughout the country. GEO programs span a wide range of models, including year-round programming at GEO centers abroad; faculty-led programs; direct exchange programs; multi-site program opportunities; field and lab research; and service learning/internship options.

At UO, GEO creates pathways to international experiences for students, faculty, and university partners. Founded on the belief that international engagement is integral to developing global citizens, GEO works to: make study abroad more affordable through increased funding opportunities for all students, with a particular strategic focus on those from underrepresented communities such as first-generation college students, students of color, and students with disabilities; prepare students for a 21st century workforce, creating exceptional academic and professional development opportunities abroad; and increase international mobility among all students.

Strategic efforts to support curricular integration, working closely with colleges, schools, and departments to build programs that serve their curriculum and degree programs, is projected to increase participation in study abroad. Growth in this high impact practice is supported through larger efforts in Undergraduate Education and Student Success (UESS). Future tracking might include an audit of programs that require study or internships abroad in order to understand better the pathways by which students find these experiences, and how to reach students who may not encounter these experiential opportunities in the current context. Given increasing UO student populations, barriers to study abroad generally, and the fact that UO's study abroad percentage regularly outperforms our peers, GEO sees maintaining stability of enrollment numbers as a key goal. Through new initiatives and curricular integration, GEO's goal includes modest growth through a 1-2% increase in study abroad participation by 2024.

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

#### **III.C.1 Number of interactions with PreK-12 schools across Oregon**

Rationale: The University of Oregon enhances secondary education in Oregon through myriad interactions with PreK-12 students and educators.

	2016-17	2017-18	2018-19
Practicum Schools	54	44	39
Practicum Districts	15	16	12
New Teachers	111	107	112

Note: Interactions defined as an active contract with an Oregon school or school district.

#### **Explanation of performance trend**

The University of Oregon College of Education (COE) routinely places practicum students in Oregon school districts. The number of school districts is typically around 15 and we anticipate that this will be relatively stable as the training program is based on partnerships between the college and

the school district. Each year, around 100 COE program completers become recommended for licensure in Oregon.

**Campus initiatives and significant accomplishments**

COE continuously strengthens its partnerships with local school districts 4J, Springfield and Bethel and expands its network of partners through the Oregon Research Schools Network (ORSN). The Oregon Research Schools Network aims to leverage research and expertise from the College of Education and collaborators throughout the University of Oregon to create long-term partnerships with Oregon public high schools with the goal of improving student educational outcomes both during and after high school.

Beyond this, the College engages in program redesign to support the state’s need for more special education teachers. This effort has not only been supported by curriculum innovation/new delivery models but also through the support of training grants like Project INICIO which provides funding for Master’s students interested in early intervention with culturally and linguistically diverse population and Project PANGEA which provides funding for Master’s students interested in early intervention with children with autism spectrum disorder (ASD). Additionally, the College is committed to the training of American Indian/Alaskan Native teachers through the Sapsik<sup>ʷ</sup>wałá Teacher Education Program.

While we anticipate modest increase in the number of school districts that we partner with, we expect to increase the number of new teachers to reach 150 by 2024.

**III.C.2 Number and value of grant awards that directly impact Oregon schools**

Rationale: Grant awards are an important indicator of the resources that the university leverages in support of Oregon schools.

**Explanation of performance trend**

The university is just beginning to collect data on this metric. Since these data are not stored in a central repository, the university began data collection on this metric by reviewing all active grants in COE. From there, these grants were reviewed and coded as to whether they had a direct impact on Oregon schools. The value of the identified 11 grants was summarized as \$19.8 million in FY19.

Since this is a new metric, the university is looking to expand this beyond the COE. To do this, the administration is in conversations with Research Compliance and Sponsored Projects to add language to the proposals in each of these areas to specifically address and to expand beyond grant awards. Therefore, the university is looking into establishing a system for collecting this information as part of IRB approval and/or part of sponsored research proposals.

**III.C.3 Value of College of Education grant revenue**

Rationale: The UO College of Education engages in cutting edge research and serves as a proxy for the university’s commitment to supporting PreK-12 education in the state and nation.

	FY14	FY15	FY16	FY17	FY18	FY19
Grant revenue	\$31.9M	\$42.5M	\$37.8M	\$47.7M	\$44.4M	\$51.6M
Number of awards	98	101	90	98	87	105

### **Explanation of performance trend**

The College of Education (COE) has a long tradition of translating research into effective models, methods, and measures that improve lives. The nationally and globally recognized faculty conduct innovative work in school reform, assessment, school-wide discipline and behavior management, positive youth development, family interventions, special education, early intervention, and culturally responsive educational practices. The value of COE's grant revenue was \$51.6 million in FY19, up from \$44.4 million in FY18.

### **Campus initiatives and significant accomplishments**

College of Education programs are making a difference in Oregon, across the country, and around the world by helping children and families of all ages, from infants and toddlers to adolescents and young adults. COE continues to secure highly competitive grants to bring cutting edge science in support of PreK-12 education. For example, the Educational and Community Supports Unit in COE received a five-year \$32.6 million grant (believed to be the largest grant ever awarded to UO) to continue its work helping teach students with disabilities. This is the fifth such grant from the federal Department of Education and allows the unit to build on its 20-year legacy as a national leader in this area. As part of this grant, the UO COE is the lead institution in a network that includes three other universities and a total of 11 partner organizations nationwide and whose work supports more than 26,000 schools around the country.

University of Oregon researchers will play a key role in a landmark National Institutes of Health initiative seeking to better understand the effects of environmental exposures on children's health and development. Dr. Leslie Leve, professor in the Department of Counseling Psychology and Human Services in COE as well as associate director of the Prevention Science Institute and associate vice president for research, received a five-year, \$12.5 million grant to lead the UO's involvement in the NIH's second phase of the Environmental influences on Child Health Outcomes Program (ECHO).

Leve, along with Dr. Jenae Neiderhiser, professor of psychology at Pennsylvania State University, and Dr. Jody Ganiban, professor of clinical and developmental psychology at George Washington University, serve as principal investigators on the collaborative study. Researchers will collect biospecimens, environmental context data and behavioral data from 1,000 children and their families to examine everything from obesity to neurodevelopment to positive health outcomes. All told, the NIH's ECHO initiative, which launched two years ago, involves more than 30 studies nationwide and will combine data from around 50,000 children from diverse racial, geographic and socioeconomic backgrounds.

While the College of Education is a large contributor to the advancement of college and career readiness in PreK-12 Education, the university looks to expand this metric to include other colleges also contributing to this goal. To support this work, the university is developing a proposal to modify the E-PCS system which tracks all sponsored awards to add a related question around this goal. This would allow the university to expand the tracking of this metric for units outside COE. Further, it would allow the refinement of COE data to focus exclusively on the science that is advancing college and career readiness in PreK-12 education. Therefore, at this time, we are unable to set reliable targets.

## Objective III. D: Encourage faculty service to the professions

### **III.D.1 Number of faculty serving in leadership positions in scholarly or professional organizations.**

Rationale: Faculty service to the disciplines through engagement with professional organizations and journals is an important aspect of professional development and an indication of an engaged, productive faculty.

#### **Explanation of performance trend**

Currently we do not have a systematic method for collecting or analyzing the number of faculty who serve in leadership positions in scholarly or professional organizations. UO did not renew its contract with Academic Analytics which would have provided data on related information such as publishing in journals and scholarly venues.

#### **Campus initiatives and significant accomplishments**

Faculty across the UO serve in leadership positions in scholarly or professional organizations, such as serving on the Board of Directors, as President or in other executive positions for societies, as Editors or on editorial boards for journals in their fields, or as Chairs of Divisions or Sections within professional associations. This is an important element of faculty work to the professions and a significant indicator of faculty standing in national or international scholarly networks. UO is currently exploring investing in a systems software that would allow collection and tracking of such faculty activity in the future.

## Appendix C: Core Education Redesign

### CORE EDUCATION COUNCIL Charge [Tier 2]

Adopted by the University Senate: March 14, 2018

1. Name of Committee [Tier Number for Committee Members]:

Core Education Council [Tier 2]

2. Brief Description: The Core Education Council shall oversee that part of the University curriculum which is required of all undergraduate students. Currently that includes but is not limited to: group satisfying requirement; multicultural requirement; writing requirement; requirements for the Bachelor of Arts degree; and requirements for the Bachelor of Science degree.
3. Background: In recent years, the university's accreditors have recommended that the university establish a standing committee charged with developing and maintaining a core education curriculum. The University Senate established a Core Education Task Force during Spring Term 2017 with faculty, administrator, and student representation. The task force was asked to recommend a structure for this ongoing standing committee and to develop a set of principles to guide its construction of a core education curriculum. The Core Education Council was created by US 17/18-08 "Creation of Core Education Council" on \_\_\_\_\_, 2018 and the guiding principles were adopted by the University Senate as US 17/18-\_\_\_\_\_ on \_\_\_\_\_, 2018.
4. Charge and Responsibilities: The Core Education Council shall:
- Convene an ongoing campus dialog on the purpose, value, assessment, evaluation and improvement of the core education at the university.
  - Establish, review and revise the goals, objectives and assessable learning outcomes of the core education.
  - Establish, review and revise policies and processes to ensure an effective, regular and comprehensive system of assessment of student learning outcomes in core education.
  - Review and recommend to the Senate proposals and policies concerning core education requirements;
  - Establish guidelines and criteria for courses which satisfy core education requirements. (However, UOCC retains authority to operationalize criteria and guidelines and to approve courses.);
  - Serve as a resource on core education for campus stakeholders including, but not limited to, the Provost, the Dean of Undergraduate Education, the University Committee on Courses, the Undergraduate Council, the Academic Requirements Committee and the Scholastic Review Committee, curriculum committees in schools and colleges.
  - Interpret existing core education policy. Provide guidance on the interpretation of the goals and objectives of core education.
  - Collaborate with the UO Teaching Academy on quality teaching and learning initiatives that are relevant to core education; identify topics for faculty scrutiny and insight through the Teaching Academy itself or its subgroups.

i. Invite guests as appropriate for expertise.

5. Membership Requirements:

6 Faculty members (elected): 3 CAS (1 each from Humanities, Social Sciences, and Natural Sciences), 3 professional schools (no two from the same college or school).

4 Faculty members (appointed): At-Large appointed by the Committee on Committees from CAS faculty. At least 2 at-large members shall be appointed each year from areas on the agenda for that year. For instance, if the BA/BS requirement is on the agenda, 2 at-large members shall be appointed from math and language. [Note: No two faculty members – elected and appointed – can be from the same department or professional school.]

2 Undergraduate Students chosen in consultation with the ASUO

1 Graduate Student with teaching experience chosen in consultation with the GTFF and GSA

6 Ex Officio Administrative resource members (non-voting): Provost or designee, Registrar or designee, Vice Provost/Dean of Undergraduate Studies, Associate Vice Provost for Student Success, Associate Vice Provost from Office of the Provost, Teaching Engagement Program director.

2 Ex Officio members from other elected committees (Voting): Committee on Courses chair, and Undergraduate Council chair or their designees.

A quorum must be present for voting. A quorum shall consist of a majority of the voting faculty members on the council.

6. Leadership Structure (Chair, Convener &/or Staff):

- a. Chair: Elected from the committee membership and designated as a member of the Academic Council
- b. Convener: Vice Provost/Dean of Undergraduate Studies
- c. Staff:

7. Election of Chair (quarter, week or “at the first meeting”): At the first meeting in Fall Term

8. Length of Term:

- a. Non-Students (elected faculty, OA’s, OR’s, Classified): Three years, staggered
- b. At-large Faculty: 1 year
- c. Students: One year
- d. Ex officio: Indefinite

9. Term Limits:

- a. For the Chair: None
- b. For Committee Members: None
- c. Ex officio: None

10. Frequency of Meetings: At least once a term and as needed.

11. Workload Designation:

- a. For the Chair: [Tier 2] 35-45 hours per year
- b. For Committee Members: [Tier 2] 25-35 hours per year

12. Reporting Deadline(s):

The committee shall make a report to the University Senate. At a minimum, this report shall be in the form of an annual written report submitted by the Committee Chair submitted to the Senate President and the Senate Executive Coordinator no later than June 1. The committee shall also make additional written or oral reports to the Senate as necessary.

13. Current Members [***Leave blank at present***]:

14. Category or Type: Standing Committee

15. Department: Academic & Research

16. Selection Process: Elected and appointed

17. Additional Information:

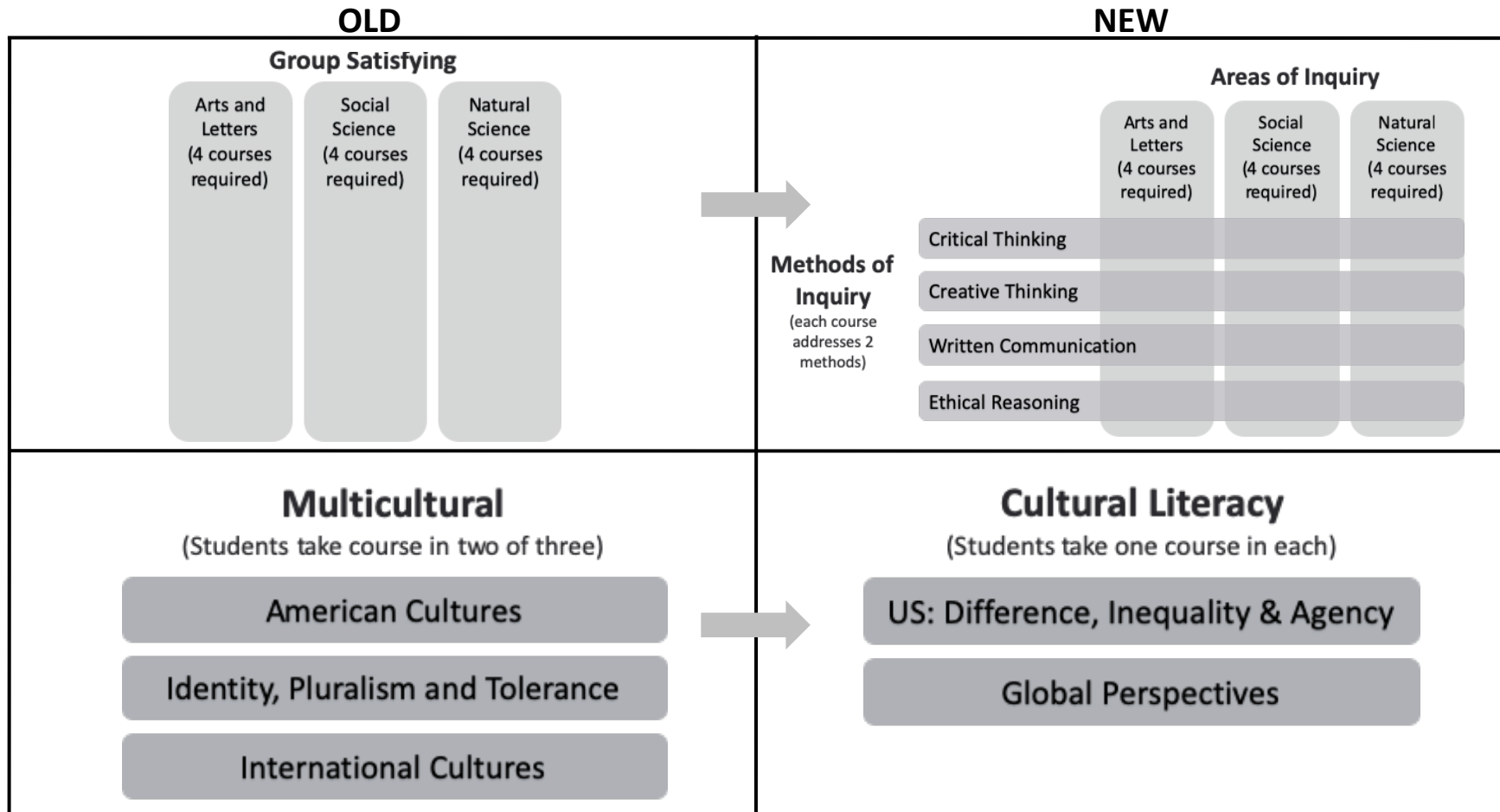
18. Comments [***Will not appear on the committee website page***]:



# New Core Education Requirements

## Course Approval Process and Templates

The Senate passed legislation in 2018-19 changing requirements for courses that meet “Areas of Inquiry” (formerly “Group-Satisfying”) and Cultural Literacy (formerly “Multicultural”). Courses that satisfy an Area of Inquiry must now also satisfy a new requirement: two of four “Methods of Inquiry.” Courses that met the old Multicultural criteria will now need to meet one of two sets of criteria under Cultural Literacy.



## PROCESS

Courses that currently satisfy an Area of Inquiry will continue to satisfy that area. Courses that met the old Multicultural requirement have been placed into one of the new categories under Cultural Literacy. All courses will need to be resubmitted during either AY 2019-'20 or AY 2020-'21 for reapproval under the new criteria. Reapproval for those courses will happen in summer 2020 or 2021.

Courses seeking to satisfy an Area of Inquiry or Cultural Literacy (or both) for the first time will need to meet all the relevant criteria and should be submitted as part of the regular course approval process **during the academic year**.

See the following pages for process and required templates.

The UOCC will be looking particularly at how course proposals address the following justification statement on the CourseLeaf form:

*“Please describe **how** this course has been designed to fulfill the criteria of the core education requirement(s) selected. Please provide **specific references** to readings and assignments from the syllabus that address the criteria and outcomes for the Area of Inquiry chosen, and the Core Education Methods of Inquiry chosen.”*

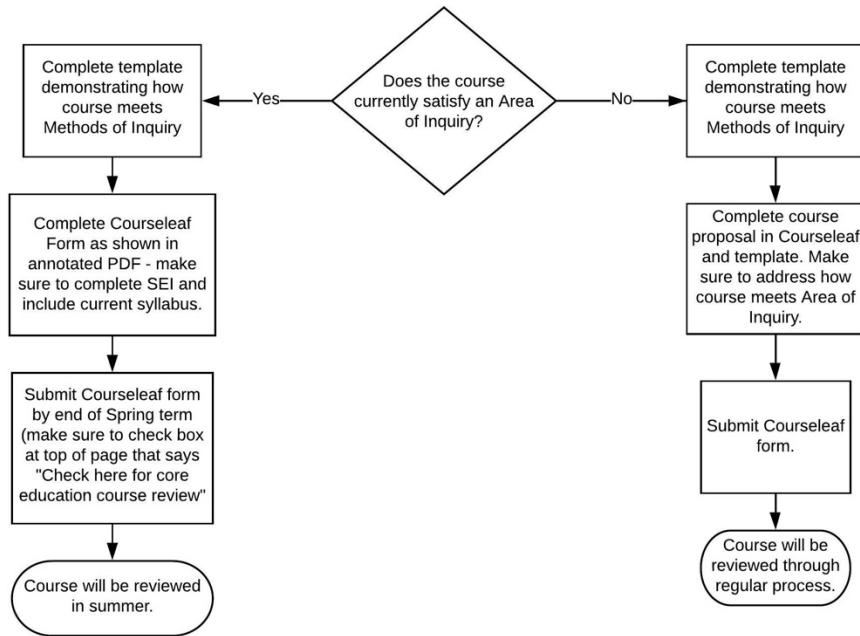
To create effective proposals, and to help UOCC efficiently and effectively review those proposals, use the templates below to describe how your course meets the Methods of Inquiry and/or Cultural Literacy criteria.

There is a template for each Method of Inquiry, and for the each of the Cultural Literacy areas. Complete the template for each of the Methods of Inquiry and/or Cultural Literacy areas that apply to your course. See page 5 for an example of how to do that.

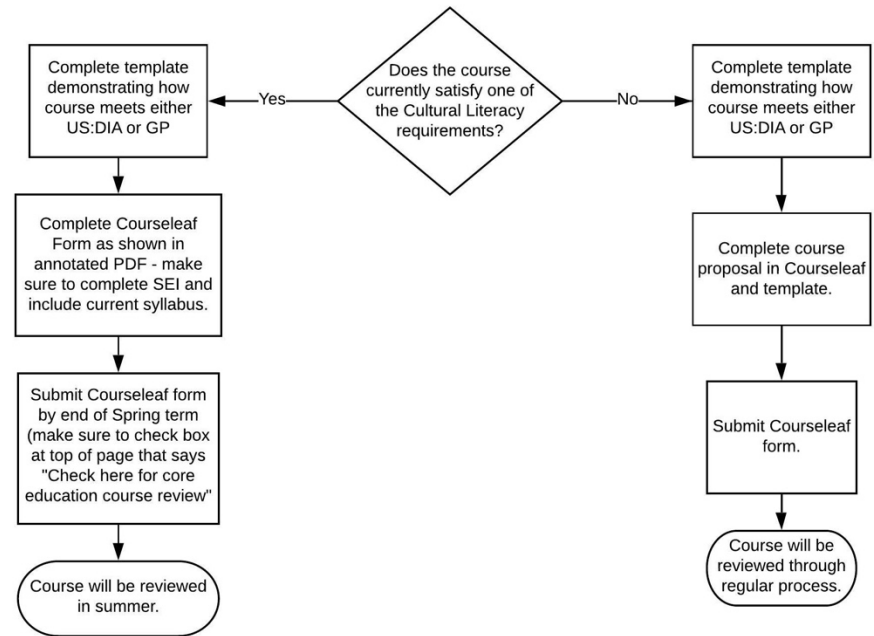
**\*\*\*Make sure that any activities or assignments listed in the templates are consistent with the Student Engagement Inventory on CourseLeaf and with what is on the syllabus that will be submitted with the course proposal.\*\*\***

# PROCESS

## Core Education Course Approval Process Areas of Inquiry



## Core Education Course Approval Process Cultural Literacy



### Checklist for courses that currently meet Area of Inquiry and/or Cultural Literacy requirement:

- Completed templates for Methods of Inquiry and/or Cultural Literacy
- Completed SEI in CourseLeaf
- Completed Student Learning Outcomes in CourseLeaf
- Uploaded syllabus that matches SEI, course description and what is in templates
- NO OTHER CHANGES made to course
- Checked box at top of CourseLeaf form for core education summer review

### Checklist for courses that are seeking Area of Inquiry and/or Cultural Literacy status for first time:

- Completed templates for Methods of Inquiry and/or Cultural Literacy
- Uploaded syllabus that matches SEI, course description and what is in templates
- If seeking Area of Inquiry, described how course meets Area of Inquiry in CourseLeaf
- Completed entire CourseLeaf form
- DID NOT Check box at top of CourseLeaf form for core education summer review

## AREAS OF INQUIRY

Courses that are seeking approval for an Area of Inquiry (Arts & Letters, Social Science or Natural Science) **for the first time** will need to satisfy the criteria for the Area of Inquiry; and include at least 2 Methods of Inquiry (see pp. 4-8). General criteria for Areas of Inquiry are found below. See the following link for more specific guidelines for new Area of Inquiry courses: <https://bit.ly/2Pt64T2>

### Arts & Letters

Courses must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

### Social Sciences

Courses must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

### Natural Sciences

Courses should introduce students to the foundations of one or more scientific disciplines; or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

**\*\*\* Only courses that are seeking approval to meet an Area of Inquiry for the first time need to provide evidence as to how the course meets the Area criteria. Courses that currently satisfy an Area of Inquiry should skip this step.\*\*\***

## METHODS OF INQUIRY TEMPLATES

### \*\*\*Sample\*\*\* Written Communication

Through iterative experiences across the curriculum, students will develop the capacity to develop and express ideas in writing, to work in different genres and styles, work with different writing technologies, and mix texts, data, and images to effectively communicate to different audiences.

Course will engage students in developing at least half of the following:

1. Context of and purpose for writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).
2. Content development.
3. **Genre and disciplinary conventions: formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.**
4. **Sources and evidence.**
5. **Control of syntax and mechanics.**



\*\*\*For each Method of Inquiry, at least half of the criteria must be addressed. For each criterion, provide at least one example in the table of an activity or assignment that will be used to address that criterion.\*\*\*

Which criterion? (must address 3 of 5)	Please describe how this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please provide specific examples of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations.
3, 4 (an assignment or activity can address more than one criterion)	5-page paper arguing for the inclusion of a film, novel, or other work on the required reading list for future iterations of course.
5	Each quiz (10 total) includes two multiple choice questions asking students to select the grammatically correct answer.

## Critical Thinking

Students will develop the skills and habits of mind necessary for the comprehensive exploration of issues, ideas, artifacts, and events in the evaluation and formulation of opinions and conclusions. Critical thinking requires students to question critically, think logically and reason effectively in the context of discipline-specific methodologies.

Course will engage students in developing at least half of the following:

1. Explanation of issues, assumptions, or hypotheses.
2. Using relevant and credible evidence, information, or hypotheses to describe, investigate or analyze a situation, or draw a conclusion.
3. Facility with methods of reasoning appropriate to the discipline (such as inductive, deductive, scientific, or esthetic reasoning, or statistical inference).
4. Modeling: capturing the essentials of a situation in language or symbolism suitable for deriving conclusions about it.
5. Influence of context and assumptions.
6. Logical conclusions and related outcomes (implications and consequences).

<b>Which criterion? (must address 3 of 6)</b>	Please describe <b>how</b> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please <b>provide specific examples</b> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)

## Creative Thinking

Students will develop the capacity to combine or synthesize existing ideas, images, or expertise in original ways. Students will work in imaginative ways characterized by a high degree of innovation, divergent thinking, and risk taking.

Course will engage students in developing at least half of the following:

1. Acquiring competencies: acquiring strategies and skills within a particular domain.
2. Taking risks: going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.
3. Solving problems.
4. Innovative thinking: connecting, synthesizing or transforming ideas in discipline-specific ways.

<b>Which criterion? (must address 2 of 4)</b>	Please describe <b>how</b> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please <b>provide specific examples</b> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)

## Written Communication

Through iterative experiences across the curriculum, students will develop the capacity to develop and express ideas in writing, to work in different genres and styles, work with different writing technologies, and mix texts, data, and images to effectively communicate to different audiences.

Course will engage students in developing at least half of the following:

1. Context of and purpose for writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).
2. Content development.
3. Genre and disciplinary conventions: formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.
4. Sources and evidence.
5. Control of syntax and mechanics.

Which criterion? (must address 3 of 5)	Please describe <b>how</b> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please <b>provide specific examples</b> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)



## Ethical Reflection

Students will develop the capacity to identify, examine, and critically revise ethical positions, map them onto larger ethical ideas (theoretical traditions, moral frameworks, prevailing social frameworks), and reflect on how decisions and actions (including, sometimes, inaction) shape our relations to others and self. Students will develop the capacity to articulate the ends sought in a range of endeavors in personal, social and professional contexts. Students also will develop concepts, practices, and other tools appropriate to valuing those ends in relation to their means of attainment and their impacts on self and others.

Course will engage students in developing at least half of the following:

1. Awareness of one’s own values and capacities for self-questioning.
2. Language and tools to examine ethical issues, including discipline-specific frameworks.
3. Recognition of the presence of ethical issues, especially where typically neglected.
4. Awareness of the impact of our decisions and actions (both personally and as members of groups).
5. Application of ethical inquiry to subject-specific issues.

Which criterion? (must address 3 of 5)	Please describe <i>how</i> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please <i>provide specific examples</i> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)

## CULTURAL LITERACY TEMPLATES

### US: Difference, Inequality, Agency

Courses in the *United States: Difference, Inequality, Agency* category will develop students’ analytical and reflective capacities to help them understand and ethically respond to the ongoing cultural, economic, political, and social power imbalances that have shaped and continue to shape the United States. In addition, this study may also include the relationship of the United States to other regions of the world. Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.

Each course will undertake **one or more** of the following:

1. Teach respectful listening and tools for ethical dialogue to expand students’ abilities to practice civil conversation and engage in discussions of deeply felt or controversial issues.
2. Facilitate student reflection on their own multiple social identifications and how those identifications are formed and located in relation to power.

Each course will address **all** of the following:

3. Intersecting aspects of identity, such as race, gender, sexuality, socioeconomic status, indigenous group status, national origin, religion, or ability.
4. The uses of power to classify, rank, and marginalize on the basis of these aspects of identity, as well as considerations of agency on the part of marginalized groups.
5. Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

Which criterion? (Address 1 and/or 2, and 3-5)	Please describe <b>how</b> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please <b>provide specific examples</b> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)

## Global Perspectives

Courses in the *Global Perspectives* category will foster student encounters with and critical reflection on cultures, identities, and ways of being in global contexts. Each course will include substantial scholarship, cultural production, a variety of perspectives, and proximity to voices from members of communities under study, as sources permit.

Each course will undertake **one or more** of the following:

1. Teach respectful listening and civil conversation as critical tools for involving students in topics that are controversial today.
2. Provide critical vocabulary and concepts allowing students to engage in and discuss topics with which students may be unfamiliar.

Each course will include **one of more** of the following:

3. Texts, literature, artworks, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond a US context.
4. Power relations involving different nations, peoples, and identity groups or world regions.
5. Consideration of hierarchy, marginality, or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or combinations of these).

Which criterion? (Address 1 and/or 2, and at least one of 3-5)	Please describe <b>how</b> this course has been designed to fulfill the selected core education criterion: What kinds of activities, assignments, experiences allow students to practice and/or demonstrate attainment of the criterion? Please provide <b>specific examples</b> of activities, assignments, or experiences from the syllabus. You are also welcome to upload additional course materials as illustrations. (Add rows to the table as needed)

BETWEEN  
UNIVERSITY OF OREGON  
AND  
UNITED ACADEMICS OF THE UNIVERSITY OF OREGON. AFT/AAUP, AFL-CIO

This Memorandum of Understanding (“MOU”) is entered into by and between University of Oregon (“University”) and United Academics (“Union”), collectively referred to as “the parties.” This MOU also refers to “Course Evaluations,” which are the standard end-of-term surveys completed by students for each course taken and used from AY 2008-09 through AY 2018-19, and to “Student Experience Surveys,” which are the end-of-term surveys completed by students for each course taken beginning in AY2019-20. References herein to a “review window” refer to the CBA-specified window of work to be considered in a given review.

**WHEREAS**, the University Senate approved legislation US17/18-19 to implement a “System for the Continuous Improvement and Evaluation of Teaching, and subsequent legislation US18/19-08 governing the use of “Course Evaluations” in instructor evaluation, and US18/19-14 replacing “Course Evaluations” with “student experience surveys [to be] included, along with peer reviews and instructor reflections, etc., in the evaluation of instructors in light of their academic unit’s criteria for quality teaching,” and

**WHEREAS**, many unit merit and faculty review policies refer to “Course Evaluations” and not “student experience surveys,” and

**WHEREAS**, many unit merit and faculty review policies connect standards of teaching success with “Course Evaluations,” and

**WHEREAS**, many units have unclear criteria, or standards of teaching success, against which to consider the data from “student experience surveys,” peer reviews and instructor reflections, etc., and

**WHEREAS**, new Senate legislation includes an optional end-of-term Instructor Reflection Survey to be completed by the instructor, and

**WHEREAS**, “Course Evaluations” will be the only input from students regarding teaching quality available for faculty reviews regarding years prior to AY 2019-20,

**NOW THEREFORE**, the parties agree to the following:

1. Article 20 is amended as follows: the term “Course Evaluations” is deleted anywhere it appears in the article and is replaced with the term “Student Experience Surveys.” As described below, Course Evaluations will be still be considered during reviews for a period of time.

2. If the term “Course Evaluations” is used in unit-level rules required by the CBA, it is deemed deleted and replaced with the phrase “Student Experience Surveys.”
3. Both the collective bargaining agreement and unit level rules will be interpreted in a way that is consistent with the Senate-approved legislation referenced above.
4. Notwithstanding the changes described in sections one through three above, if both Course Evaluations and Student Experience Surveys were administered during a faculty member’s review window, both will be included in the review materials required by the CBA, even as “Course Evaluations” are phased out campus wide.
5. If “Course Evaluations” are included in the review materials, the numerical scores provided cannot be used as the sole standard for assessing teaching quality. Evaluators or evaluating committees must make reasonable efforts to ensure that the numerical scores reflect the teaching strengths and challenges identified in more substantive sources such as peer reviews, qualitative comments from students, instructor self-reflections and teaching statements, and other relevant information.
6. Evaluations of faculty teaching for any review that considers teaching (including tenure, promotion, contract renewal, and merit) must consider at minimum comments from “Course Evaluations” (for so long as Course Evaluations are considered during a review), “Student Experience Surveys,” peer reviews, and the faculty member’s Instructor Reflection surveys and/or teaching statements for the review window.
7. Units may modify the standards in section 9 with unit-specific standards for quality teaching through the CBA defined process of modifying unit-level policies according to Article 20, Section 3. Unit-level policies developed after the implementation of this MOU must be consistent with the standards specified in 9 below, reflecting the university’s commitment to professionalism, inclusion, engaged teaching, teaching informed by research on how students learn, and teaching that conveys the expert knowledge and process of inquiry characteristic of a research university.
8. The standards in section 9 will be implemented for all reviews to be decided in Fall 2020 or later (including tenure and promotion reviews).
9. Until units have adopted new policies consistent with 7, the standards beginning in AY2020-21 shall be defined by this section.

Teaching will meet expectations for purposes of underlying reviews required by the CBA when the following bulleted conditions are met across a faculty member’s collective teaching in the review window (a successful teacher might not meet them in each and every course).

Faculty who excel with respect to these conditions may be determined by evaluators to exceed expectations depending on unit-level implementations of these standards as criteria; failure to meet one or more of the conditions below consistently across the faculty member's review period may result in a determination that teaching is "below expectations." Overall reviews will take into account improvement over the period. In courses where the syllabus, assignments and course requirements are designed by someone other than the faculty member teaching the course, the standards under professional teaching related to syllabi and course design do not apply.

**Professional teaching, including:**

- readily available, coherently organized, and high quality course materials; syllabi that establish student workload, learning objectives, grading, and class policy expectations.
- respectful and timely communication with students. Respectful teaching does not mean that the professor cannot give appropriate critical feedback.
- students' activities in and out of class designed and organized to maximize student learning.

**Inclusive teaching, including:**

- instruction designed to ensure every student can participate fully and that their presence and participation is valued.
- the content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.

**Engaged teaching, including:**

- demonstrated reflective teaching practice, including through the regular revision of courses in content and pedagogy.

**Research-informed teaching, including:**

- instruction models a process or culture of inquiry characteristic of disciplinary or professional expertise.
- evaluation of student performance linked to explicit goals for student learning established by faculty member, unit, and, for core education, university; these goals and criteria for meeting them are made clear to students.
- timely, useful feedback on activities and assignments, including indicating students' progress in course.

- instruction engages, challenges, and supports students.

Other positive factors can be considered in assessment of teaching. These are not required for an evaluation of “exceeds expectations,” but in some cases may improve an evaluation from “meets expectations” to “exceeds expectations.” These include, but are not limited to:

- participation in professional teaching development, and/or engagement in campus or national discussions about quality pedagogy and curricula;
- development of new courses;
- facilitation of productive student interaction and peer learning;
- contribution to student learning outside the classroom as demonstrated by, for example, the development of co-curricular activities or community-engaged projects, or a coherent approach to academic coaching and skill-building in office hours;
- contribution of teaching to the Clark Honors College, departmental honors, first-year experiences, or other educational excellence and student success initiatives;
- grants, fellowships or other awards for teaching excellence and innovation;
- supervision of research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one’s professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses;
- serving on a higher than average number of graduate student committees.

**10.** The standards in section 9 (above) replace unit-level teaching standards provided for in unit-level rules required by the CBA unless and until updated unit-level policies that include the new standards plus any unit-specific supplements are approved as described in section 7 (above). These standards will also apply to the teaching portion of all reviews regardless of which other standards are elected according to Art. 20, Section 3.

**11. Knowing and Voluntary.** The parties acknowledge that they have carefully read and fully understand the terms of this MOU, and that they are voluntarily entering into this MOU.

**12. Effective Date.** The parties agree that this MOU will be effective on the date on which all parties have signed below.


**13. Entire Agreement.** The parties’ collective bargaining agreement and this MOU represent the parties’ entire agreement with respect to the subject matter discussed in

this MOU. Except as described in this MOU, there were no inducements or representations leading to the execution of this document.

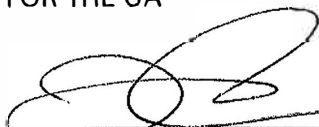
**14. Disputes.** Any and all disputes arising from the interpretation, implementation or application of this MOU are subject to the grievance and arbitration provisions of Articles 22 and 23 of the Agreement.

FOR THE EMPLOYER

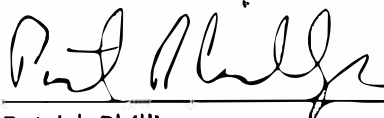
FOR THE UA

  
\_\_\_\_\_  
Missy Matella  
Senior Director  
Employee and Labor Relations

8/2/19  
Date

  
\_\_\_\_\_  
David Cecil  
Executive Director

8-12-19  
Date

  
\_\_\_\_\_  
Patrick Phillips  
Provost and Senior Vice President

8/2/19  
Date



## Midway - Student Experience Survey (M-SES)

In an effort to continuously improve our teaching at the University of Oregon, please provide feedback to your instructor using this Student Experience Survey.

I understand that my responses will be completely anonymous and only my instructor will see them.

[Click here]

### Teaching and Learning Elements:

For each of the following teaching and learning elements, please indicate whether it has been **beneficial** to your learning, **neutral** for your learning, or **needs improvement**. In the next section you will be asked to indicate which one was the MOST helpful to your learning, and which one is the MOST in need of improvement.

The inclusiveness of this course is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The support from the instructor is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The feedback provided is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The level of challenge in this course is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The quality of the course materials is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The clarity of assignment instructions and grading is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The degree to which the course includes active learning is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The opportunities for student interaction in this class are:

- Beneficial to my learning

- Neutral
- Needs improvement to help my learning

Instructor communication is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The level of organization of the course is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The relevance of the course content is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The assignments or projects in this course are:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The accessibility of the course is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

Continued...

**What's Been MOST Helpful to Your Learning?**

Please select the teaching element that has been MOST helpful to your learning, and then provide a detailed written comment about what worked well and why.

The inclusiveness of this course

Support from the instructor

Feedback from the instructor

The level of challenge of this course

The quality of course materials

The clarity of instructions for assignments and grading

The use of active learning practices

Interactions between students in this course

Instructor communication in this course

The organization of this course

The relevance of the course content

The assignments or projects in this course

The accessibility of this course

None of the elements above are helpful to my learning

***Conditional display:*** based on selection above, a specific prompt occurs that is similar to:

**What specifically about the [element selected] helped you learn?**

**Or "Please say more about how none of the elements above are helpful to your learning".**

**Response is required for all but "none of the elements..."**.

[text entry]

Continued...

**What Could MOST Use Some Improvement to Help you Learn?**

Please select one teaching element that could most use some improvement to help you learn, and then provide a detailed written comment about what specific changes you suggest.

The inclusiveness of this course

Support from the instructor

Feedback from the instructor

The level of challenge of this course

The quality of course materials

The clarity of instructions for assignments and grading

The use of active learning practices

Interactions between students in this course

Instructor communication in this course

The organization of this course

The relevance of the course content

The assignments or projects in this course

The accessibility of this course

None of the elements above need improvement

**Conditional display:** based on selection above, a specific prompt occurs that is similar to:

**What specific change in the [element selected] would help you learn?**

**Or “Please say more about how none of the elements above need improvement to help you learn”**

**Response required for all but “none of the elements”**

[text entry]

Continued...

### How Did You Support Your Own Learning?

How many **hours per week** did you spend on this course (not including any face-to-face class time)?

- More than 10 hours each week
- 8-10 hours each week
- 6-8 hours each week
- 4-6 hours each week
- 2-4 hours each week
- 1-2 hours each week
- 0-1 hour each week

### Final Question

Is there anything else you would like to say to your instructor so they can best support your learning for the remainder of the course?

- Yes
- No

### ***Conditional display***

If yes: What else would best support your learning for the remainder of the course?

[text entry]

(Response not required to continue)

## End - Student Experience Survey (E-SES)

This survey is specific to the instructor of this particular portion of the course (lecture, lab, discussion, recitation, etc.). Please focus your feedback on the specific portion of the learning experience that they have control over.

I understand that my responses will be anonymous, and that my instructor as well as the unit head and various University committees will also be able to read my anonymous responses, but my name will not appear.

[Click here]

### Teaching and Learning Elements:

For each of the following teaching and learning elements, please indicate whether it has been **beneficial** to your learning, **neutral**, or **needs improvement** for your learning. In the next section you will be asked to indicate which one was the MOST helpful to your learning, and which one is the MOST in need of improvement.

The inclusiveness of this course is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The support from the instructor is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The feedback provided is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The level of challenge in this course is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The quality of the course materials is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The clarity of assignment instructions and grading is:

- Beneficial to my learning
- Neutral
- Needs improvement to help my learning

The degree to which the course includes active learning is:

- Beneficial to my learning
- Neutral

- o Needs improvement to help my learning

The opportunities for student interaction in this class are:

- o Beneficial to my learning
- o Neutral
- o Needs improvement to help my learning

Instructor communication is:

- o Beneficial to my learning
- o Neutral
- o Needs improvement to help my learning

The level of organization of the course is:

- o Beneficial to my learning
- o Neutral
- o Needs improvement to help my learning

The relevance of the course content is:

- o Beneficial to my learning
- o Neutral
- o Needs improvement to help my learning

The assignments or projects in this course are:

- o Beneficial to my learning
- o Neutral
- o Needs improvement to help my learning

The accessibility of the course is:

- o Beneficial to my learning
- o Neutral
- o Needs improvement to help my learning

Continued...

**What's Been MOST Helpful to Your Learning?**

Please select the teaching element that has been MOST helpful to your learning, and then provide a detailed written comment about what worked well and why.

The inclusiveness of this course

Support from the instructor

Feedback from the instructor

The level of challenge of this course

The quality of course materials

The clarity of instructions for assignments and grading

The use of active learning practices

Interactions between students in this course

Instructor communication in this course

The organization of this course

The relevance of the course content

The assignments or projects in this course

The accessibility of this course

None of the elements above are helpful to my learning

***Conditional display:*** based on selection above, a specific prompt occurs that is similar to:

**What specifically about the [element selected] helped you learn?**

**Or "Please say more about how none of the elements above are helpful to your learning".**

**Response is required for all but "none of the elements..."**.

[text entry]

Continued...



**What Could MOST Use Some Improvement to Help you Learn?**

Please select one teaching element that could most use some improvement to help you learn, and then provide a detailed written comment about what specific changes you suggest.

The inclusiveness of this course

Support from the instructor

Feedback from the instructor

The level of challenge of this course

The quality of course materials

The clarity of instructions for assignments and grading

The use of active learning practices

Interactions between students in this course

Instructor communication in this course

The organization of this course

The relevance of the course content

The assignments or projects in this course

The accessibility of this course

None of the elements above need improvement

**Conditional display:** based on selection above, a specific prompt occurs that is similar to:

**What specific change in the [element selected] would help you learn?**

**Or “Please say more about how none of the elements above need improvement to help you learn”**

**Response required for all but “none of the elements”**

[text entry]

Continued...

## How Did You Support Your Own Learning?

### How often did you attend class?

- 90-100% of the time
- 75-90% of the time
- 50-75% of the time
- 25-50% of the time
- 0-25% of the time
- This was a fully online class.

### Display logic:

Display logic for each response (except "This was a fully online class")

Question: Why did you attend class \_\_\_\_\_% of the time?

(Response is not required to continue)

[text entry]

How many **hours per week** did you spend on this course (not including any face-to-face class time)?

- More than 10 hours each week
- 8-10 hours each week
- 6-8 hours each week
- 4-6 hours each week
- 2-4 hours each week
- 1-2 hours each week
- 0-1 hour each week

Approximately how many times did you interact with the instructor outside of class (e.g. by email, office hours)?

- 1-3 times in total
- 4-6 times in total
- 7-10 times in total
- More than 10 times in total
- I did not interact with the instructor outside of class (in person or electronically).

### Final Question

Is there anything else you would like to say about your learning experience in this course?

- Yes
- No

### Conditional display

If yes: What else would you like to say about your learning experience in the course? Please avoid personal comments about the instructor.

(Response is not required to continue)

[text entry]

# Departmental Teaching Profile

## Inclusive Teaching

Take a moment to reflect on what inclusive teaching means to you. Can you list one or two key things you do to enact it? TEP's definition and sample practices are here as a resource.

<b>What Inclusive Teaching Means to Me</b>	<b>TEP's Working Definition</b> Inclusive teaching engages and values every student and attends to the social and emotional climate of the class. A broad philosophy that should be realized in each and every UO course by each and every UO teacher, inclusion is enacted through particular choices faculty make in their presentation of self and content and through deliberate ways of drawing on assets each student brings to the classroom.
<b>My Inclusive Teaching Practices</b>	<b>Sample Practices List</b> <ul style="list-style-type: none"><li>• Conveying that each student brings valuable assets and goals to their work.</li><li>• Introducing the instructor's own intellectual journey and process of expert thought.</li><li>• Using course materials that expand the racial, ethnic, gender, ability, intellectual, and socioeconomic diversity of the field and the contested and evolving status of knowledge.</li><li>• Deploying a range of methods to engage students and bring out their strengths.</li><li>• Addressing students by their chosen names and pronouns; this may include finding ways to use names in large-classes and online fora.</li><li>• Knowing students' goals for their learning and finding ways to explicitly link the concerns of the course to students' own concerns.</li><li>• Maximizing student motivation by leveraging students' sense of the relevance, rigor, and supportiveness of a course—and of their own</li></ul>

	<p>self efficacy within it.</p> <p>Building classroom community, including through establishing clear expectations around classroom engagement.</p> <ul style="list-style-type: none"> <li>• Designing courses with physical and content accessibility in mind.</li> </ul>
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Once you’ve had a chance to think and sketch a couple of ideas, talk with departmental colleagues about how you’re collectively interpreting this “pillar” of teaching excellence: how do you work against constraints to convey care and belonging? Are there specific challenges related to your discipline or how it’s historically been taught that the department can come together to address? Are there “exclusive” habits or practices you’ve already made a conscientious choice to change?

## Engaged Teachers

Take a moment to reflect on what engaged teaching means to you. Can you name one or two ways you engage in a process of reflection, change, and community-building around teaching?

<b>What Engaged Teachers Look like in our unit</b>	<p><b>TEP’s Working Definition</b></p> <p>Engaged teachers participate in ongoing professional development, experimentation, and reflection about their work; they are connected to campus-wide, national, and scholarly conversations about teaching and learning.</p>
<b>Engaged Teacher Practices</b>	<p><b>Sample Practices List</b></p> <ul style="list-style-type: none"> <li>• Reflecting on one’s teaching practice and making changes over time that are informed by experimentation, professional teaching development, collegial interactions and class observations, student feedback, and the scholarship of teaching and learning.</li> <li>• Soliciting and reflecting on student feedback, and considering what changes, if any, should be made in the course.</li> <li>• Attending workshops, conferences, or institutes about teaching and learning; reading books or articles about teaching and</li> </ul>

	<p>learning; participating in formal or informal discussions with their peers about teaching and learning.</p> <ul style="list-style-type: none"> <li>• Presenting at workshops and conferences their insights, innovations or experimentations in teaching and learning.</li> <li>• Producing scholarship related to teaching and learning.</li> <li>• Conducting a peer review for a colleague.</li> <li>• Knowing the UO policy and support resources that surround their teaching; knowing the UO policy and support resources relevant to their students.</li> </ul>
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Take a few minutes to talk with your colleagues—how are you routinely and reliably building the teaching community in your department? How are you ensuring that reflective practice and change is valued as indicators of teaching excellence, not counter-incentivized?

## Research-led Teaching

Take a moment to reflect on what research-led teaching means to you. Can you name one or two ways you either invite students into the university’s research mission, or draw on research on student learning in your classes (or both)?

<p><b>What Research-led Teaching Means to Me</b></p>	<p><b>TEP’s Working Definition</b>          Research-led teaching has two meanings. The first is the university’s research mission is infused into the undergraduate program. This can be as simple as faculty leading with questions and modeling expert thought by “thinking aloud” when encountering problems. It can be as significant as partnering with students to create new knowledge.</p> <p>A crucial second meaning of research-led is that it’s informed by what we know about how students learn: actively, in contexts of high challenge and support, through collaborative work across differences of identity and viewpoint in response to frequent feedback, and with deliberate reflection on and integration of</p>
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	ideas across contexts.
<p><b>My Research-led Teaching Practices</b></p>	<p><b>Sample Practices List</b></p> <p><i>Inviting students into the university’s research mission</i></p> <ul style="list-style-type: none"> <li>• Recognizing when the learning environment needs to be adjusted to foster deep learning based on their expert judgment and experience.</li> <li>• Leading with questions and modeling expert thought by “thinking aloud” when encountering problems.</li> <li>• Partnering with students to create new knowledge.</li> <li>• Providing students with course-based undergraduate research experiences or other projects that engages students directly in the scholarly methods of the discipline.</li> </ul> <p><i>Evidence-based teaching and learning</i></p> <ul style="list-style-type: none"> <li>• Communicating compelling goals for student learning and design courses tightly aligned with those goals (backward design).</li> <li>• Clearly conveying the purpose, process for completion, and criteria for evaluation of class assignments before students begin work (transparency).</li> <li>• Building occasions for student reflection about their learning processes, challenges, and growth (metacognition).</li> <li>• Using students’ time in and out of class strategically and actively by, for example: <ul style="list-style-type: none"> <li>○ assigning preparatory work beyond reading-only assignments to get more out of students’ class time;</li> <li>○ encouraging students to make connections between the preparatory work and the following class or online activities</li> <li>○ using students’ class time to harness the power and energy of the peer community to share ideas, demonstrations, real-time</li> </ul> </li> </ul>

	<p>experiences, new scenarios, problems, artifacts, and complications that capture students' knowledge and skills;</p> <ul style="list-style-type: none"> <li>○ providing students with after-class opportunities for reinforcement and reflection;</li> <li>○ breaking up didactic lectures into smaller 10-15 minutes segments with opportunities for active student engagement, processing, questioning and knowledge integration.</li> </ul> <p>• Providing students simple, helpful feedback on low-stakes practice which could include the use of rubrics, student peer review, instructor “think alouds” or other time saving techniques.</p>
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Take a few minutes to talk with your colleagues—what feels most cutting edge about your pedagogy in terms of how you’re drawing on learning sciences and best practices in pedagogy? How are you bringing the promise of a research university into focus in the classroom?

- **Our shared sense of and key practices for inclusive teaching are:**
  
- **Our shared sense of and key practices for engaged teaching are:**
  
- **Our shared sense of and key practices of research-led (research mission) teaching are:**
  
- **Our shared sense of and key practices for research-led (evidence-based) teaching are:**
  
- **Other key elements of teaching quality in our unit include:**

## ***How Well Is Peer Review Working in Your Unit?***

### **Guide for Unit-Level Self Study**

Peer review is important to faculty members' development as teachers. It is also a CBA-mandated part of multi-faceted evaluation of teaching at the University of Oregon. Peer reviews are required for each faculty classification and rank on the following schedule:

- Career Instructional Faculty – once per contract period
- Assistant Professor – once per year
- Associate Professor – once every other year
- Full Professor – once every three years

Departments may find it timely and valuable to assess their peer review practices as UO revises its teaching evaluation instruments and protocols to ensure that **faculty receive actionable feedback** for their own purposes of continuous improvement and that **evaluation is fair and transparent; informed by data collected from peers, students, and instructors themselves; based on clear definitions of teaching quality** rooted in the university's broad "inclusive, engaged, and research-led" pillars.

This brief guide has been developed to help departments make determinations about whether their peer review practices are serving them well and to give concrete ideas for how to improve them to make the most of the time and care faculty invest in peer review.

#### **I. COORDINATION AND LABOR**

Questions for reflection and discussion:

- *Do you ever have to rush to get a peer review done to get it into a file for midterm review, promotion, tenure etc.?*
- *How are peer reviews coordinated in your unit? Who decides when a review needs to be done and who will do the review? How does your unit account for the labor of peer review?*

If the department finds that the peer review process often feels poorly timed and accounted for, you might consider:

#### **Solution One: A coordinator to track department peer reviews**

Each unit/department might appoint a faculty or staff member as Peer Review Coordinator to oversee the scheduling of all peer reviews for the year. The peer review schedule could be shared with all faculty by week 1 of Fall term so that adjustments can be made if needed/requested.



## **Solution Two: Trained Peer Review Committee as part of service profile**

Each unit could identify and train a group of faculty to serve as peer reviewers. Participation would count as important unit/department level service, and typically requires 4-6 hours of service per faculty review. The unit/department could either train all faculty, or only the subset of faculty who will perform all peer reviews for the year. Faculty who will serve as reviewers should be identified at the start of each academic year.

Note that serving as a peer reviewer is a practice the Teaching Engagement Program notes as evidence of an engaged teacher--a pillar of teaching excellence. Many faculty report that observing colleagues' teaching is fascinating and rewarding for their own development. Some departments provide small stipends for faculty who take on particular service obligations coupled with additional training (advising, mentoring)—a Peer Review Committee might be further supported and incentivized in this way.

## **II. USEFULNESS IN EVALUATION**

Questions for reflection and discussion:

- *Are classroom observations done with a blank piece of paper and only the reviewer's personal beliefs about teaching as a guide? As a reviewer do you find yourself counting "um's or like's" and the number of students online shopping?*
- *Does the peer review report feel like a creative writing assignment, or read like a love letter?*
- *Do peer reviews as currently conducted in your unit help to differentiate between faculty who are meeting, not meeting or exceeding your unit's expectation for teaching?*

To ensure course observations are consistent across faculty and a valuable window into teaching quality, you might consider:

### **Solution One: Formal and evidence-based observation tool**

Observation tools can vastly improve upon entering a colleague's classroom with a blank sheet of paper; they can build consistency and direct the reviewer's attention to practices that are consistent with the scholarship of teaching and learning and the department's shared definition of teaching quality. You might consider the following found at [tep.uoregon.edu/peer-review-teaching](http://tep.uoregon.edu/peer-review-teaching):

[TEP Peer Teaching Observation Guide \(customizable\)](#)  
[COPUS: Classroom observation protocol for undergraduate STEM](#)

## **Solution Two: Template for peer review report**

By creating a template for the output of a Peer Review, the unit/department, school/college and university personnel committees can expect consistent, robust reports that provide information that is valuable for both a) continual course improvement and b) evaluation of teaching excellence. The report could include the following sub-headings:

- **Overview**  
Include the course name/number, time and date, and the topics under discussion that day. Include the context of the course, size of the class, type and level of students (majors/non-majors, freshmen/seniors, elective/required course).
- **Information collected**  
Description of the information collected from:
  - classroom observation tool
  - self-assessment tool
  - answers to questions posed during reviewer-instructor follow-up meeting.
- **Recommendations**  
Based on the information collected, provide recommendations to the individual being evaluated that will continue to support student success through the use of inclusive, engaged and research-led teaching in the context of the specific course under review. The recommendations will provide insight regarding the progress toward teaching excellence.
- **References**  
Provide a list of references that form the basis for the classroom observation tool, the self-assessment tool and the questions for the follow-up meeting (which will be the same for all reports from one unit/department).

[The Department of Human Physiology](http://tep.uoregon.edu/peer-review-teaching) has a template online as an example [tep.uoregon.edu/peer-review-teaching](http://tep.uoregon.edu/peer-review-teaching)

### **III. USEFULNESS IN FACULTY DEVELOPMENT**

*What did you find most valuable and least value in your most recent peer review?*

Some faculty report never learning of the results of their peer review (usually when documentation of it was rushed into an evaluation file), or finding the feedback somewhat useful but not well connected to their own goals—or, indeed, to any sense of shared goals. If that's the case, you might consider:

### **Solution One: Faculty self-assessment tool**

The unit/department could identify a self-assessment tool that is included in the peer review process. Self-assessment tools provide the faculty member the opportunity to reflect on their teaching practices and observe changes over time. The tool selected could provide opportunities for specific recommendations for continued improvement. Published tools found at [tep.uoregon.edu/peer-review-teaching](http://tep.uoregon.edu/peer-review-teaching) include:

[TEP Faculty Self-Assessment Guide](#)  
[Teaching Practices Inventory developed for STEM and Social Sciences](#)

### **Solution Two: Structured reviewer-instructor follow-up meeting**

After the classroom observation and faculty self-assessment has been completed, the reviewer and faculty would ideally meet to find out more about the faculty's inclusive, engaged and research-led teaching practices. A consistent list of questions could be outlined by the unit/department, which could form the basis of the discussion and be included in the report. Unit-developed questions could include references to the scholarship of teaching and learning in the discipline and align with the department's vision and learning objectives, or the following can be used:

- How are you working to create inclusive learning environments where all students belong, are represented, and have a voice?
- How do you continue to learn and grow as an educator; what specific goals do you have for your own development, and how do you plan to meet those?
- How do you infuse your course with current research or creative activities, or engage your students directly in scholarly and creative processes; how are you including evidence-based teaching methods in your course design?

## **Warning and Guidance on Student Evaluations of Teaching**

This statement is to be included in all files for instructor evaluation, in accordance with UO Senate legislation on the improvement and evaluation of teaching passed May 2018 and as approved by the Senate Committee on the Continuous Improvement and Evaluation of Teaching on Jan 10<sup>th</sup>, 2019.<sup>1</sup>

Research has shown that numerical student evaluations of teaching may be marred by bias against women,<sup>2</sup> racial and ethnic minorities, and other groups, while being generally unrelated to student learning.<sup>3</sup> Other studies show numerical evaluations are affected by whether or not the course is required, by the subject matter, class size, the time of day the course is offered, and by expected grades.

In response to this research the UO Senate, in cooperation with the Office of the Provost, is revising UO's teaching evaluation instruments and practices. During this transition, numerical student evaluations of teaching should not be used as a standalone measure of teaching quality for any university purpose. Instead, teaching should be evaluated primarily using peer reviews, instructor self-reflection (as for example in instructors' teaching statements), and substantive written student comments.

**Review and promotion committees and others doing reviews of teaching are therefore charged with ensuring that assessments and evaluations do not rely primarily on numerical scores from student evaluations as measures of teaching quality.** If, in the process of reviewing files for tenure, promotion, hiring, contract renewals, teaching awards, or other university purposes involving the evaluation of teaching, a committee or evaluator must use numerical scores from student evaluations of teaching, they must make reasonable efforts to ensure that the numerical scores correspond with other sources of teaching evaluation such as peer reviews, substantive qualitative comments from students, instructor self-reflections and teaching statements, and other relevant information. If such information is not available, reviewers should consider gathering more data. If such data is still unavailable or if you believe that numerical scores are being relied on without reference to their known limitations and without other sources of information, please contact the Provost's Office for further guidance.

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<sup>1</sup> <https://senate.uoregon.edu/2018/05/04/us1718-19-implementing-a-system-for-the-continuous-improvement-and-evaluation-of-teaching/>

<sup>2</sup> Boring, A. (2017). Gender biases in student evaluations of teaching. *Journal of Public Economics*, 145, 27. DOI: [10.1016/j.jpubeco.2016.11.006](https://doi.org/10.1016/j.jpubeco.2016.11.006) at <https://www.sciencedirect.com/science/article/abs/pii/S0047272716301591>, and MacNell, L., Driscoll, A. & Hunt, A.N. (2015). What's in a name: Exposing gender bias in student ratings of teaching. *Innovative Higher Education*, 40, 291. DOI: [10.1007/s10755-014-9313-4](https://doi.org/10.1007/s10755-014-9313-4).

<sup>3</sup> Uttl, B., White, C.A., Gonzalez, D.W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, 54, 22. DOI: [10.1016/j.stueduc.2016.08.007](https://doi.org/10.1016/j.stueduc.2016.08.007). See <https://www.sciencedirect.com/science/article/pii/S0191491X16300323>

## Protocol for Redacting Discriminatory, Obscene or Demeaning SES Comments

The Continuous Improvement and Evaluation of Teaching (CIET) senate committee and the Office of Provost have developed a protocol for addressing discriminatory, obscene, or demeaning comments appearing in UO's end-of-course Student Experience Survey (E-SES) reports.

The purpose of the E-SES is for students to reflect on, and provide feedback to their instructor about, their experiences in the course. Students have and are encouraged to provide, through the E-SES process, important feedback about the teaching and learning elements of the course. However, to fulfill that purpose, and also to adhere to the University Student Conduct Code, which protects an environment conducive to learning where the safety, dignity, and worth of every individual are respected, and University policies prohibiting discrimination and harassment, students' comments to the instructor will be available for viewing by unit heads or personnel committees in a way that is devoid of discriminatory, obscene, or demeaning language.

Thus, any comment that meets the definitions below for "discriminatory," "obscene," or "demeaning," may be flagged by the instructor and redacted by the committee.

1. "Discriminatory" means any comment, whether intended or unintended, that unreasonably discriminates among individuals on the basis of age, race, color, ancestry, national or ethnic origin, religion, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, disability, gender, perceived gender, gender identity, genetic information or the use of leave protected by state or federal law.
2. "Obscene" means any comment that is patently offensive by making explicit reference to sexual conduct.
3. "Demeaning" means any comment that belittles or insults the instructor and is unrelated to teaching. Comments that are critical of teaching are not demeaning under this definition.

Guidelines to assist students in providing actionable, concrete and fair-minded feedback about their learning experience are available [on the web](#) via the Teaching Engagement Program's resources.

### Protocol for Instructors to flag comments:

1. End-of-course Student Experience Survey (E-SES) reports are found via DuckWeb by following these steps:
  - a) login to DuckWeb, select "Course Surveys", and click "Open the Course Surveys site"
  - b) in the Home drop-down menu, select "My Courses"
  - c) locate the course of interest and click "view" on the far right under the Survey name (End Student Experience Survey)

The senate CIET committee will redact comments that are "discriminatory", "obscene" or "demeaning."

2. If you read a comment you believe should be redacted, follow these steps:

- a) compare the student comment to the definitions provided above for discriminatory, obscene or demeaning.
- b) if the comment meets any of these definitions, and you wish for it to be redacted (removed) from your report, click the box at the right margin under "Flag for Review," and ensure that a check-mark appears within the box.
- c) flagged comments (absent course or instructor name) will be provided to the CIET committee.
- d) the CIET senate committee will review flagged comments at least three times per year between October and May, and the upcoming review date will be listed on the main Course Surveys page in DuckWeb.
- e) once your flagged comment is reviewed by the CIET committee you will receive an email indicating that it was either redacted (removed) or retained.