University of Oregon

EVIDENCE OF COMPLIANCE
YEAR SIX, STANDARD TWO – POLICIES,
REGULATIONS, AND FINANCIAL REVIEW (PRFR)

Prepared for the Northwest Commission on Colleges and Universities
March 1st, 2023

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Mission Fulfillment

Mission
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.

Vision
We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service. We are committed to the principles of equity, inclusion, and diversity in everything we do.

The Next Five Years
The University of Oregon is a comprehensive university rooted in the liberal arts and sciences. We are dedicated to the production of knowledge, the creation of art, music, and culture, and the transmission of these advances to future generations. As we look to the future, we remain committed to our mission and the vitality of our 2016-21 Strategic Framework, a set of goals and aspirations that are as relevant today as they were six years ago:

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.
4. Enhance physical, administrative, and IT infrastructure to ensure academic excellence.

The university will continue to operate under the existing framework for the next five years with the following tactical areas of focus. We are focusing our collective strengths in nine key challenge areas conceptualized as the 2023 Mighty Oregon call to action:
- Environment
- Data Science
- Sport and Wellness
- Children's Behavioral Health
- Accelerating Science
- Innovation
- Global Studies and Languages
- Equity and Diversity
- Student Success

University-wide Research and Curricular Initiatives
The University of Oregon is focused on a set of research and curricular initiatives that bring together strengths from multiple parts of the university. By bringing together faculty from different disciplines, we will generate new knowledge and prepare our students for careers that require training in multiple knowledge domains. A common thread that informs all of our initiatives is a focus on impact and excellence as well as a commitment to equity and inclusion. As a leading public research university, we are committed to doing research that benefits our state, the nation, and the world.

Student Success

The university has defined student success as follows: "Our students will graduate from the University of Oregon having had a positive experience, and will be well educated, socially responsible and career ready."

The university has two areas of focus in terms of student success: timely graduation and career readiness, with a particular focus on addressing equity gaps where they exist. While the institution achieved its goal from the last cycle of increasing 4-year graduation rates by 10%, we are now focused on reducing equity gaps in student achievement. We are focused on this through a redesigned program review and annual assessment process whereby academic units are asked to set student achievement goals addressing equity gaps where they exist. Career readiness will be addressed thorough a multipronged approach involving the Career Center, Undergraduate Education and Student Success, Residential Life, the University of Oregon Alumni Association and the University Senate and its curricular committees.

Eligibility Requirements

The University of Oregon attests that it remains compliant with the Northwest Commission on Colleges and Universities' Eligibility Requirements. The detailed report below provides evidence of compliance for the stated Year Six, Standard Two requirements. You can find all linked documents in our shared, online folder titled, "NWCCU Accreditation Year Six Standard Two Report." All other linked references are publicly accessible webpages, documents, or materials.

Standard 2.A – Governance

2.A.1 – Board

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

Statement on 2.A.1 Board: The university is governed by a Board of Trustees that was established in 2014 after the state legislature dissolved the Oregon University System and granted institutions the ability to establish independent governing boards. The 15-member governing board includes 12 at-large volunteers, one faculty member, one non-faculty staff member, and one student, all appointed by the governor. The president of the university serves as an ex-officio member of the board. The authorities of the board are established in state law, and each trustee takes great care to exercise his or her role with the highest of standards.

As a governing body, the Board of Trustees is given authority—under state statute—to govern all aspects of the institution. The board does not manage the UO's day-to-day operations. Much of this management authority is delegated by the board to the president (who may in turn delegate to others). The board, and all members of the UO community must adhere to various laws, administrative rules, policies, etc. Some of these are enacted by the federal or state government, and some are self-imposed by the UO. The board has approved several governing documents which clearly delineate the board's authority, and the roles and responsibilities of its trustees.

Evidence for: *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution.*

- Governance

Evidence for: *Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities.*

- Statement of Governance and Trustee Responsibilities
- Policy on Board Committees

- Policy on Retention and Delegation of Authority
- Board Meetings, Agendas, and Minutes

Evidence for: *In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

- The Constitution of the University of Oregon
- Bylaws of the University of Oregon

2.A.2 – Leadership

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

Statement on 2.A.2 Leadership: The University of Oregon has an effective system of leadership, as demonstrated by the organizational leadership chart. This system is staffed by qualified administrators, as demonstrated by their included curriculum vitaes, and all administrators have appropriate levels of authority, responsibility, and accountability. These administrators are tasked with the planning, organizing, and managing of the institution and assessing its achievements and effectiveness.

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

- University of Oregon Organizational Leadership Chart
- Curriculum Vitae of Executive Leadership
  - Alex-Assensoh, Yvette
  - Commisiong, Nicole
  - Gordon, Jane
  - Guldberg, Robert
  - Hunter, Richie
  - Ladley, Leah
  - Moffitt, Jamie
  - Mullens, Rob
  - Pandit, Abhijit
  - Phillips, Patrick
  - Schmelz, Mark
  - Razdan, Anshuman "AR"
  - Reed, Kevin
  - Thompson, Roger
  - Winter, Kris
  - Woodruff-Borden, Janet

2.A.3 – CEO/President

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

Statement on 2.A.3 President: The University of Oregon employs an appropriately qualified president, as demonstrated by the curriculum vitae below, with full-time responsibility to the institution. The president serves as an ex officio member of the governing board(s) but does not serve as its chair.

Evidence for: *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution.*

- Curriculum Vitae for the Interim President

Evidence for: *The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

- Board of Trustees Membership

2.A.4 – Decision-Making

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

Statement on 2.A.4 Decision-Making: The university's governing documents clearly articulate the role faculty, staff, and students play in university governance. These positions are primarily described in the board-adopted "retention and delegation of authorities" policy. Specifically, the policy enshrines the role of students and staff in fee setting processes and delegates primary control of academic matters to the faculty. Additionally, the Statement on Governance and Trustee Responsibilities articulates the role of faculty, staff, and student trustees to inform the board of viewpoints and opinions of the various groups for which they are a member.

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

- University Policies (Policy Number: I.03.01)
- The University of Oregon Constitution
- Retention and Delegation of Authority
- Statement on Governance and Trustee Responsibilities

Standard 2.B – Academic Freedom

2.B.1 – Academic Freedom

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

Statement on 2.B.1 Academic Freedom: The UO has a long tradition of protecting academic freedom and encouraging faculty to research and teach without fear of interference or reprisals from potentially coercive forces, whether extramural or intramural, within established legal and ethical bounds. In addition to a range of mutually reinforcing policies, UO has recently issued a statement in defense of academic freedom, created protocols for responding to (and addressing) faculty concerns about the abridgement of (or threats to) their academic freedom, and developed academic freedom-related resources for faculty. The UO hosted a national online conference on academic freedom in October 2022. The UO has also established a joint faculty-administrative workgroup to create and disseminate additional, practical resources in AY22-23 and they are currently working on a survey for fall faculty on the topic. The academic freedom fellows have also produced a recent publication (a DIY Guide on the topic) for the Times Higher Education and are implementing a Winter 2023 survey of faculty on the topic.

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

- OAR 580.022.0005 Academic Freedom
- CBA Article 5
  - Can also be found on the United Academics CBA page under Academic Freedom
- A Message from the Office of the Provost on Academic Freedom
- Policy on Academic Freedom
- Policy on Freedom of Inquiry and Free Speech

2.B.2 – Academic Freedom

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

Statement on 2.B.2 Academic Freedom: To actively promote an environment that supports independent thought in the pursuit and dissemination of knowledge, the Office of the Provost has established a website "devoted to Academic Freedom as a resource for UO faculty. Academic Freedom enables a faculty member to research and teach without fear of interference or reprisals from potentially coercive forces, whether extramural or intramural, within established legal and ethical bounds." This website provides information on relevant policies, communications relevant to the topic of academic freedom, support resources, and educational resources.

Evidence for: *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge.*

- OAR 580.022.0005 Academic Freedom
- Policy on Academic Freedom
- Office of the Provost Academic Freedom website

Evidence for: *It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

- Community Standard Affirmation
- Policy on Freedom of Inquiry and Free Speech

Standard 2.C – Policies and Procedures

2.C.1 – Transfer of Credit

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

Statement on 2.C.1 Transfer of Credit: In addition to the established policies in place, UO is actively engaged with statewide collaborative work aimed at making transfer among Oregon public higher education institutions more efficient and more supportive to students toward their educational goals. UO has an active Academic Requirements Committee (ARC) group that reviews petitions around transfers of credit. In the past few years, UO has implemented legislated statewide minimum credit transfer for Advanced Placement (AP) and International Baccalaureate (IB) test scores.

UO is also currently implementing the statewide Common Course Numbering system, as legislated in (Oregon) Senate Bill 233. The first 11 "frequently-transferred" courses are expected to be revised and in place by Fall 2023. UO administrators and faculty serve in leadership and advisory roles on subcommittees that align learning outcomes and make recommendations to the statewide Transfer Council.

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

- Policy on Credit for University Courses Taught in High Schools (Policy Number: III.08.06)
- Policy on Community College Transfer
- Alternative Ways to Earn Credit
- Transfer Credits

2.C.2 – Students' Rights, Responsibilities

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

Statement on 2.C.2 Students' Rights, Responsibilities: UO adheres to federal policies and practices around the determination and implementation of accommodations, as specified by the Office of Civil Rights within the U.S. Department of Education. In order to support students, faculty, and staff in understanding how accommodations are accessed and determined, the Accessible Education Center

(AEC) maintains a comprehensive website. Among the many resources available on the AEC website is a link to the Office of Civil Rights' information specific to accommodations at postsecondary institutions.

Under the direction of the Office of the Provost, UO is currently developing policy language for faculty that will further clarify processes and expectations around accommodations. Further, UO is currently working on changes to Standard Operating Procedures for the student conduct process that codifies a student's right to choose to combine their Informational Meeting and Administrative Conference OR schedule separate meetings.

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

- Policy on Code of Ethics (Policy Number: IV.02.01)
- Policy on Student Code of Conduct (Policy Number: III.01.01)
- Student Code of Conduct and Procedures
- Standard Operating Procedure for Discriminatory Misconduct Allegations
- Standard Operating Procedure for General Misconduct and or Substance Use Misconduct Allegations
- Standard Operating Procedure for Academic Misconduct Allegations
- Policy on Grievance Procedures
- Standard Operating Procedure for University Appeals Board
- Information and Communications Technology Accessibility
- Accessible Education Center (AEC) Accommodations (policy and guidance)
- Accessible Education Center (AEC) Community Resources

2.C.3 – Admissions; Placement; Academic Standing

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Statement on 2.C.3 Admissions; Placement; Academic Standing: The University of Oregon evaluates applications submitted through the standard admissions process based on a holistic review of the application. This holistic review process includes looking at the strength of academic course work, grades earned, grade trends, senior-year course load, writing skill/personal characteristics/special circumstances as shared in various application materials, extracurriculars including service and employment, ability to enhance community diversity, special talents, and standardized test scores (which are optional for admission). UO also has admission standards for transfer students and international students, which take into consideration the above admissions factors as well as additional elements (e.g., GPA requirements and language proficiencies). Further, UO has admissions requirements for post baccalaureate students and graduate students. Academic credit can be earned and evaluated through numerous channels to determine academic standing including the Advanced Placement program, A-Level Exams, International Baccalaureate program, College-Level Examination Program (CLEP), Military Credit Evaluation, and credit by examination in relation to the UO course catalog. Placement testing is also available at UO for

undergraduate placement on various subjects. UO is currently in discussions about revising our math admissions language and requirements in response to new Oregon high school math standards. In addition, placement for initial UO language courses has improved over the past few years because of the increase in accessibility and the relocation of exams from in-person to online.

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

- Admissions Website
- Policy on Admissions Requirements (currently under review and revision by the Office of the Provost and Student Services and Enrollment Management)
- Admissions Requirement Course Catalog
- Policy on Review of Admission Requirements (currently under review and revision by the Office of the Provost and Student Services Enrollment Management)
- Policy on Admission Policy, Second Language (currently under review and revision by the Office of the Provost and Student Services Enrollment Management)
- Policy on Undergraduate Transfer and Articulation (currently under review and revision by the Office of the Provost and Student Services Enrollment Management)

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

- Policy on Student Code of Conduct (Policy Number: III.01.01)
- Student Code of Conduct and Procedures
- Scholastic Review Committee Charge and Responsibilities
- Policy on Student Eligibility for Activities (Policy Number: III.01.02)
- Conduct Suspension Resource Guide
- Appeals Process

2.C.4 – Student Records

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

Statement on 2.C.4 Student Records: Currently, as part of the university's responsibility to ensure the orderly retention and destruction of its records, University Records Management maintains a Records Retention Schedule (RRS) for the university. The schedule outlines which records are subject to specific retention requirements and when and how to disposition such records. The retention schedule and related website also provides timeframes, high-level responsibilities, and special handling information for all types of records. The UO student records retention policy is currently under review and will be subsequently updated as part of the overall record review by the Records Management Program. The UO has also created an updated online FERPA training that is available as part of the UO Human Resources Career Tracks suite of professional development and mandated trainings through an online system called MyTrack.

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

- Policy on Student Records (Policy Number: III.05.03)
- Student Records Privacy Policy

Standard 2.D – Institutional Integrity

2.D.1 – Truthful Representation

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

Statement on 2.D.1 Truthful Representation: The University of Oregon ensures that it represents itself clearly, accurately and consistently in communications through institutional policies, procedures, guidelines and system that are regularly reviewed, communicated, and updated annually or more frequently, as needed.

Evidence for: *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications.*

- Policy on the Office of Communications
- Internal Communications Guidance (Landing Page)
- Executive Communications
- Trademark Licensing
- Social Media Accounts
- Photo and Video Services
- Web and Design Services
- Brand and Style Guide

Evidence for: *It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. We have developed a Degree Plan page for each major at the UO that shows sample four-year degree plans. We have also launched a project to update all program requirements in preparation for an updated degree audit system and to update the course catalog with more extensive program information, which will be completed by Spring 2023.*

- Course Catalog (Online)
- Course Catalog Archive and Course Descriptions
- Admissions Information on Majors and Time to Degree

Evidence for: *It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

- Policy on the Office of Communications

2.D.2 – Ethics and Complaints

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

Statement on 2.D.2 Ethics and Complaints: The institution ensures that complaints and grievances are addressed for everyone through systems such as the "Report a Concern" website, which includes reporting information and forms for concerns about employees, students, bias/discrimination/harassment, research, fraud/waste/abuse, non-emergency safety, and non-emergency building/grounds, and non-emergency crimes. UO also maintains active offices and committees to address the ethics and complaints standard such as the Office of Investigations and Civil Rights Compliance, the Ombuds Program, the Ethics Office, the Office of the Deans of Students (with faculty resources included), UO Complain Resolution, the Scholastic Review Committee, and the Safety Advisory Committee, For students, there is also a direct Course Concern email. The institution engages in regular collective bargaining with represented employee groups to agree to terms on grievance processes, as well as engages with employee groups when developing policies related to internal and external complaints.

Evidence for: *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies.*

- Article 14 UA Non-Discrimination
- Article 13 UA Health and Safety
- The Office of Investigations and Civil Rights Compliance Policies
- The Office of Internal Audit Policies

Evidence for: *The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

- Policy on Grievance Procedures
- Report a Concern Resource
- Article 17 University of Oregon Police Association Grievance and Arbitration Procedure
- Article 29 Teamster Grievances
- Article 18 Service Employees International Union Grievances
- Article 22 United Academics Grievances
- Article 23 United Academics Arbitration
- Article 13 Graduate Teaching Fellows Federation Grievance
- Policy on Officer of Administration Grievances (Policy Number: V.11.05)
- Officer of Administration Grievance Procedures

2.D.3 – Conflicts of Interest

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

Statement on 2.D.3 Conflicts of Interest: The board follows applicable state and federal law as it relates to conflicts of interest. The board's bylaws prescribe additional steps that must be taken if a conflict or potential conflict of interest exists. In addition, the institution provides guidance and support around conflicts of interest from the Office of Ethics and research conflicts of interest from the Office of Research and Innovation. For processes such as program review external review committees and requests for proposals, the institution sets forth guidance and documentation around conflicts of interest.

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

- Statement of Governance and Trustee Responsibilities
- University of Oregon Bylaws
- Board of Trustees Bylaws (Article III, pg. 1)
- Policy on Conflict of Interest, Conflict of Commitment, and Outside Activities (Policy Number: I.02.02)
- Policy on Research: Financial Conflict of Interest in (policy Number: II.06.01)
- Policy on Conflicts of Interest and Abuses of Power: Sexual, Physically, Intimate, or Romantic Relationships with Students

Standard 2.E – Financial Resources

2.E.1 – Audits, Oversight

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

Statement on 2.E.1 Audits, Oversight: The Board of Trustees receives internal audit reports periodically from the Office of Internal Audit, as well as quarterly financial and treasury operations reports from management and annually reviews and authorizes the operating and capital expenditure budgets for the university. The board also periodically reviews long term Education & General Fund financial projections. The University of Oregon received an unqualified opinion from its external auditor on its most recent, fiscal year 2022, annual financial report. The annual financial report, along with communication with those charged with governance from the external auditor, were presented to the Board of Trustees at its December 2022, meeting.

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

- University Fiscal Policy [Changed the title of the policy to match the policy library]
- Policy on Finance and Business Affairs [Just changed the order of this one. It's less relevant than the Fiscal Policy]
- UO Fiscal Policy Manual
- Policy on Internal Controls (Policy Number: IV.02.02)
- Board of Trustees Past Meetings (includes audit reports)
- Oregon 360 Impact Report 2021
- Quarterly Financial Reports and Annual Financial Audit [https://ba.uoregon.edu/finance-and-accounting/financial-reports]

2.E.2 – Planning

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

Statement on 2.E.2 Planning: The UO Office of the Senior Vice President for Finance and Administration (VPFA) chairs and/or convenes numerous committees, advisory groups, and working groups aimed at engaging stakeholders. The VPFA ensures appropriate available funds and realistic development of financial resources through methods such as the strategic investment process, the treasury operations information community members and investors, and the academic allocation model, all of which operate under VPFA policies that establish best practices for the institution. The VPFA provides significant information on these decisions through the "Transparency at the University of Oregon" website and the "Reports and Assessments" website. Further, the Safety and Risk Services team (along with their resources, initiatives, and programs) under the VPFA umbrella serves as a comprehensive risk management strategy created and used by the university. These materials support both the short-term and long-term

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

- Policy on Finance and Business Affairs
- Strategic Investment Process
- Academic Allocation Model
- Tuition and Fee Advisory Board

2. E.3 – Management

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Statement on 2.E.3 Management: In addition to established financial controls, quarterly financial reports, quarterly treasury reports, and long-range projections are presented to the Board of Trustees regularly. The VPFA provides significant information on these matters through the "Transparency at the University of Oregon" website and the "Reports and Assessments" website.

Evidence for: *Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

- Policy on Finance and Business Affairs
- Policy on Financial Irregularities
- Policy on Internal Controls (Policy Number: IV.02.02)
- Policy on Universal Fiscal Policy (IV.04.05)
- Management Controls Checklist
- Materials and presentations from previous Board of Trustee meetings

Standard 2.F – Human Resources

2.F.1 – Employee Information

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

Statement on 2.F.1 Employee Information: The institution engages in regular collective bargaining with represented employee groups to agree to matters related to terms and conditions of employment. The institution also engages with employee groups when developing policies and procedures related to employment. Academic unit policies play a substantial role in the establishment of work assignments as well as criteria and procedures relevant to evaluation, retention, promotion, and termination. Policies and procedures pertaining to these areas can be found on the Office of the Provost's "Department and Unit Policies" webpage. Further, these unit policies scaffold unrepresented faculty, administration, and staff policies around HR matters.

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

- Policy on Conditions of Service
- Employee Groups and CBAs
- United Academics Collective Bargaining Agreement
- Letter of Agreement UO and Graduate Teaching Fellows Federation
- Collective Bargaining Agreement UO and Graduate Teaching Fellows Federation 2019-2022
- Letter of Agreement UO and Teamsters
- Letter of Agreement Cost of Living Adjustment UO Teamsters
- Letter of Agreement UO and Oregon Police Association Contract Extension
- Collective Bargaining Agreement UO and University of Oregon Police Association 2017-2020
- Policy on Academic Employment: Appointment, Promotion, Tenure and Salary Procedures (Policy Number: OUS 3)
- Policy on Tenure and Promotion
- Policy on Resignations and Terminations
- Policy on Faculty Career Support Program
- Policy on Appointment and Promotion of Instructors and Senior Instructors
- Faculty Handbook
- Department and Unit Policies
- Policy on Flexible Work Agreements (Policy Number: V.04.02)
- Policy on Officer of Administration (OA) Employment (Policy Number: V.11.04)
- Officers of Administration Employment
- Officer of Administration Employment Procedures
- Policies and Procedures: Student Workers
- Collective Bargaining Agreement UO and Service Employee International Union 2022-2026

2.F.2 – Professional Development

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

Statement on 2.F.2 Professional Development: The Associate Vice Provost for Faculty and Leadership Development creates and facilitates programming around leadership, development, and coaching for faculty, administrators, and staff to engage in at UO. Programs around leadership include: the UO Leadership Academy, Unit Head Training, Emerging Supervisors Series, and Crucial Conversations. Programs around mentorship include: new faculty success, new faculty group mentorship, external mentor program, peer mentorship program, peer leadership coaching, strategy and working groups, and unit-specific coaching and mentoring opportunities. The Office of the Provost hosts workshops, mentorship programs, and leadership programs for UO faculty members and academic leadership in order to enhance their academic endeavors, development, and success. The Division of Equity and Inclusion programming includes: Institutional memberships to the National Center for Faculty Development and Diversity and Academic Impressions, hosted workshops/events/trainings through the Center on Diversity and Community (CoDaC) for faculty and graduate students. The Office of the Provost also offers the following opportunities around professionalization in teaching:

- Teaching and Online Teaching
  - Teaching Engagement Program (teaching and professional development programs)
  - UO Online (teaching and professional development programs)
  - Accessible Education Center (professional development programs)

University Human Resources (Learning and Development) provides personal and professional development opportunities for all University of Oregon faculty and staff. Training and development sessions are instructor led and/or self-guided eLearning modules. Learning and Development provides learning opportunities in the following areas through the learning management systems MyTrack and LinkedIn Learning:

- Leadership and supervision
  - Examples: Emerging Supervisor Series and Clifton Strengths
- Communication, Collaboration, and Relationship Building
  - Examples: Crucial Conversations for Mastering Dialogue and Crucial Conversations for Accountability
- Planning and Productivity
  - Examples: Project Management, Crucial Learning- Getting Things Done (GTD), Desktop skills including excel
- Wellness in the Workplace
  - Examples include Training Sessions through Work Life Resources and EAP

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

- Academic Impressions
- Oregon Police Association Professional Development
- Teamster Professional Development

- LinkedIn Learning
- MyTrack: Learning Module
- Service Employee International Union Professional Development
- United Academics Professional Development (page 37)
- Graduate Teaching Fellows Federation Professional Development
- Unit Level Professional Development Policies
- Faculty and Academic Unit Success
- Faculty and Leadership Development
- Leadership Academy
- Work-Life Resources
- Center for Diversity and Community (CoDaC)
- UO National Center for Faculty Development and Diversity Membership Information

2.F.3 – Sufficiency

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

Statement on 2.F.3 Sufficiency: The institution values open, competitive recruitment for the filling of vacancies, requires a scope of recruitment appropriate for the position, and runs appropriate background checks on hires. Minimum qualifications for positions can be set by collective bargaining agreements, and in the absence of that are set by units with input and guidance from University HR. Hiring for Tenure Track faculty was revamped in 2017 by the Office of the Provost to include campus wide proposals, an institutional hiring plan, and additional resources for TTF committees around TTF recruitment and best practices in DEI efforts. UO also has resources and guidance around dual career support and target of opportunity hires. Additional workshops are continuously created for the upcoming hiring plan which focus on using data to inform hiring decisions, recruitment, and target of opportunity hiring. UO also engages with HR planning across the institution to ensure sufficient staffing. This has included the reorganization of the College of Arts and Science to meet the implement of shared business services and administrative units such as the Office of the Provost also creating structures in staffing to support the migration to shared businesses services. Further, UO has various active recruitment teams that proactively work on recruitment matters (including trainings and workshops), a search advocate program, and application support.

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

- Office of the Provost Operational Structure
- The Office of the Provost Administrative Unit Leadership
- The Office of the Provost School and College Leadership
- The Office of the Provost Leadership
- United Academics Governance Policy
- Academic Continuity Planning

- Academic Leadership Hiring
- Recruitment and Hiring
- International Recruitment
- Diversity Equity, and Inclusion Statement Guidance for Tenure-Track Faculty Searches
- Active Recruitment for Tenure-Track Faculty Searches
- Faculty: Hiring Women and Minority Faculty Members
- Policy on Faculty: Hiring of Tenure-Related Faculty Without Terminal Degrees
- Background Check Guidelines for Hiring Authorities
- Hiring Student and Graduate Employees

2.F.4 – Evaluation

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

Statement on 2.F.4 Evaluation: The institution engages in regular collective bargaining with represented employee groups to agree to terms related to employment evaluations. Human Resources regularly provides training on the evaluation of its employee groups and provides performance management information to the entire institution. Unit-level policies are systematically reviewed and updated so that they can have a regular role in the evaluation of faculty, staff, and officers of administration. Unit policies are currently being updated to align with recent Senate taskforce motions (e.g., service dashboards) and the Collective Bargaining Agreement. For officers of administration, annual evaluations are completed in accordance with procedures set by HR. Teaching evaluation revisions have taken place over the past few years at UO and a Student Experience Survey system has been implemented at UO including recent updates around instructor-added questions, dashboards, and a comment redaction process through the Continuous Improvement and Evaluation of Teaching senate committee. Recently, UO, along with a cluster of 16 other universities, was awarded a $500 million grant from the Howard Hughes Medical Institute for the "evaluation of effective and inclusive teaching" and for the generation of good evidence for evaluations in "alignment with institutional missions, goals, and educational objectives".

Evidence for: *Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.*

- University of Oregon Police Association Evaluations
- Teamster Performance Appraisals
- Service Employee International Union Performance Evaluations
- United Academics Tenure Review and Promotion
- United Academics Non-Tenure Review and Promotion
- Graduate Teaching Fellows Federation Evaluations
- Department/Unit Policies on Review and Evaluation
- Career Faculty Evaluation

- Tenure-Track Faculty Evaluation
- Policy on Officer of Administration Performance Management (Policy Number: V.06.01)

Evidence for: *Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

- Officer of Administration Corrective Discipline Procedure
- Officer of Administration Performance Management Procedure
- Revising UO's Teaching Evaluations

Standard 2.G – Student Support Resources

2.G.1 – Effective Learning and Student Support Environment

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

Statement on 2.G.1 Effective Learning and Student Support Environment: University of Oregon offers comprehensive programs and services supporting student learning needs. The First Year Interest Groups (FIGs) and Academic Residential Communities (ARCs) are UO's curricular based first year experience programs providing cohort-based learning environments where students build community and strong connection to faculty. FIGs and ARCs are evidence based high impact practices and serve 50% of UO incoming freshmen. Tutoring and academic support services are available through various academic departments. In addition, UO offers peer tutoring, learning skills and strategies support, academic coaching and supplemental instruction programs for subjects such as writing, math, science, and language courses through Tutoring and Academic Engagement Center. The center is staffed with professional learning specialists and licensed peer tutors. Accessible Education Center is dedicated to facilitating and supporting accessible education through access and full inclusion of students with disabilities into the university environment. AEC serves over 2000 students and facilitates student access and engagement, technology access, and universal design in the university.

Wrap-around support programs also ensure student learning and success with particular focus on equity:

- PathwayOregon, a wrap-around program for academically qualified, Federal Pell Grant eligible Oregonians, serves more than 2500 students. Students receive the academic and personal support as well as financial support that will enable them to succeed and graduate from the UO within twelve terms.
- Home Flight Scholars Program, through a combination of federal, state and institutional grants, the Home Flight Scholars Program will cover full tuition and fee costs, create a new academic advisor position, enhance mentorship opportunities and develop a culture-rich program for new students to help them launch successful academic careers. The program is being made available immediately to an estimated 150 to 175 self-identified AIAN undergraduate students, contingent on eligibility.
- Center for Multicultural Academic Excellence (CMAE) promotes student retention, persistence and academic excellence for historically underrepresented and underserved populations through programs and services such as advising, tutoring support, cohort-based

WR classes, and resource lending library. CMAE is also a home to Diversity Excellence Scholarship (DES), financial and wrap around support program provided to over 350 academically qualified students annually who demonstrated their contribution to equity and inclusion.

- TRiO Student Support Services is a federal grant funded student support program that serves students who are first-generation, low income or have a documented disability. The program provides academic support and holistic advising, including career advising, personal support and financial support, as well as helps build community for some of the most at-risk students at UO. 360 students receive holistic wrap around support through the program each year.
- University Career Center, is a space that supports students and alumni in gaining professional experience, making meaning out of past experiences, and choosing meaningful future plans. They partner with employers, faculty members, and staff. Their goal is to connect Ducks with career opportunities while they are taking classes and after they graduate.
- The Center for Undergraduate Research and Engagement (CURE) serves as a campus hub for undergraduate students to pursue advanced learning opportunities in research, scholarship, and creative endeavors. CURE guides and supports exploration efforts, offers funding support for research and experiential learning, and creates opportunities for students to showcase their research. CURE supports 700-800 students annually including hosting the Undergraduate Research Symposium.
- McNair Scholars Program prepares qualified juniors and seniors for graduate study leading to PhD Degrees. This program provides scholars with comprehensive support to earn undergraduate degrees, complete research projects in their fields of study, and apply to graduate schools. This program also provides a close-knit community while helping students gain a broad understanding of research and university culture.

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

- Student Services Catalog
- Division of Undergraduate Education and Student Success
- Undergraduate Education and Student Services Programs

2.G.2 – Publication of Information

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

Statement on 2.G.2 Publication of Information: The newly funded project to implement a new degree audit system at UO (DegreeWorks to replace UAchieve) provides an opportunity to more clearly present degree requirements to students, in the degree audit itself and in the university catalog. In preparation for this new system, the Office of the Provost and the Office of the Registrar have established two projects to review and update all Catalog information and standardize the content and form of this information. One project will include the review and update all program requirements and the other project will include the input, review, and updating of all program learning outcomes. Both projects will be complete by Summer 2023 for the Academic Year 2023-2024 publication date of the Catalog.

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

- Student Code of Conduct
- UO Catalog (Online Version)
- UO Catalog (Printed Version 2021-2022)
- Institutional Mission
- Admissions
- Directory
- Grading System
- Tuition and Fees, Financial Aid and Scholarships
- Refund Policies and Procedures
- Withdrawal Information
- Academic Calendar

2.G.3 – Licensure; Employment Requirements

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

Statement on 2.G.3 Licensure, Employment Requirements: In compliance with the U.S. Department of Education and the Oregon Higher Education Coordinating Commission (HECC) for participation in the National Council for State Authorization Reciprocity Agreement (NC-SARA), the University of Oregon (UO) provides information pertaining to professional licensure and certification in correlation with appropriate UO programs. Since only a subset of UO academic programs are designed to prepare students to apply for licensure or certification in Oregon, the completion of a UO program may not meet educational requirements for licensure or certification in a state other than Oregon. Information is provided to students on the Office of the Provost's website about professional licensure including

program determinations, board/agency/licensing office contact information, additional program notes to help students with decision-making, and points of contact at the University. The Office of the Provost has established an annual review process for all eligible professional licensure programs.

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

- Professional Licensure Disclosure

2.G.4 – Financial Aid

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

Statement on 2.G.4 Financial Aid: The University has published a website around the tuition setting process. We have expanded financial aid information providing more resources for students in one website. We have expanded student financial wellness resources to include both online and one-on-one appointments as well as group presentations.

- Policy on Financial Aid to Students, General Policy
- Financial Aid and Scholarships
- Student Financial Aid and Scholarships Information in the Catalog
- Financial Aid Application
- Financial Wellness
- Tuition Setting
- Net Price Calculator
- Policy on Student Loan Debt Management and Outreach
- Loans and Repayment
- Student Loan Estimated Repayment Table

2.G.5 – Repayment

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

Statement on 2.G.5 Repayment: Student Consumer Information is updated each year and available online.

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

- Loans and Repayment

- Common Dataset Information including debt at graduation and percentage of graduates with debt Section H. Financial Aid
- Consumer Information
- Common Data Set
- Loans
- Student Loan Estimated Repayment Table
- Loan Repayment
- Loan Default Rates
- School Default Rates (2015-2017 report)

2.G.6 – Advising

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

Statement 2.G.6 Advising: University of Oregon offers advising programs through colleges and schools. The advising centers are staffed with professional academic advisors while students also receive mentoring and advising support by faculty in their discipline. UO also offers a centralized advising center that supports students on academic probation and petitions process. Specialized advising programs (e.g., pre-health professions advising, pre-law advising) and wrap-around advising programs (e.g., PathwayOregon, Center for Multicultural Academic Excellence, Trio Student Support Services) provide added layers of support to our undergraduates.

To support awareness of and access to academic advising, UO maintains a website for undergraduate advising; students can access a comprehensive video overview on academic advising; and, a FAQ page is maintained and regularly updated.

Under the direction of the division of Undergraduate Education and Student Success, advising leadership for each of the colleges/schools will develop a systematic and institutional assessment plan for advising during the 2023-24 academic year. The plan will include an evaluation of the accessibility of academic advising and an assessment of student outcomes and satisfaction associated with advising. The Office of Academic Advising coordinates a quarterly Advising Town Hall for disseminating changes in academic policies/regulations, providing updates from the Office of the Registrar, and ensuring awareness of changes in departmental degree requirements. All newly hired academic advisors at the UO participate in new advisor training, developed and facilitated by the Office of Academic Advising. Training includes an overview of UO academic policies and regulations, case study analysis, and overview of advising technology platforms.

Assessment of the before mentioned advising domains currently occurs at the unit level. At the institutional level, the NSSE Advising module and questions related to advising in the SERU instrument provide campus-level insight on the student experience with advising.

Evidence for: *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success.*

- University of Oregon Advising Syllabus

Evidence for: *Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities.*

- Policy on Professional Development and Training Policy (Policy Number: 03.08.01)
- Undergraduate Education and Student Success Advising Manual for Faculty and Professional Advisors

Evidence for: *Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

- Academic and Career Planning Information in the Catalog

2.G.7 – Identity Verification (Distance Ed.)

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

Statement on 2.G.7 Identity Verification (Distance Ed.): UO does not offer any fully online (distance education) programs at the undergraduate level. Students who are admitted to UO may choose to take some online courses as part of their program of study. Admitted UO students receive secure single-sign-on credentials; they must use these credentials, with DUO authentication, to participate in any individual online course they choose to take from UO. Additional security protocols are followed for online courses that use proctored exams. All fully online graduate programs use the Canvas Learning Management System to: deliver online content, facilitate interaction with the instructor, facilitate interaction with other students in the program, and assess student progress. Student identity is verified at the point of admission; students are given single-sign-on credentials, verified with DUO authentication, to participate in the online program.

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

- Student Rights
- Exams and Proctoring for UO Online
- Notification of online classes that require proctored exams

Standard 2.H – Library and Information Resources

2.H.1 – Library and Information Resources

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

Statement on 2.H.1 Library and Information Resources: The UO Libraries employ 130+ professional and support staff, many of whom hold an MLS or disciplinary doctorate, to provide access to library and information resources and services, including over three million print volumes, a million e-books, 533+ electronic research databases, tens of thousands of e-journals and millions more digital collections items. As indicated in our policies, competent subject specialist librarians routinely curate and evaluate collections for relevance and value to the institution, adding and removing materials continuously in order to optimize resources and support current teaching and research objectives.

The Libraries maintain the institution's research and data repository, Scholars' Bank, and belong to several regional and national library consortia including scores of major research libraries, broadening user access to collections through interlibrary loan. The UO Libraries supports major online research services including the Oregon Digital Newspapers Project, providing access to thousands of historical newspapers around the state, and Oregon Digital, a cultural heritage repository - which support varied research and learning applications, together fielding over 2 million unique visits each year. Recent data from SERU and NSSE assessments indicate broad satisfaction with access to library collections among UO students and faculty, with limited gaps in specific disciplinary areas such as chemical/materials sciences, business, economics, and theater arts that the Libraries are working to address.

The Libraries operate seven branch locations (OIMB Library, Portland Library, Knight Library, Math Library, Design Library, Law Library, Price Science Commons and Research Library), affording users access to technology, equipment, study spaces and resources, educational exhibits, hands-on workshops, and expert in-person information and research support, and for the most recent July 2021 - May 2022 period, library locations collectively averaged 58,000 unique visits each month.

For FY21, the Libraries offered 4,538 consultations to users. Libraries personnel also delivered 702 instructional sessions and workshops, reaching 6,083 participants, on topics ranging from basic research and reference skill to advanced discipline-specific research investigation and data handling techniques to research with primary sources in special collections and archives, for participants from all schools and disciplines.

Libraries engage frequently with users through faculty senate, departmental liaison contact led by subject specialist librarian faculty, and standardized assessment instruments such as LibQual+ and the Ithaka S+R faculty and graduate student survey, to continuously assess and align operations and to develop responsive collections and services.

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

- Policies for UO Libraries
- University Library Committee
- Collection Development Philosophy
- UO Libraries Research Guides

- Collaborations, Grants, and Innovations
- Deaccessioning Policy for General Collections

Standard 2.I – Physical and Technology Infrastructure

2.I.1 – Physical and Technology Infrastructure

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

Statement on 2.I.1 Physical and Technology Infrastructure: University safety policy IV.05.01 requires those responsible for the use of university spaces to ensure environmental conditions are compliant with applicable local, state and federal regulation; this scope includes appropriate use, storage and disposal of hazardous wastes. There are descriptive procedures for the <u>safe use, storage and disposal of hazardous wastes</u> as well as the <u>Biological Safety Manual</u>, the <u>Radiation Safety Manual</u>, and <u>the Laboratory Safety Manual</u>. Included in this report is the 2018 version and the 2021 version of the latest version of the UO Ten Year Capital Plan. The Campus Plan is our master plan for the campus, and Campus Planning and Facilities Management follows the university equipment replacement plan for all central plant facilities and relevant mechanical /electrical equipment within E&G supported buildings to maintain a safe and comfortable environment for teaching, research, and outreach.

UO has a dedicated Technology Infrastructure team, which include the <u>Network and Telecom Services</u> group, the <u>Systems and Operations group</u>, <u>Link Oregon</u>, and the <u>Research Advanced Computing Services (RACS)</u> team. Information Services has recently hired a new Chief Information Officer and <u>the priorities</u> of this unit are under development, however, they are current focusing on Enterprise Solutions, Business and Accounting, Customer Experience, Human Resources, Information Security, and the aforementioned area of Technology Infrastructure. <u>Current projects</u> related to the technology infrastructure and the priority areas can be found at our <u>dashboard space</u>.

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

- Policy on Campus Planning (Policy Number: IV.07.07)
- The Campus Plan
- UO Ten Year Capital Plan (Published in December 2021)
- UO Ten Year Capital Plan (Published in December 2018)
- Policy on Surplus Property Disposal
- Policy on Safety- Physical Space and Environment (Policy Number: IV.05.01)
- Policy on Real Property, Space Use and Facilities Planning (Policy Number: IV.07.06)
- Policy on Physical and Environmental Security (Policy Number: IV.05.03)
- Policy on Information Security Program (Policy Number: IV.06.01)
- Hazardous Materials Guide
- Hazardous Materials Management: Sustainable Action Plan
- Policy on Information and Communications Technology Accessibility

- Policy on Equipment
- IT Governance Structure

Moving Forward

As mentioned in the Mission Fulfillment section at the beginning of this document, the University of Oregon continues to focus on 4 broad strategic priorities:

1. Promoting and enhancing student access, retention, and success.
2. Enhancing the impact of research, scholarship, creative inquiry, and graduate education.
3. Attracting and retaining high quality, diverse students, faculty, and staff.
4. Enhancing physical, administrative, and IT infrastructure to ensure academic excellence.

There are many ongoing efforts addressing these priorities. We highlight a few of those here.

The university launched a revised program assessment effort in 2022 to provide greater focus on student learning and achievement, and to better align annual assessment and decennial program review. Through this process, the institution is asking each academic unit and dean to more intentionally focus on addressing equity gaps in student learning and achievement and will be aligning resources with those efforts. Each unit is being asked to set student learning and achievement goals to address equity gaps, with the support of their deans, the Office of the Provost, our Teaching Engagement Program and the divisions of Undergraduate Education and Student Success.

To further support the university's student success efforts, UO has completed the purchase of a new degree audit and planning system in Degree Works. This system provides a long-needed upgrade to the university's degree audit system and adds critical functionality, such as the ability for students to create four-year degree plans and run various what-if scenarios to aid their academic planning.

In addition, the university has launched several thematic initiatives designed to capitalize on particular academic strengths and to provide greater interdisciplinary opportunities for research, student engagement and community involvement. These initiatives will produce a number of new research areas of focus, new majors for students, opportunities to increase faculty and student diversity, and new ways to engage in the community. For example, the newly created Ballmer Institute for Children's Behavioral Health, made possible by a transformational gift of more than $425 million from Connie and Steve Ballmer, brings together the disciplines of psychology and education to create a new bachelor's level workforce to meet the mental health challenges faced by K-12 students. The location of this institute at our new campus in Portland, OR places the University of Oregon at the center of a vibrant and diverse community to address one of society's most immediate challenges through groundbreaking research and practice. Because the gift provides generous scholarships the program will be able to recruit a diverse student body from the communities they will be trained to serve. The program's location in Portland, OR and its interdisciplinary nature also provide the opportunity to recruit up to ten tenure-related faculty from diverse backgrounds.

As alluded to above, the University of Oregon finalized the purchase of a 19-acre campus in Portland, OR which was a former Concordia campus. The purchase, finalized in summer of 2022, provides a home for the new Ballmer Institute for Behavioral Health, as well as a more accessible and resourced home for existing UO Portland programs in law, education, architecture, product design, business, and journalism.

These examples exemplify the coordinated efforts the university is engaged in to align strategic priorities, infrastructure and procedures to achieve its goals.