



UNIVERSITY OF OREGON

December 4, 2014

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary of the University

RE: Notice of Board Meeting

The Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Topics at the meeting will include: various reports; seconded motions and referrals from December 10, 2014, committee meetings; resolutions regarding university policies; invited presentations regarding the OEIB, government affairs, federal research funding, information technology, the School of Music and Dance, and the College of Education; a discussion about university housing and campus life; and an executive session regarding collective bargaining issues.

The meeting will occur as follows:

Thursday, December 11, 2014 – 8:00am
Ford Alumni Center, Giustina Ballroom

Friday, December 12, 2014 – 8:00am
Ford Alumni Center, Giustina Ballroom

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. If special accommodations are required, please contact Amanda Hatch at (541) 346-3013 at least 72 hours in advance.

BOARD OF TRUSTEES

6227 University of Oregon, Eugene OR 97403-1266 T (541) 346-3166 trustees.uoregon.edu

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

Board of Trustees of the University of Oregon
Regular Meeting
December 11-12, 2014

THURSDAY, DEC. 11, 2014

8:00 am (other times approx.) PUBLIC MEETING, FORD ALUMNI CENTER, GIUSTINA BALLROOM

1. Convene

- Call to Order
- Roll Call
- Opening Comments / Overview of the Agenda
- Approval of Minutes from September and November Board Meetings (Action)

2. Reports and Public Comment

- Public Comment
- ASUO President's Report
- Senate President's Report
- Special Report(s)
- Provost's Report
- President's Report

3. Committee Reports / Seconded Motions and Referrals

- 3.1 Executive and Audit Committee Report and Referrals
 - Resolution: Policy Development Process (Action)
 - Resolution: Repeal of Inapplicable Policies (Action)
- 3.2 Academic and Student Affairs Committee Report and Seconded Motions
 - Resolution: Sports Product Management Program (Action)
 - Resolution: University Obudsperson (Action)
- 3.3 Finance and Facilities Committee Report and Seconded Motions
 - Resolution: Tuition and Fee Process (Action)
 - Resolutions: University Bonding Authority (Actions)
- 3.4 Presidential Factors Committee Report
- 3.5 Presidential Search Committee Report

Break

4. Invited Presentation – Oregon Education Investment Board

Nancy Golden, Oregon's Chief Education Officer, will give trustees an overview of the OEIB and its relationship to universities when it comes to state appropriations for education.

12:00 pm – Lunch Presentation

5. Overview of UO's Information Technology Infrastructure

Melissa Woo, the UO's chief information officer, will present to the Board an overview of the university's current IT infrastructures, challenges and needs regarding IT, and long-term plans regarding the UO's IT management.

Note: Lunch will be provided for trustees and required staff only.

1:15 pm – Break; Afternoon Presentations and Site Visits

6. Overview of Student Housing and On-Campus Student Life Facilities

Vice President for Student Life Robin Holmes and her team will give an overview of on-campus student life systems and facilities.

7. Recess Public Meeting for Site Visits

Trustees will visit on campus housing, food service, recreational and research facilities.

FRIDAY, DEC. 12, 2014

8:00 am (other times approx.) RECONVENE PUBLIC MEETING, FORD ALUMNI CENTER, GIUSTINA BALLROOM

- Roll call

8. Overview of Research Funding

Vice President for Research and Innovation Brad Shelton will give an overview of the University of Oregon's funded research programs.

9. Government Affairs Updates and Legislative Previews

9.1 Betsy Boyd, Associate Vice President for Federal Affairs

9.2 Hans Bernard, Associate Vice President for State and Community Affairs

10. Invited Academic Presentations

10.1 College of Education, Dean Randy Kamphaus

10.2 School of Music and Dance, Dean Brad Foley

Break

11. Executive Session: Collective Bargaining Issues

Note: Lunch will be provided for trustees and required staff only.

12. Other Business

ADJOURN

**Board of Trustees of the University of Oregon
Regular Meeting
December 11-12, 2014**

Agenda Item #1

The draft minutes for September and November, 2014, were emailed to the Board of Trustees for review on Monday, December 1, 2014.

**Board of Trustees of the University of Oregon
Regular Meeting
December 11-12, 2014**

Agenda Item #2

There are no materials for this section



UNIVERSITY OF OREGON

December 4, 2014

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary of the University

RE: Agenda Item #3: Seconded Motions and Referrals from Committees

Included in this section of your packet are anticipated seconded motions and resolutions for the full Board meeting on December 11.

There are two before you directly (they will not go through a committee). These are the two relating to university policies.

There are two potentially before you as seconded motions from the Academic and Student Affairs Committee, and four potentially before you as seconded motions from the Finance and Facilities Committee. Your consideration of these six resolutions depends upon affirmative action in the respective committee the day prior. Also, please note that a committee may amend language included in these drafts, in which case an updated version will be provided to you in a supplemental packet at the start of the meeting.

Please note that additional resolutions may be added for consideration between in compliance with applicable public meeting laws; those would be provided to you as soon as possible.

BOARD OF TRUSTEES

1226 University of Oregon, Eugene OR 97403-1266 T (541) 346-3166 trustees.uoregon.edu

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

Board of Trustees of the University of Oregon

Resolution: Adoption of a Policy on University Policies

Board of Trustees of the University of Oregon

Resolution: Adoption of a Policy on the Development and Revision of University Policies

Whereas, the University of Oregon (the "University") benefits from having a uniform, well-articulated, inclusive and thoughtful process for the development, adoption, and revision of University policies;

Whereas, the University community should have an easily-accessible, widely-disseminated, organized, consistent, and comprehensive set of University policies;

Whereas, the University should have policies that enhance the effective management of the institution, facilitate the implementation of best practices, and ensure compliance with applicable state and federal laws;

Whereas, ORS 352.029 provides that the Board of Trustees of the University of Oregon (the "Board") manages the affairs of the University by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the Board by law, or that are implied by law or incident to such powers, rights and duties; and

Whereas, ORS 352.107(m) grants to the Board the authority to establish policies for the organization, administration and development of the University;

Now, therefore, the Board of Trustees of the University of Oregon hereby:

1. Adopts the Policy on University Policies attached hereto as Exhibit A, which shall supersede all related and existing University authorities, policies, and procedures, to the extent they are inconsistent with the Policy on University Policies or would otherwise materially alter it, subject to the Board's retention of authority to adopt, revise, or repeal any University policy by independent Board action; and
2. Repeals UO Policies 01.00.01 (Policy Statements: Authority and Origins) and 01.00.02 (Policy Statements: Authority and Origins); and
3. Directs the officers of the university to take any and all steps necessary and proper to implement the Policy on University Policies, which is effective immediately upon passage of this resolution.

--Vote Recorded on Following Page--

Moved: _____

Seconded: _____

Trustee	Yes	No
Ballmer, Connie		
Bragdon, Peter		
Chapa, Rudy		
Colas, Andrew		
Curry, Ann		
Ford, Allyn		
Gary, Susan		
Gonyea III, Joe		
Kari, Ross		
Lillis, Chuck		
Ralph, Ginevra		
Schlegel, Helena*		
Wilcox, Mary		
Willcox, Kurt		

**Document prepared prior to Ms. Schlegel's confirmation by the Oregon State Senate. Her ability to cast a vote is dependent upon confirmation prior to this action.*

Dated: _____ of _____, 2014.

Initials: _____

Exhibit A

Board of Trustees of the University of Oregon Policy on University Policies

PREAMBLE

As provided in ORS 352.029, the Board of Trustees of the University of Oregon (the “Board”) manages the affairs of the University by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the Board by law, or that are implied by law or are incident to such powers, rights and duties.

As provided in ORS 352.107(m), the Board has the authority to establish Policies for the organization, administration and development of the University.

This Policy establishes fundamental University Policy-making guidelines and delegates to the University President the authority to determine how best to implement the guidelines. This Policy recognizes the University President’s on-going authority under the Board’s Policy on Retention and Delegation of Authority, to establish emergency and temporary Policies, Standards and Directives that are exempt from this Policy when the Board or the President deems it necessary or appropriate. This Policy likewise recognizes the Board’s on-going authority to adopt, revise, or repeal University Policies, Standards, and Directives by direct Board action, independent of this Policy.

1. **Title.** This Policy shall be known as the Policy on University Policies.
2. **Definition of Policy.** A University Policy (“Policy”) is a policy that (1) has broad application or impact throughout the University community, (2) must be implemented to ensure compliance with state or federal law, (3) is necessary to enhance the University’s mission, to ensure institutional consistency and operational efficiency, or to mitigate institutional risks; or (4) is otherwise designated by the Board or the University President as a University Policy subject to the Policy-Making Process authorized in Section 3.
3. **Process.** The University President shall establish a Policy-making process (hereinafter referred to as the “Policy-Making Process”) for the efficient development, adoption, revision, or repeal of all new or existing University Policies, subject to the Board’s on-going authority to adopt, revise, or repeal University Policies independent of the Policy-Making Process and the University President’s on-going authority to establish emergency and temporary Policies, pursuant to the Board’s Policy on Retention and Delegation of Authority. The Policy-Making Process shall, at a minimum, include the following components:
 - 3.1 A Policy Advisory Council (PAC), comprised of the President of the University Senate and other representatives from the University community as deemed appropriate by the University President, to advise and assist the President in the prioritization and organization of University Policies that are developed, adopted, revised, or repealed pursuant to the Policy-Making Process.

- 3.2 A designated Responsible Office and Subject-matter Work Group for each University Policy consisting of University faculty and/or staff most familiar with the subject matter or implementation of the University Policy, and which is responsible for reviewing the University Policy to propose revision or repeal to ensure compliance with applicable laws, rules, regulations and best practices. Following adoption of a new or revised University Policy, the designated Responsible Office is also responsible for assisting with the interpretation, administration, and oversight of the University Policy and for developing standard operating procedures, guidelines, forms, user-guides, and other materials to facilitate implementation and enforcement of the University Policy, as necessary.
 - 3.3 Review by the Office of the General Counsel for each University Policy developed, adopted, revised, or repealed pursuant to the Policy-Making Process as established under the authority in Section 3 to ensure compliance with applicable laws and consistency with other established University Policies.
 - 3.4 An opportunity for Responsible Offices, Subject-matter Work Groups, and members of the University community to submit forms maintained on the University's website, in the online Policy Library, to request development, adoption, repeal, or revision of University Policies.
 - 3.5 An opportunity for public review and comment for University Policies developed, revised, or repealed pursuant to the Policy-Making Process.
 - 3.6 Retention of Board or University President final approval for all University Policies developed, revised, or repealed pursuant to the Policy-Making Process.
 - 3.7 Publication of all current, enforceable, and official University Policies on the University's website, in the online Policy Library. The publication shall include the Effective Date of the University Policy and the designated Responsible Office.
 - 3.8 Authority for the Secretary of the University, in consultation with the designated Responsible Office, to make technical revisions that do not alter the substance, scope, or objective of a University Policy and that are therefore exempt from the Policy-making Process. Examples of technical revisions include, but are not limited to, clarifying terms, adding links, editing titles or office names to comply with organizational changes, grammatical edit, formatting, or renumbering for organizational management.
- 4. Transition.** This Policy on University Policies applies to University Policies developed, adopted, revised, or repealed after the effective date of this Policy. University Policies adopted prior to the effective date of this Policy shall, to the extent lawful, remain in effect until otherwise revised or repealed consistent with this Policy, independent Board action, or the processes specified in the Board's Policy on Retention and Delegation of Authority.

-end-

Exhibit B

Policy Advisory Council - Charge

Summary

The Policy Advisory Council (PAC) is a cross-functional group of faculty, students and staff convened by the President and charged with advising on university-wide policy development, review, and revision. The Council has primary responsibility for promoting a consultative policy development process and establishing related timelines. The PAC is given this charge at a critical juncture in the University's history, as university governance transitions from a state system of higher education to an institutional Board of Trustees.

Statement of Need

On July 1, 2014, the Board of Trustees of the University of Oregon assumed governing authority from the State Board of Higher Education. The effecting legislation, Senate Bill 270 (2013), transferred all "rules and policies" in effect at the time of the governance transition to University of Oregon control. These policies and procedures remain effective "until lawfully superseded or repealed." As a result, the University of Oregon inherited management of a series of former Oregon Administrative Rules (OARs), Board of Higher Education policies, and Oregon University System policies and internal management procedures. Many of these inherited policies and procedures are inapplicable, duplicative, or unnecessary under the new institutional governance model. Moreover, they are not organized in a consistent classification system or presented in a common format making policy awareness and compliance challenging. The governance transition provides a unique opportunity to engage in a comprehensive review of UO policies and to improve processes for organizing and updating university-wide policies going forward. This work is imperative to the effective and transparent operations of the University.

Membership

The PAC consists of faculty, students and staff, nominated through a consultative process and appointed by the President. The Council is convened and co-chaired by a faculty member and a staff member, also appointed by the President. Members serve at the pleasure of the President and President's Office staff provide administrative support to the Council.

Responsibilities

In accordance with all applicable statutes, the Board of Trustees of the University of Oregon has ultimate authority over University of Oregon policies. Through the *Policy on Retention and Delegation of Authority*, the Board delegates its authority to the President to execute all policies not clearly retained by the Board. The PAC serves as an advisory council to the President and bears primary responsibility to:

- Prioritize policies for review in cooperation with the responsible executive office;
- Receive suggestions for new policy development;
- Provide the President with feedback on proposed policies;
- Establish timelines for policy development, review, and revision;
- Ensure that policies are developed, reviewed, and revised through a consultative process, including public comment; and
- Promote policy implementation and compliance through education and regular review.

Board of Trustees of the University of Oregon

Resolution: Repeal of Certain University Policies

Whereas, the University of Oregon benefits from having a well-articulated, inclusive and thoughtful process for the development and amendment of university policies;

Whereas, the University of Oregon community should have an easily-accessible, organized, comprehensive library of university policies;

Whereas, the University of Oregon should have governing policies that allow for the effective management of the institution; provide appropriate protections for university constituents; meet a particular purpose; and are compliant with applicable state and federal laws;

Whereas, the University of Oregon inherited hundreds of policies and related directives during the transition of governance from the State Board of Higher Education to the institutional Board of Trustees of the University of Oregon (the "Board"), many of which are inapplicable, duplicative, superseded by federal or state law, or otherwise irrelevant;

Whereas, a list of such policies recommended for repeal was developed by those with subject matter expertise and management authority related to the content therein, and that list was made available for public review and comment for nine days prior to this action;

Whereas, ORS 352.029 provides that the Board manages the affairs of the university by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the Board by law, or that are implied by law or incident to such powers, rights and duties; and

Whereas, ORS 352.107(m) grants to the Board the authority to establish policies for the organization, administration and development of the university;

Now, therefore, the Board of Trustees of the University of Oregon hereby repeals the policies on the table attached hereto as Exhibit A, the repeal of which are effective immediately upon passage of this action.

--Vote Recorded on Following Page--

Trustee	Yes	No
Ballmer, Connie		
Bragdon, Peter		
Chapa, Rudy		
Colas, Andrew		
Curry, Ann		
Ford, Allyn		
Gary, Susan		
Gonyea III, Joe		
Kari, Ross		
Lillis, Chuck		
Ralph, Ginevra		
Schlegel, Helena*		
Wilcox, Mary		
Willcox, Kurt		

**Document prepared prior to Ms. Schlegel's confirmation by the Oregon State Senate. Her ability to cast a vote is dependent upon confirmation prior to this action.*

Dated: _____ of _____, 2014.

Initials: _____

EXHIBIT A
Policies for Repeal by the Board of Trustees

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OAR 571-001-000	Governing Law	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-000	Contents of Notice When University Contemplates a Public Hearing	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-001	Contents of Notice When University Does not Plan to Hold Public Hearing	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-001	Submission to Legislative Counsel	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-002	Postponing Intended Action	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-002	Procedure for Providing Notice	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-003	Conduct for the Hearing	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-003	Drafting the Rule	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-004	Filing and Taking Effect of Rule	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-004	Petition to Promulgate, Amend, or Repeal Rule: Contents of Petition	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-001-005	Contents of Rule	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-000	Contested Case Defined, Notice of Opportunity for Hearing, Service	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-000	Orders When No Hearing Requested	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-001	Request for Party Status to Participate in Contested Case	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OAR 571-002-001	Subpoenas, Depositions	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-002	Hearing	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-002	Representation at Contested Case Hearings	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-002	Evidentiary Rules	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-003	The Record; Consideration of the Record	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-003	Proposed Order on Contested Cases, Filing of Exceptions and Argument	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-004	Final Orders on Contested Cases, Notification	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 571-002-004	Reconsideration, Rehearing	Superseded by ORS 352.138(3)	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20571%20-%20Division%201.pdf
OAR 580-001-0000	Appearances Before the Board	Repeal. This policy is OUS-specific. The Board of Trustees has addressed this issue through an internal operating guideline.	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20580%20-%20Division%201.pdf
OAR 580-001-0005	Procedural Rule for Changes and Additions to Administrative Rules	The Board of Trustees will adopt a university-specific policy review and development process.	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20580%20-%20Division%201.pdf
OAR 580-040-0005	Delegation and Assignment of Responsibility	Outlines the delegation of fiscal and administrative activities from the State Board to Chancellor and staff. This is now adequately addressed in statute and UO Retention and Delegation Policy	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20580%20-%20Division%2040.pdf
OAR 580-040-0012	Delegation of Authority for Census Functions	Inapplicable because it relates to Portland State University	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20580%20-%20Division%2040.pdf

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OAR 580-043-0026	Office of Finance and Administration Responsibilities	No longer applicable under new governance model	http://policies.uoregon.edu/sites/policies.uoregon.edu/files/uploads/OAR%20580%20-%20Division%2043.pdf
OSBHE Policy	Curricular Allocations, Board Policies with Respect to	OSBHE value statement regarding curricular allocations among OUS institutions. Last addressed in 1975.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Legislative Faculty Excellence Awards	Program ended with the 1983 appropriation.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	OCATE Mission Statement and Strategic Objectives	OCATE program formerly housed at Portland State University	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Reorganization of Institutions, Major Administrative	Requires "major internal administrative reorganizations" be reported to the Board. Adequately addressed in UO Retention and Delegation Policy	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Strategic Plan for the OUS (1985-1987)	Related to 1983 OUS strategic plan adoption. Inapplicable to UO at this time.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Teacher Education in the System, Quality Assurance	Priority recommendations for "five professional education schools of the System" approved by the OSBHE in 1984. Inapplicable to UO at this time.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Executive Leadership and Management	This is an OUS-specific policy. The UO bylaws and Policy on Retention and Delegation of authority address these issues from a UO-specific perspective.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Executive Searches, Appointments and Management	This is an OUS-specific policy and OUS no longer has authority regarding the selection of interim or permanent university presidents.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf
OSBHE Policy	Board Statement (1933)	This is a statement specific to the OUS and is not relevant to the UO.	http://www.ous.edu./files/state_board/poli/pro/files/BdPol111025.pdf

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OSBHE Policy	Executive Contracts/Notices of Appointment for Chancellor and Institution Presidents	This is an OUS-specific policy. The Board has established a committee to deal specifically with these issues at a UO-level.	http://www.ous.edu./files/state_board/poli-pro/files/BdPol111025.pdf
OSBHE Policy	Housing for Presidents and Chancellor	This is a matter of contractual agreement between the University and its president.	http://www.ous.edu./sites/ous.edu/files/bdpol140709.pdf
OSBHE Policy	Emblematic Designs	OSBHE delegation of responsibility and authority to institution presidents; now addressed in UO retention and delegation policy.	http://www.ous.edu./sites/ous.edu/files/bdpol140709.pdf
OSBHE Policy	Basic Research Fund (1985-1987), Administration of the	Last considered in 1984. Council and fund no longer exists, last mentioned within 2009 legislative documents.	http://www.ous.edu./files/state_board/poli-pro/files/BdPol111025.pdf
OSBHE Policy	Substance Abuse	This policy recognizes problem of substance abuse and encourages the efforts that each institution is making to eliminate the problem. It is simply a statement from the State Board of Higher Education.	http://www.ous.edu./sites/ous.edu/files/bdpol140709.pdf
OUS FPM 1.001	Formulation, Issuance, & Revision of System Fiscal Policies	Establishment of OUS fiscal policies - No longer necessary as UO is no longer a part of OUS. Policy outlining how system policies are adopted and/or updated.	http://www.ous.edu./departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/formulation-issuance
OUS FPM 5.11	Chart of Account Administration	The following policies establish the Chancellor's Office authority over BANNER for all institutions and are no longer necessary.	http://www.ous.edu./files/cont-div/fpm/05_110_Chart_of_Account_AdministrationFinal.pdf
OUS FPM 10.001	Roles & Responsibilities - Auditing	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu./departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-0

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OUS FPM 15.001	Roles & Responsibilities - Auxiliary Enterprises & Other Activities	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/auxiliary-enterprises
OUS FPM 20.001	Roles & Responsibilities - Budgeting	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-1
OUS FPM 25.005	Installation of FIS and HRIS OUS Baseline Changes in Production	The following policies establish the Chancellor's Office authority over BANNER for all institutions and are no longer necessary.	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/installation-fis-and
OUS FPM 50.001	Roles & Responsibilities - Facilities Management	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-3
OUS FPM 56.5	Vendor Tax Levies	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/vendor-tax-levies
OUS FPM 60.001	Roles & Responsibilities - Legal Issues	Superseded by ORS 352.107(o)	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-4
OUS FPM 65.001	Roles & Responsibilities - Payroll	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-5
OUS FPM 66.5	Pre-Tax Transit Pass	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/pre-tax-transit-pass

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OUS FPM 75.1	Section 1512 Reporting Requirements - Roles and Responsibilities	Policy related to ARRA - sponsored projects provides the appropriate and updated procedures and guidance that reflect the federal rules that are relevant in this arena.	http://www.ous.edu/files/controldiv/fpm/rese_75_100_Policy_Section1512_Reporting.pdf
OUS FPM 80.001	Roles & Responsibilities - Risk Management & Insurance	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-7
OUS FPM 85.001	Roles & Responsibilities - Student Financial Aid	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-8
OUS FPM 90.001	Roles & Responsibilities - Taxation	The purpose was to assign roles and responsibilities between the Chancellor's office and the institutions; no longer necessary as the UO has responsibility for all of these roles	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/roles-and-11
OUS FPM 90.1	Use of Institutional Tax Identification Numbers	The purpose of the following policies is to establish policies relevant to OUS as a legal entity. As UO is no longer a part of OUS, they are not necessary.	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/use-institutional-tax
OUS FPM 90.2	OUS Tax Exempt Status	The purpose of the following policies is to establish policies relevant to OUS as a legal entity. As UO is no longer a part of OUS, they are not necessary.	http://www.ous.edu/departments/controllers-division/policies-procedures/ous-fiscal-policy-manual/ous-tax-exempt-status
OUS IMD 1.028	Legal Services	Superseded by ORS 352.107(o)	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 1.145	Appointment of Presidents	No longer applicable as the Chancellor does not appoint the UO's president.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf

Original Source	Title (From Previous Source)	Rationale for Repeal	Link
OUS IMD 1.2	Interinstitutional Committees	This policy is OUS-specific and pertains to committees formed by the vice chancellors. Its repeal does not preclude the UO from participating in inter-institutional committees.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 1.205	Official Communication between the Board, the Chancellor, and Staff	RThis is OUS-specific. It pertains to communicatoin from the Chacellor to SBHE members, which is not applicable to the UO.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 1.3	Change in Name of Institution	This policy relates to the SBHE role in eliminating, estalibshing or nameing/renaming schools. That authority, by statute, now lies with the governing board.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 1.305	Establishing and Naming Schools or Colleges	This policy relates to the SBHE role in eliminating, estalibshing or nameing/renaming schools. That authority, by statute, now lies with the governing board.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 2.1	Duties of the Vice Chancellor	This pertains specifically to the duties of an individual vice chancellor (academic affairs); a position that will not exist after OUS closes and is irrelevant to the UO.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 6.057	Balances in Budget Accounts	This policy gives the State Board the ability to sweep unused carry forward balances from the institutions. No longer relevant as UO is not subject to State Board governance.	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf
OUS IMD 6.058	Equipment Replacement Account	This policy authorized the Agricultural Experiment Station at Oregon State to use an equipment replacement account to fund depreciation. Not relevant to UO	http://ous.edu/files/about/polipro/files/IMD_2013-01.pdf

Board of Trustees of the University of Oregon

**Resolution: Program Approval – Master of Science in Sports Product Management
Seconded Motion from the Academic and Student Affairs Committee**

Whereas, the University of Oregon benefits from a cross-section of high quality, well-designed academic degree programs;

Whereas, the Lundquist College of Business has proposed a new graduate degree program that is a Master of Science in Sports Product Management;

Whereas, this proposed program has received thoughtful and deliberate evaluation through both internal and external review processes to ensure that it is well-vetted and meets critical component requirements;

Whereas, there is support for this program from those engaged in such reviews as well as from University of Oregon alumni and stakeholders; and

Whereas, the Academic and Student Affairs Committee, pursuant to the Board’s Policy on Committees, has referred the below resolution to the Board of Trustees as a seconded motion, recommending its approval;

Now, therefore, the Board of Trustees of the University of Oregon hereby approves the Master of Science in Sports Product Management, as approved by University of Oregon Graduate Council, as a new graduate degree program at the University.

Trustee	Yes	No
Ballmer, Connie		
Bragdon, Peter		
Chapa, Rudy		
Colas, Andrew		
Curry, Ann		
Ford, Allyn		
Gary, Susan		
Gonyea III, Joe		
Kari, Ross		
Lillis, Chuck		
Ralph, Ginevra		
Schlegel, Helena*		
Wilcox, Mary		
Willcox, Kurt		

**Document prepared prior to Ms. Schlegel’s confirmation by the Oregon State Senate. Her ability to cast a vote is dependent upon confirmation prior to this action.*

Dated: _____ of _____, 2014.

Initials: _____

Master of Science in Sports Product Management

Summary¹

December 3, 2014

Month and Year: Program Proposed Start Date: September 2015

Program Description and Justification

1. Identify the institution, degree and title of the program.
University of Oregon. Master of Science in Sports Product Management.
2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.
This program will be a pioneer in combining traditional classroom teaching and intensive experiential learning. The experiential learning will include experiences in both the innovation lab (maker space) and the innovation store (Retail space).

The program was developed in accordance with the white paper on experiential learning developed by Ron Bramhall, LCB faculty, in 2006. The program will serve an established need in the sports product industry, an alpha-cluster of companies in Oregon. The Sports Product industry has partnered with UO in the development of this program, with over 36 industry executives, representing 18 different companies serving on the Sports Product Management industry advisory board. The companies have agreed to take interns, as well as provide jobs for our graduates. This serves the UO goal to aid in economic development in the state. The Sports Product Institute will support research pertinent to its mission including marketing, cost accounting, sustainable business, product design, human physiology and green chemistry. This is consistent with the AAU mission of the UO.

3. What evidence of need does the institution have for the program?
This program was developed after intensive market research. Individual interviews and focus groups involving over 150 senior executives in the sports product industry met to answer the question – “what is the greatest educational need of this industry that UO could address?” The program designed here is the output of those discussions. Further, there is a 36 person External Advisory Board, representing 18 sports product companies, that meets thrice yearly to continue input on the development of the program. We also conducted interviews with approximately 50 current Warsaw Sports Marketing Center affiliated undergraduate and MBA students, as well as LCB alumni affiliated with the Warsaw Sports Marketing Center currently working in the sports product industry. Their support was strong, and they felt this would be a valuable addition to the UO efforts to create an educational pathway into the sports product industry. The first offerings have been multiple day workshops. The last four workshops have sold out, with participants attending from across the USA as well as international participants.

¹ Format and content consistent with HECC docket submission

This program will not cannibalize sports business students affiliated with the Warsaw Sports Marketing Center as they address very different segments of the sports industry. Sports business is involved in the service sector including events, sponsorships, and marketing. Students typically have backgrounds in marketing, management, humanities, social sciences and journalism. Sports product overlaps the manufacturing or product sector. Students will have backgrounds in bio-mechanics, engineering, chemistry, design, supply-chain management or business. Together, Warsaw and Sports Product place UO at the forefront of education and research for the sporting industry, a critical sector of the Oregon economy.

4. Are there similar programs in the state? If so, how does the proposed program supplement, complement, or collaborate with those programs?

PSU has recently initiated an undergraduate certificate in Sports Retailing. The UG Sports Product certificate at PSU aims at educating students for sports product retailing. PSU has no product design so their program is structured very differently than our proposed MS program. PSU is also offering a non-credit certificate in Athletic & Outdoor Sports Management through their Academic Extension Department. These programs are complementary and also needed by the industry. We are meeting with PSU leadership to collaboratively present the collection of programs to the industry.

5. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

We have already raised funding necessary to get us to program launch/tuition flow. We have a long-term business model that is based on endowment, operational gifts, and tuition funding flowing from the University budget model. The LCB Board of Advisors has indicated that raising \$20MM for this program should be relatively easy and have committed to assisting us in that endeavor. Rick and Erika Miller are the lead donors with committed gift of \$15MM. An additional gift of \$5MM is under discussions with another donor. The program is ranked highly in LCB priorities for the upcoming campaign. The partner master's in product design is ranked highly in the AAA and University priorities for the campaign. The program startup expenses are being covered by gifts of \$525,000 in addition to the \$400,000 loan from the provost's office to be repaid from program proceeds. The University's Strategic Initiative process provided an additional \$150,000 for program startup.

All appropriate University committees have positively reviewed the proposed program.

Recommendation to the Board of Trustees of the University of Oregon

The Board of Trustees of the University of Oregon is asked to authorize the University to seek approval from the Oregon Higher Education Coordinating Commission for the establishment of an instructional program leading to a [Master of Science in Sports Product Management](#), effective [Fall 2015](#).

UO New Program Approval Process
Example: Sports Product Management

Stages	Rationale	<i>Sports Product Management</i>	Standard process <i>timeframe</i>	Guidance for proposers	Complications which may result in delays
DEVELOPMENT DEPARTMENTAL APPROVAL		2013 – 2014 <i>Initial meeting with Academic Affairs: May 8, 2013</i>	Proposing faculty Department head Department faculty or curriculum committee <i>highly variable</i>	Faculty are encouraged to consult dept. heads and the dean's office when contemplating a new degree program. Associate deans or college curriculum coordinators provide advice on timelines and proposal development, consulting with Academic Affairs or other units as needed. For graduate programs, early contact with the Graduate School is strongly encouraged.	<ul style="list-style-type: none"> • Program dependent on external funding, new faculty, or other contingencies. • Extensive collaboration. • Unresolved questions regarding procedures and timing.
SCHOOL / COLLEGE APPROVAL	Funding for academic programs flows through the deans.	<i>April 25, 2014</i>	School/College faculty or curriculum committee <i>1-4 months</i>	Each school or college maintains its own procedures and deadlines for curriculum development. Faculty are urged to consult the dean's office.	<ul style="list-style-type: none"> • Incomplete or contradictory information in proposal. • Substantive revisions requiring another full review. • Delays in response to review committee.
(OFFICE OF ACADEMIC AFFAIRS)		<i>Received (incomplete) : May 15</i> <i>Forwarded to Graduate School: May 16</i> <i>(Graduate Council's final meeting May 21; full agenda)</i>	Review and forward to appropriate committee(s) <i>Goal: 1 week</i>		
(CONSULTATION)		<i>June – October:</i> <ul style="list-style-type: none"> • <i>clarify curriculum</i> • <i>collect missing materials</i> • <i>arrange external review</i> 	(Consultation typically coincides with development and university review. For SPM, this consultation attempted to make effective use of the summer gap between Graduate Council meetings.)		
UNIVERSITY CURRICULUM COMMITTEE APPROVAL (Undergraduate or Graduate Council)	UO Constitution, ORS, and NWCCU provide for faculty role in academic programs. Undergraduate and Graduate Councils are charged with responsibility for ensuring UO standards in instruction.	<i>Graduate Council: Oct. 15 (1st meeting of fall term)</i> <i>Graduate Council: Nov. 19 (revised proposal and external review report)</i> <i>Approval: Nov. 26</i>	Undergraduate Council or Graduate Council <i>3-10 weeks</i> <i>(During academic year, UGC meets biweekly, GC meets monthly)</i>	Faculty are invited to present and discuss the proposal. Questions, suggestions, and required revisions are provided in writing. Prompt submission of responses or revisions is expected.	<ul style="list-style-type: none"> • Incomplete or contradictory information in proposal. • Substantive revisions requiring another full review. • Delays in response to review committee. • Summer gap in meeting schedule. • Number of proposals in queue.

Stages	Rationale	Sports Product Management	Standard process timeframe	Guidance for proposers	Complications which may result in delays
EXTERNAL REVIEW (new graduate programs only)	Required by HECC (Previously conducted after initial submission to Provosts' Council)	Site visit: Oct. 27-28 Report received: Nov. 3	Site visit by 3 external reviewers External review report Unit response to report <i>1-3 months</i>	Graduate School works with proposing unit(s) to identify reviewers, arrange site visit, conduct review, and collect report. Proposing units provide response to issues raised in the report.	<ul style="list-style-type: none"> • Scheduling delays. • Late report. • Delays in response to report.
UNIVERSITY SENATE APPROVAL	UO Constitution, ORS, and NWCCU provide for faculty role in academic programs.	Submitted: Nov. 26 Senate vote: Dec. 3	Vote to accept approval of council <i>3-4 weeks (monthly meetings during academic year; posted 2 weeks in advance)</i>		<ul style="list-style-type: none"> • Summer gap in meeting schedules.
UO BOARD OF TRUSTEES APPROVAL	Policy on Retention and Delegation of Authority (June 2014) requires Board approval prior to submission to HECC.	ASAC: Dec. 10 Full Board: Dec. 11	Review and approval. <i>1-3 months (quarterly meetings)</i>		
STATEWIDE PROVOSTS' COUNCIL APPROVAL	Required by HECC	January 8, 2015 (deadline: Dec. 18)	Comment by other Oregon public universities. Review and approval. <i>1-2 months (monthly meetings; submission 3 weeks in advance)</i>		
HECC APPROVAL (Higher Education Coordinating Commission)	Under SB 270, HECC retains authority for approval of "significant changes" to a university's academic programs.	February 12, 2015 (deadline: Jan. 22)	Approval. <i>approx. 1 month (monthly meetings; submission 2 weeks in advance)</i>		
PROGRAM IMPLEMENTATION		September 2015	 <i>Typically the first fall term following approval</i>		<ul style="list-style-type: none"> • Initiating unit needs additional time to prepare. • Funding or faculty constraints. • Recruitment cycle for students delayed until program approval completed.

- Submission to Northwest Commission on Colleges and Universities (NWCCU) managed concurrent to final stages of approval.



Review and Approval of New Programs: Checklist

Proposed New Degree Program: Master of Science in Sports Product Management

Expected Implementation Date: Fall 2015

Program Rationale

- Evidence of need or market demand, including (1) expected student enrollment, (2) characteristics of students to be served, and (3) expected career paths for graduates
- Relationship to existing curricular offerings at the university
- Relevance for university, school/college, and department missions, goals, and priorities
- Explanation if similar programs are offered at other institutions in the state

Course of Study

- Coherent curricular design with appropriate breadth, depth, sequencing of courses, and synthesis of learning
- Appropriate content and rigor for degree level and type
- Curriculum reflective of current standards in the field
- Program requirements consistent with existing UO academic policies and standards
- Identified expectations for student learning

Support for Students

- Clearly defined requirements for completion within a suitable time frame
- Adequate provision for student advising and mentoring

Faculty, Facilities, and Financial Resources

- Sufficiency of instructional faculty to initiate and sustain the program, including the proportion of tenure-related and non-tenure-related faculty
- Adequacy of staffing
- Arrangements for any special facilities, equipment needs, and/or library resources
- Sound budget model for implementing and sustaining the program
- Commitment of other units to provide faculty or courses on which the program is dependent

Accreditation

- Plans and capacity for meeting accreditation standards, if relevant

SUMMARY
RESOLUTION RELATING TO REQUIRED DISCLOSURE BY THE UO OMBUDSPERSON

UO Policy 571-003-0025(2)(a), formerly an Oregon Administrative Rule, states that:

University employees with credible evidence that any form of prohibited discrimination is occurring have the responsibility to inform their supervisors or the Office of Affirmative Action. Credible evidence is evidence of the kind that prudent people would rely on in making important personal or business decisions;

Because of this reporting rule, UO's ombudsperson is a "responsible employee" for Title IX purposes under guidance issued by the U.S. Department of Education's Office of Civil Rights (OCR). That is so because OCR guidance defines a "responsible employee" as any employee:

1. who has the authority to take action to redress sexual violence;
2. who has been given the duty of reporting incidences of sexual violence or other student misconduct to the Title IX coordinator or other appropriate school designee; or
3. whom a student could reasonably believe has the authority or duty to redress or report sexual violence.

Responsible employees have certain Title IX obligations: they must report to the Title IX coordinator, or other appropriate school designee, all relevant details about alleged sexual misconduct, including the names of the alleged perpetrator, the alleged victim, and other students involved. A school is deemed to have notice of sexual misconduct when a responsible employee knows or should have known of the misconduct. Once a school is notified of sexual misconduct or other actions prohibited by Title IX, a school must take immediate action to: (1) eliminate the prohibited actions; (2) prevent the prohibited actions from recurring; and (3) redress any effects of the prohibited actions.

To enable UO's ombudsperson to maintain the confidentiality of information he/she receives about prohibited discrimination, UO Policy 571-003-0025(2)(a) must be amended to exempt the ombudsperson from mandatory reporting obligations. The italicized language below amends 571-003-0025(2)(a) to accomplish that goal.

University employees with credible evidence that any form of prohibited discrimination is occurring have the responsibility to inform their supervisors or the Office of Affirmative Action. Credible evidence is evidence of the kind that prudent people would rely on in making important personal or business decisions. *Notwithstanding the above, University employees designated as an "ombudsperson" who receive information about prohibited discrimination from persons participating in the University's ombuds program are not required to disclose that information to other persons, unless: (1) the person providing the information consents to the disclosure; or (2) failing to disclose information could create in imminent risk of serious harm.*

If adopted by the Board of Trustees, this language will remove the ombudsperson from the second OCR definition of "responsible employee" listed above.

To ensure the ombudsperson is not considered a “responsible employee” under the first and third OCR definitions, additional steps beyond the proposed amendment should be taken to clarify that the ombudsperson has no authority to take action to redress prohibited discrimination, nor the duty to report it or any other misconduct to university officials with the authority to redress misconduct. In addition, action should be taken to ensure students would not reasonably believe the ombudsman has authority to take action to redress prohibited discrimination or the duty to report it to university officials with the authority to redress misconduct.

These limits on the ombudsperson authority and duties should be communicated broadly on the Ombuds Office website and in the Ombuds Office charter. Information detailing these limitations should also be provided to all reporters. The ombudsperson’s job responsibilities should also specify that the ombudsperson has no authority to take action to redress prohibited discrimination, nor the duty to report it to university officials with the authority to redress misconduct. These additional steps should dispel any reasonable belief that the ombudsperson (1) has authority to take action to redress sexual misconduct, or (2) has the duty to report incidents of sexual misconduct to other persons. Such steps do not require Board of Trustees approval.

The additional steps outlined above, in conjunction with the proposed amendment, should help ensure that the ombudsperson is not considered a “responsible employee” under Title IX, which will help enable the Ombuds Office to serve as a confidential resource for persons who experience prohibited discrimination such as sexual violence.

Board of Trustees of the University of Oregon

**Resolution: Relating to Required Disclosure by the Ombudsperson; Amendment to UO Policy
Seconded Motion from the Academic and Student Affairs Committee**

Whereas, UO Policy 571-003-0025(2)(a) (the "Policy") requires all University of Oregon (the "University") employees to report prohibited discrimination and thereby may cause all employees to become "responsible employees" for Title IX purposes under guidance issued by the U.S. Department of Education's Office of Civil Rights;

Whereas, "responsible employees" have obligations to report information they receive about sexual violence, including reporting such information to the University's Title IX coordinator;

Whereas, such reporting obligations preclude the University's Ombuds Office from serving as a confidential resource for persons experiencing prohibited discrimination, including sexual violence;

Whereas, the Board of Trustees of the University of Oregon (the "Board") believes it is important for victims of prohibited discrimination, including sexual violence, to have a confidential resource such as an Ombuds Office where they may share concerns or seek to informally resolve matters, including prohibited discrimination such as sexual violence;

Whereas, amending the Policy to exempt UO employees designated as an "ombudsperson" from required reporting would help enable the Ombuds Office to serve as a confidential resource for persons who experience prohibited discrimination such as sexual violence;

Whereas ORS 352.107(m) gives the Board the authority to establish policies for the organization, administration and development of the university; and

Whereas, pursuant the Board's Policy on Committees, the Academic and Student Affairs Committee has referred to the full Board of Trustees as a seconded motion the following resolution;

Now, therefore, the Board of Trustees of the University of Oregon hereby amends UO Policy 571-003-0025(2)(a) by adding the italicized language below:

"University employees with credible evidence that any form of prohibited discrimination is occurring have the responsibility to inform their supervisors or the Office of Affirmative Action. Credible evidence is evidence of the kind that prudent people would rely on in making important personal or business decisions. Notwithstanding the above, University employees designated as an "ombudsperson" who receive information about prohibited discrimination from persons participating in the University's ombuds program are not required to disclose that information to other persons, unless: (1) the person providing the information consents to the disclosure; or (2) failing to disclose information could create in imminent risk of serious harm."

--Vote recorded on the following page--

Trustee	Yes	No
Ballmer, Connie		
Bragdon, Peter		
Chapa, Rudy		
Colas, Andrew		
Curry, Ann		
Ford, Allyn		
Gary, Susan		
Gonyea III, Joe		
Kari, Ross		
Lillis, Chuck		
Ralph, Ginevra		
Schlegel, Helena*		
Wilcox, Mary		
Willcox, Kurt		

**Document prepared prior to Ms. Schlegel's confirmation by the Oregon State Senate. Her ability to cast a vote is dependent upon confirmation prior to this action.*

Dated: _____ of _____, 2014.

Initials: _____

Board of Trustees of the University of Oregon

Resolution: Adoption of Tuition and Fee Processes

Whereas, ORS 352.102(2) requires the Board of Trustees of the University of Oregon (the "Board") to establish a process for determining tuition and mandatory enrollment fees pursuant to the authority granted in ORS 352.102(1);

Whereas, ORS 352.105(2) authorizes the Board to review, for possible refusal, the use or modification of mandatory incidental fees recommended by the University President (the "President") and the Associated Students of the University of Oregon (ASUO); and

Whereas, pursuant to the Board's Policy on Committees, the Finance and Facilities Committee referred these matters to the full Board of Trustees as a seconded motion, recommending passage;

Now, therefore, Board of Trustees of the University of Oregon hereby approves and adopts the following resolutions:

The Board hereby resolves that the University shall annually establish tuition and mandatory enrollment fees pursuant to a process specified and managed by the President and that such a process must include the following components:

1. Advisory Group. The University President (the "President") or his/her designee shall convene an advisory group comprised of faculty, students (including both undergraduate and graduate representation), and staff. This advisory group shall make a recommendation to the President regarding tuition and mandatory fee rates for each academic year, and it may generally advise the President on matters relating to tuition and fees. The President will consider the advisory group's recommendations, along with other information the President deems relevant, when preparing his/her recommendations to the Board. Membership of the group is at the discretion of the President or his/her designee, however the President shall include two students nominated by the Associated Students of the University of Oregon (ASUO).
2. Considerations. In making recommendations to the President, the advisory group shall consider (i) historical tuition and fee trends; (ii) comparative data for peer institutions; (iii) the University's budget and projected cost increases; and (iv) anticipated state appropriation levels.
3. Student Forum. The President or his/her designee shall hold an open forum with students to discuss recommended tuition and mandatory fees. ASUO shall have the opportunity to participate in the planning and convening of this public meeting.
4. Opportunity for Review and Comment. The President shall provide an opportunity for public review of and comment about the tuition and mandatory fees recommendation prepared for the Board. Based on information received from the public review and comment, and other information the President deems relevant, the President may modify his/her recommendations before submitting them to the Board.
5. Recommendations Submitted to the Board. The President shall submit to the Board a written report outlining recommended tuition and mandatory enrollment fees. The report must be submitted with sufficient time for analysis and feedback prior to the meeting at which the Board will consider tuition and fees each year. "Sufficient time" shall be determined by the University Secretary.

Further, the Board hereby resolves that the President and the president of the ASUO shall submit to the Board a joint written report recommending the authorization, establishment, use or elimination of any incidental fee as proscribed in statute. For purposes of conducting an analysis authorized under ORS 352.102(3) and ORS 352.105, the report required by this resolution shall include: (i) the mandatory incidental fees the ASUO requested to be collected; (ii) the process by which the ASUO establishes such fees; (iii) a statement of whether the requested fee amount is different than the previous year, and if so by how much; (iv) the use of such fees; and (v) if requested by the President, an explanation of how the fees are advantageous to the cultural or physical development of students. The report due to the Board pursuant to this resolution must be submitted with sufficient time for analysis and feedback prior to the meeting at which the Board will consider tuition and fees each year. "Sufficient time" shall be determined by the University Secretary. If the President and ASUO do not jointly agree to the recommendations prior to the date recommendations are to be submitted to the Board, the President may separately submit the recommendations to which the parties agree and the recommendations to which the parties do not agree, along with the underlying basis for agreement and disagreement.

Trustee	Yes	No
Ballmer, Connie		
Bragdon, Peter		
Chapa, Rudy		
Colas, Andrew		
Curry, Ann		
Ford, Allyn		
Gary, Susan		
Gonyea III, Joe		
Kari, Ross		
Lillis, Chuck		
Ralph, Ginevra		
Schlegel, Helena*		
Wilcox, Mary		
Willcox, Kurt		

**Document prepared prior to Ms. Schlegel's confirmation by the Oregon State Senate. Her ability to cast a vote is dependent upon confirmation prior to this action.*

Dated: _____ of _____, 2014.

Initials: _____

Board of Trustee of the University of Oregon
Summary of Bond-Related Resolutions
December 11-12, 2014

Refunding State Borrowings

- **Substance:** Authorizes the University's Treasurer, or designee, to consent to debt refunding activities undertaken by the State Treasurer. In addition, it authorizes the University's Treasurer, or designee, to request that state borrowings be refunded, defeased, prepaid, or modified and to consent to or approve amendments to the revised debt payment schedule. It also authorizes the University's Treasurer, or designee, to enter into additional agreements, as needed, to maintain the tax-exempt status of the bonds.
- **Why Needed:** The Agreement for Debt Management executed with the state of Oregon does not specify a designated party for the State Treasurer to work with on these matters. Subsequently, the Treasury Management Policy was adopted which conveyed these authorities to the Treasurer or designee. The resolution clarifies the granted authorities for the convenience of the State Treasurer. This resolution is timely as the state is considering refunding bonds that would affect the University in February 2015. The resolution adopted by this Board last June only delegated authority for transactions under \$5 million. This resolution removes that cap when the purpose of the refunding is for cost savings or to maintain compliance with the law.
- **Considerations:** The Agreement for Debt Management states that the State of Oregon can refund any state borrowings whenever the state treasurer determines it is in the best interest of the state of Oregon to do so without the express consent of the university. This resolution does not change that contractual agreement. This resolution is a "standing" resolution and will not need to be repeated to accommodate further refunding activity.

Requesting State of Oregon Article XI-Q Bonds

- **Substance:** Requests that the Department of Administrative Services issue bonds sufficient to provide \$11,149,936 in net bond proceeds to the University prior to June 30, 2015 as authorized by the 2013-2015 Bond Bill. It also authorizes the University's Treasurer, or designee, to enter into additional agreements, as needed, to maintain the tax-exempt status of the bonds.
- **Why Needed:** These bonds were authorized by the state legislature to pay for shelving in the Natural History Museum, make repairs to a utility tunnel, and provide funding for various capital renewal projects around campus. The state is planning to sell Article XI-Q bonds for the benefit of the University in March 2015 but in order to do so, the university must request that the bonds be sold.
- **Considerations:** The debt service associated with these bonds will be paid by specific appropriations by the State of Oregon.

Requesting State of Oregon Article XI-G Bonds

- **Substance:** Requests that the State Treasurer issue bonds sufficient to provide \$19,375,000 in net bond proceeds to the University prior to June 30, 2015 as authorized by the 2013-2015 Bond

Bill. It also authorizes the University's Treasurer, or designee, to enter into additional agreements, as needed, to maintain the tax-exempt status of the bonds.

- **Why Needed:** These bonds were authorized by the state legislature to provide partial funding for classroom expansion in Straub & Earl Halls, and to remodel the existing underground science library into a new science learning commons. The state is planning to sell Article XI-G bonds for the benefit of the University in May 2015 but in order to do so, the university must request that the bonds be sold.
- **Considerations:** The debt service associated with these bonds will be paid by specific appropriations by the State of Oregon.

Authorization of General Revenue Bonds

- **Substance:** Authorizes the University's Treasurer, or designee, to issue bonds up to \$50,000,000 and to issue additional bonds to defease, prepay, or refund interim financing. It further authorizes the University's Treasurer, or designee, to pledge all or any portion of the legally available revenues of the University to secure the payment of the principal and interest of the bonds. The University Treasurer, or designee, will also establish the structure of the bonds but the bonds must have a final maturity date no later than October 1, 2046.
- **Why Needed:**
 - The Treasury Management Policy requires that the Board approve any financing activity that exceeds \$5 million;
 - The University anticipates needing approximately \$50 million to provide funding for approved capital projects. Most of this amount, approximately \$43.5 million, will be needed to complete the renovation of Erb Memorial Union. The remaining funds are expected to be used to renovate a classroom and to fund other approved renovations. Due to market timing considerations, the University anticipates that the sale will likely occur in the first quarter of the upcoming calendar year.
- **Considerations:** The Board's policy related to liability management states that the Board will consider: the impact of the new liability on the ability of the institution to achieve the university's mission, the cost of the capital, and how the transaction affects the university's ability to meet existing obligations. These issues were all evaluated and discussed by the Finance & Facilities Committee.

Board of Trustees of the University of Oregon

Resolution: State Borrowing Refunds Seconded Motion from the Finance and Facilities Committee

WHEREAS, bonds or other obligations of the State of Oregon (the "State") have been issued, and may continue to be issued from time to time, for the benefit of the University as permitted by law (each a "State Borrowing"); and

WHEREAS, the University has entered into an Agreement for Debt Management (the "Debt Management Agreement") as of July 1, 2014, by and among the State, acting by and through its Office of the State Treasurer (the "State Treasurer"), Higher Education Coordinating Commission, Department of Administrative Services ("DAS"), and the Oregon University System with respect to State Borrowings; and

WHEREAS, Section 9 of the Debt Management Agreement provides that the State Treasurer may refund any State Borrowings whenever the State Treasurer determines it is in the best interests of the State to do so, that the University may request in writing that the State Treasurer refund State Borrowings to achieve debt service savings or to modify terms as requested by the University, and that the State Treasurer may amend the schedule of University payments pursuant to ORS 351.379(3) (the "Schedule") to reflect the University's *pro rata* share of the resulting debt service changes under certain circumstances; and

WHEREAS, it is appropriate for this Board to request and therefore authorize the State Treasurer, and as applicable request that DAS request and therefore authorize the State Treasurer, to issue bonds to refund State Borrowings without requiring further action of this Board; and

WHEREAS, the Board hereby determines that it is in the best interests of the University to refund any State Borrowings to achieve debt service savings or to modify terms as requested by the University, and that it is in the best interests of the University to amend the Schedule to reflect the University's *pro rata* share of the resulting debt service changes in certain circumstances;

WHEREAS, the Board now desires to delegate to the Treasurer of the University, or his or her designee, the authority to request that a State Borrowing be refunded, to consent to or approve that a State Borrowing be refunded, and to consent to or approve amendments to the Schedule where applicable; and

WHEREAS, pursuant to the Board's Policy on Committees, the Finance and Facilities Committee has referred this matter to the full Board as a seconded motion;

NOW, THEREFORE, the Board resolves as follows:

1. Refunding State Borrowings. The Treasurer of the University or his or her designee (the "Authorized University Representative") is hereby authorized to request that State Borrowings be defeased, prepaid, or refunded to achieve debt service savings or to modify terms of the State Borrowings, and to request the issuance of State Borrowings for such purposes, from time to time as determined by the Authorized University Representative. The Authorized University Representative is further authorized to consent to the defeasance, prepayment or refunding of State Borrowings, and to consent to or approve

amendments to the Schedule to reflect the University's *pro rata* share of the resulting debt service changes, as applicable, from time to time as determined by the Authorized University Representative.

2. Tax-Exempt Status. The Authorized University Representative is hereby authorized to covenant, on behalf of the University, to comply with the provisions of the Internal Revenue Code of 1986, as amended, that are required for interest on tax-exempt State Borrowings to be excluded from gross income for federal income taxation purposes, for State Borrowings that are issued on a tax-exempt basis and to execute and deliver such agreements, documents or certificates required for such Bonds to be issued on a tax-exempt basis.

3. Ratification and Approval of Actions. The Board hereby ratifies and approves all prior actions taken on behalf of the Board and the University related to the defeasance, prepayment or refunding of State Borrowings. The Board hereby authorizes, empowers, and directs the Authorized University Representative to take further actions as may be necessary or desirable related to the defeasance, prepayment or refunding of State Borrowings, including, without limitation, (i) covenanting to perform on behalf of the University, and performing, any actions necessary to comply with requests from the State Treasurer authorized under ORS chapter 286A to administer the State Borrowings, and (ii) the execution and delivery of amendments to the Schedule and such other agreements, documents or certificates, including any loan, grant or trust agreements with the State Treasurer and any other party, if necessary, as may be necessary or desirable to carry out the defeasance, prepayment or refunding of State Borrowings, and (iii) to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

4. Effective Date. This resolution shall take effect immediately upon adoption by the Board.

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea III		
Kari		
Lillis		
Ralph		
Schlegel*		
Wilcox		
Willcox		

**Materials prepared prior to the confirmation of Trustee Schlegel; her ability to cast a vote is dependent on her status at the time of this action.*

Dated this _____ day of December, 2014.

Initials: _____

Board of Trustees of the University of Oregon

Resolution: Requesting State of Oregon Article XI-Q Bonds Seconded Motion from the Finance and Facilities Committee

WHEREAS, the Oregon Legislative Assembly has authorized the issuance of State of Oregon (“State”) general obligation bonds for the benefit of the University of Oregon (the “University”) under Article XI-Q of the Oregon Constitution and applicable provisions of ORS Chapter 286A (collectively, the “Act”) and chapter 705, Oregon Laws 2013, as amended by chapter 121, Oregon Laws 2014 (together the “2013-2015 Bond Bill”); and

WHEREAS, the 2013-2015 Bond Bill authorized \$459,618,100 of Article XI-Q bonds, which includes approximately \$8,059,936 for capital renewal, code, and safety projects, \$2,100,000 for the University’s utility tunnel failure and repair project, and \$990,000 for the University’ Museum of Natural and Cultural History Library shelving project; and

WHEREAS, ORS 286A.818 provides that the State Treasurer, at the request of the Department of Administrative Services (“DAS”), may issue Article XI-Q bonds for any of the purposes specified in Article XI-Q of the Oregon Constitution, plus an amount determined by the State Treasurer to pay estimated bond-related costs and subject to bond budget authorization for the biennium;

WHEREAS, it is appropriate for this Board to request that DAS request the issuance of Article XI-Q bonds for authorized projects, in amounts not greater than authorized by the 2013-2015 Bond Bill and as may be provided by law and as otherwise required by law for the 2013-2015 biennium without requiring further action of this Board; and

WHEREAS, the Finance and Facilities Committee has referred this resolution to the Board as a seconded motion, pursuant to the Policy on Committees;

NOW, THEREFORE, the Board resolves as follows:

1. Article XI-Q Projects. Bonds are authorized to be sold under the Act for the benefit of the University and consistent with the authorization of the 2013-2015 Bond Bill. The University hereby requests that DAS request the State Treasurer issue and sell such bonds prior to June 30, 2015, in an aggregate principal amount sufficient to provide \$11,149,936 in net bond proceeds, and to pay costs of issuance, for University projects.

2. Terms, Sale and Issuance. The XI-Q bonds authorized by this resolution (the “Bonds”), shall be issued in such series and principal amounts as the State Treasurer, after consultation with the applicable related and/or project agency/agencies, shall determine are required to pay or reimburse costs of the projects described in Section 1 of this resolution. The Bonds shall mature, bear interest and otherwise be structured, sold and issued as the State Treasurer determines after such consultation. The maximum net effective interest rate for the Bonds shall not exceed eight percent per annum.

3. Maintenance of Tax-Exempt Status. The Treasurer of the University or his or her designee (the “Authorized University Representative”) is hereby authorized to covenant, on behalf of the University, to comply with the provisions of the Internal Revenue Code of 1986, as amended, that are required for interest on tax-exempt bonds to be excluded from gross income for federal income taxation

purposes, for Bonds issued on a tax-exempt basis and to execute and deliver such agreements, documents or certificates required for such Bonds to be issued on a tax-exempt basis.

4. Ratification and Approval of Actions. The Board hereby ratifies and approves all prior actions taken on behalf of the Board or the University related to the Bonds. The Board hereby authorizes, empowers, and directs the Authorized University Representative to take further actions as may be necessary or desirable related to the Bonds, including, without limitation, (i) covenanting to perform on behalf of the University, and performing, any actions necessary to comply with requests from the State Treasurer authorized under ORS chapter 286A to administer the Bonds, (ii) the execution and delivery of any agreements, documents or certificates, including any loan, grant or trust agreements with the State Treasurer and any other party, if necessary, as may be necessary or desirable to carry out such actions or arrangements, and (iii) to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

5. Effective Date. This resolution shall take effect immediately upon adoption by the Board.

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea III		
Kari		
Lillis		
Ralph		
Schlegel*		
Wilcox		
Willcox		

**Materials prepared prior to the confirmation of Trustee Schlegel; her ability to cast a vote is dependent on her status at the time of this action.*

Dated this ____ day of December, 2014.

Initials: _____

Board of Trustees of the University of Oregon

Resolution: Requesting State of Oregon Article XI-G Bonds Seconded Motion from the Finance and Facilities Committee

WHEREAS, the Oregon Legislative Assembly has authorized the issuance of State of Oregon (“State”) general obligation bonds for the benefit of the University of Oregon (the “University”) under Article XI-G of the Oregon Constitution and applicable provisions of ORS Chapters 286A, 351 and 352 (collectively, the “Act”), and chapter 705, Oregon Laws 2013, as amended by chapter 121, Oregon Laws 2014 (together the “2013-2015 Bond Bill”); and

WHEREAS, the 2013-2015 Bond Bill authorized \$11,000,000 of Article XI-G bonds for the Straub and Earl Halls classroom expansion project, and \$8,375,000 of Article XI-G bonds for the Science Commons and Research Library project during the 2013-2015 biennium; and

WHEREAS, this Board desires to request the issuance of Article XI-G bonds, in amounts not greater than authorized by the 2013-2015 Bond Bill for the benefit of the University, and as may be provided by law and as otherwise required by law for the 2013-2015 biennium without requiring further action of this Board; and

WHEREAS, Article XI-G of the Oregon Constitution requires that the amount of any indebtedness incurred under that section in any biennium shall be matched by an amount that is at least equal to the amount of the indebtedness, and may include moneys available to the University; and

WHEREAS, Article XI-G of the Oregon Constitution requires that the matching amount be used for the same or similar purposes as the proceeds of the indebtedness; and

WHEREAS, the Board hereby finds that moneys available to the University have been and will be applied to pay a portion of the costs of the projects to be financed in part with the proceeds of Article XI-G bonds to be issued in the 2013-2015 biennium to satisfy this match requirement; and

WHEREAS, the Finance and Facilities Committee has referred this resolution to the Board as a seconded motion, pursuant to the Policy on Committees;

NOW, THEREFORE, the Board resolves as follows:

1. Article XI-G Projects. Bonds are authorized to be sold under the Act for the benefit of the University. The University hereby requests that, as authorized by the 2013-2015 Bond Bill, such bonds be issued and sold prior to June 30, 2015, in an aggregate principal amount sufficient to provide \$19,375,000 in proceeds for the Straub and Earl Halls classroom expansion project and the Science Commons and Research Library project.

2. Terms, Sale and Issuance. The XI-G bonds authorized by this resolution (the “Bonds”), shall be issued in such series and principal amounts as the State Treasurer, after consultation with the applicable related agency/agencies, shall determine are required to pay or reimburse costs of the projects described in Section 1 of this resolution. The Bonds shall mature, bear interest and otherwise be structured, sold and issued as the State Treasurer determines after such consultation. The maximum net effective interest rate for the Bonds shall not exceed eight percent per annum.

3. Maintenance of Tax-Exempt Status. The Treasurer of the University or his or her designee (the “Authorized University Representative”) is hereby authorized to covenant, on behalf of the University, to comply with the provisions of the Internal Revenue Code of 1986, as amended, that are required for interest on tax-exempt Bonds to be excluded from gross income for federal income taxation purposes, for Bonds issued on a tax-exempt basis and to execute and deliver such agreements, documents or certificates required for such Bonds to be issued on a tax-exempt basis.

4. Ratification and Approval of Actions. The Board hereby ratifies and approves all prior actions taken on behalf of the Board or the University related to the Bonds. The Board hereby authorizes, empowers and directs the Authorized University Representative to take further actions as may be necessary or desirable related to the Bonds, including, without limitation, (i) covenanting to perform on behalf of the University, and performing, any actions necessary to comply with requests from the State Treasurer authorized under ORS chapter 286A to administer the Bonds, (ii) the execution and delivery of any agreements, documents or certificates, including any grant or trust agreements with the State Treasurer and any other party, if necessary, as may be necessary or desirable to carry out such actions or arrangements, and (iii) to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

5. Matching Funds. The Authorized University Representative is hereby authorized to execute and deliver such agreements, documents or certificates required by the State Treasurer or the State’s Bond Counsel to establish that the University has properly matched the amount of the Bonds in accordance with the provisions of Article XI-G(1)(3).

6. Effective Date. This resolution shall take effect immediately upon adoption by the Board.

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea III		
Kari		
Lillis		
Ralph		
Schlegel*		
Wilcox		
Willcox		

**Materials prepared prior to the confirmation of Trustee Schlegel; her ability to cast a vote is dependent on her status at the time of this action.*

Dated this _____ day of December, 2014.

Initials: _____

Board of Trustees of the University of Oregon

Resolution: Authorization of General Revenue Bonds Seconded Motion from the Finance and Facilities Committee

WHEREAS, ORS 352.107(1)(b) authorizes the University of Oregon (the "University") to borrow money for the needs of the University in such amounts, at such times, and upon such terms as may be determined by the University acting through its Board of Trustees (the "Board"); and

WHEREAS, ORS 351.374(1) authorizes the University to issue revenue bonds for any lawful purpose of the University in accordance with ORS chapter 287A, and to issue under ORS 287A.360 to ORS 287A.380 refunding bonds of the same character and tenor as the revenue bonds replaced; and

WHEREAS, Section 3.1 of the University Treasury Management Policy provides that the University may use debt or other financing agreements to meet its strategic objectives and, pursuant to Section 3.2 of the Treasury Management Policy, the Board, or its designated Committee, must authorize debt transactions, financing agreements, hedging instruments, and other derivatives when the par or notional amount is greater than \$5,000,000; and

WHEREAS, Section 3.4.2 of the University Treasury Management Policy authorizes the Treasurer to enter into financing transactions for the purpose of mitigating the risk of existing obligations and/or reducing the overall cost of debt; and

WHEREAS, the University now desires to authorize the issuance of one or more series of general revenue bonds in an aggregate principal amount not to exceed \$50,000,000, and in addition desires to confirm its authorization of the issuance of one or more series of general revenue refunding bonds to mitigate the risk of existing obligations and/or reduce the overall cost of debt; and

WHEREAS, ORS 352.107(1)(t) authorizes the University to delegate any and all powers and duties, subject to the limitations expressly set forth in law;

WHEREAS, the Board has considered the impact of the general revenue bonds and general revenue refunding bonds authorized by this resolution on the University's ability to achieve its mission and strategic objectives, the cost of issuing and paying the bonds, and how the bonds will affect the University's ability to meet its existing obligations, and has determined that it is in the best interests of the University to approve the issuance of the bonds as set forth in this resolution, and to delegate the powers of the Board related to the bonds to the Treasurer of the University, and her designee, to approve the sale of the bonds and certain terms of the bonds; and

WHEREAS, the Finance and Facilities Committee has referred this resolution to the Board as a seconded motion, pursuant to the Policy on Committees;

NOW, THEREFORE, the Board resolves as follows:

1. Appointment of Authorized Representative. The Board hereby authorizes the Treasurer of the University, and her designee, each acting individually and on behalf of the University and not in his or her personal capacity (the "Authorized Representative"), to act as the authorized representative for and on behalf of the University in connection with the issuance and sale of general revenue bonds (the "New Money Revenue Bonds") and general revenue refunding bonds (the "Refunding Revenue Bonds")

and, together with the New Money Revenue Bonds, the "Revenue Bonds") to carry out the purposes and intent of this resolution. The signature of the Authorized Representative or his or her designee shall be sufficient to bind the University with respect to any Revenue Bonds, certificate, agreement or instrument related thereto, and shall be sufficient to evidence the Authorized Representative's approval of the terms thereof.

(a) Revenue Bonds Authorized.

(i) New Money Revenue Bonds. The Board hereby authorizes the issuance of not more than Fifty Million Dollars (\$50,000,000) in aggregate principal amount of New Money Revenue Bonds under ORS 352.107(1)(b) and/or ORS 351.374 for University purposes, to fund debt service reserves, if any, and to finance other costs related to issuing a series of New Money Revenue Bonds, including but not limited to capitalizing interest.

(ii) Refunding Revenue Bonds. The Board further hereby authorizes the issuance of Refunding Revenue Bonds under ORS 352.107(1)(b) and/or ORS 351.374 to defease, prepay or refund short-term or interim financing incurred under Section 3.4.1 of the University Treasury Management Policy, to defease, prepay or refund any or all of the payments to be made by the University under the Schedule, to pay costs of issuance, and to pay defeasance, prepayment and refunding costs.

2. Special Obligations of the University. The Revenue Bonds shall be special obligations of the University that are payable solely from legally available revenues of the University that the University pledges to pay the Revenue Bonds.

3. Bond Sale Authorized. The Authorized Representative is hereby authorized, on behalf of the Board and without further action by the Board, to take any of the following actions that may be required if needed in connection with the issuance and sale of Revenue Bonds authorized herein:

(a) Issue the Revenue Bonds in one or more series and at different times; provided that any series of Revenue Bonds under this resolution shall be issued on or before June 30, 2015.

(b) Pledge all or any portion of the legally available revenues of the University to pay and secure the payment of the principal of and interest on each series of Revenue Bonds, and determine the lien status of each pledge.

(c) Apply the proceeds of any series of New Money Revenue Bonds to pay or reimburse costs of the University, to fund debt service reserves, if any, and to pay other costs related to issuing a series of Revenue Bonds, including but not limited to capitalizing interest.

(d) Determine whether to pay or refinance short-term or interim financing or to defease, refund or prepay any or all of the payments to be made by the University under the Schedule.

(e) Apply the proceeds of any series of Refunding Revenue Bonds to pay or refinance short-term or interim financing, to defease, refund or prepay any or all of the payments to be made by the University under the Schedule, to pay costs of issuance, and to pay defeasance, prepayment and refunding costs.

(f) Participate in the preparation of, authorize the distribution of, and deem final the preliminary and final official statements and any other disclosure documents for any series of Revenue Bonds.

(g) Establish the final principal amount, maturity schedule, interest payment dates, interest rates, denominations and all other terms for each series of Revenue Bonds; provided, that the true interest cost of any New Money Revenue Bonds shall not exceed eight percent per annum, and the final maturity date for any New Money Revenue Bond shall be on or before October 1, 2046.

(h) Select one or more underwriters or lenders and negotiate the sale of that series of Revenue Bonds to those underwriters or lenders, and execute and deliver one or more bond purchase agreements.

(i) Undertake to provide continuing disclosure for any series of Revenue Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.

(j) Apply for rating(s) for any series of Revenue Bonds.

(k) Draft and approve the terms of, and execute and deliver, one or more bond declarations which pledge all or a portion of the legally available revenues of the University to particular series of Revenue Bonds, make covenants for the benefit of owners of the Revenue Bonds, describe the terms of the Revenue Bonds that are issued under that bond declaration, and describe the terms under which future obligations may be issued on a parity with those Revenue Bonds.

(l) Appoint and enter into agreements with paying agents, escrow agents, bond trustees, verification agents, and other professionals and service providers.

(m) Issue any series of Revenue Bonds as taxable bonds, including as taxable bonds that are eligible for federal interest subsidies or tax credits.

(n) Issue any series of Revenue Bonds as governmental or 501(c)(3) tax-exempt bonds, hold public hearings, take actions and enter into covenants to maintain the tax status of that series of Revenue Bonds under the Internal Revenue Code of 1986, as amended (the "Code").

(o) Provide for the Revenue Bonds to be held in certificated or uncertificated form.

(p) Execute and deliver any agreements or certificates and take any other action in connection with the Revenue Bonds that an Authorized Representative finds will be advantageous to sell and issue the Revenue Bonds and carry out this resolution.

4. Ratification and Approval of Actions. The Board hereby ratifies and approves all prior actions taken on behalf of the Board or University related to such Revenue Bonds. The Board hereby authorizes, empowers, and directs the Authorized Representative to take further actions as may be necessary or desirable related to such Revenue Bonds, including, without limitation, the execution and delivery of agreements necessary or desirable to carry out such actions or arrangements, and to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

5. Effective Date. This resolution shall take effect immediately upon adoption by the Board.

--Vote Recorded on Following Page--

Trustee	Yes	No
Ballmer		
Bragdon		
Chapa		
Colas		
Curry		
Ford		
Gary		
Gonyea III		
Kari		
Lillis		
Ralph		
Schlegel*		
Wilcox		
Willcox		

**Materials prepared prior to the confirmation of Trustee Schlegel; her ability to cast a vote is dependent on her status at the time of this action.*

Dated this _____ day of December, 2014.

Initials: _____

Board of Trustees of the University of Oregon

**Resolution: Approval for Certain Housing Project
Seconded Motion from the Finance and Facilities Committee**

Whereas, the University of Oregon is committed to the continuous improvement of residential life for its students;

Whereas, a critical component of residential life at the University of Oregon are the various facilities that comprise the on-campus community;

Whereas, undergraduate enrollment at the University of Oregon has grown 24.8% in the last ten years and the institution needs additional resident beds to meet demand and provide capacity while older housing units are taken off line for renovation;

Whereas, ORS 352.107(1)(k) grants the University of Oregon the authority to engage in the construction, development, furnishing, equipping, and other actions relating to buildings and structures;

Whereas, University of Oregon policies require approval by the Board of Trustees for a capital project budget that is anticipated to exceed \$5,000,000;

Whereas, the Division of Student Life has developed a plan for a new 500-bed residence hall to be constructed on campus, as outlined in Exhibit A attached hereto, and desires to proceed with the planning, design and construction of that project; and

Whereas, pursuant to the Board's Policy on Committees, the Finance and Facilities Committee has referred this resolution to the full Board of Trustees as a seconded motion, recommending its approval;

Now, therefore, the Board of Trustees of the University of Oregon hereby authorizes the President and his designees to take all actions necessary and proper to engage in the housing project outlined on in Exhibit A.

--Vote recorded on following page--

Moved: _____

Seconded: _____

Trustee	Yes	No
Ballmer		
Bragdon		
Colas		
Coltrane		
Gary		
Gonyea III		
Kari		

Dated: _____ of _____, 2014.

Initials: _____

Exhibit A
Background and Project Summary

“Residence Hall Development and Renovation: Creating the Residential Campus”
Provided by the Division of Student Life

Background

As the University continues to strengthen AAU membership by requiring significant investment in graduate students and research, it will also be essential to fortify our stature by strengthening the undergraduate experience. Top universities, and those striving for excellence, continue to anchor formative student experiences within critical, core campus-based residential programs.

For example, the University of Washington is implementing a 10-year \$800 million dollar housing master plan (2010-2020); and Ohio State University is investing \$396 million in just three years as it moves to a two-year live-in requirement. Ohio State University Trustee Algenon Marbley said, "Great universities are never known for their off-campus experiences, but great universities are known for their on-campus experiences." And Gordon Gee, former President of Ohio State University, said, "This is not about housing, it's about providing the best quality education to students by taking a bold step that no one else is making."

Similarly, the University of Oregon is engaging in long-term campus planning, which includes both physical and programmatic pieces to engage students in a rewarding, educational residential experience.

The Plan Forward: The Residential Campus

The University needs to assertively establish its critical core of academic-centered residences for first-year students, transfer students, continuing students and American English Institute participants.

The immediate development of a new 500 bed residence hall (see below) - along with aggressive renovation of facilities in greatest need of significant work (Bean, Hamilton and Walton) provides the University a strong return on investment for undergraduate education and provides updated residential learning space for students.

Immediately after this new hall is opened, half of the out-of-date Bean Complex will be taken off-line for extensive construction. It will be made into an academic residential community (ARC, see below) and needed renovations will be made. The UO has the financial ability to complete the new hall and renovation of the other three.

An Academic Residential Communities Council, chaired by Lisa Freinkel, Vice Provost for Undergraduate Studies, and Michael Griffel, Director of University Housing, exists to, among other things, establish a process for soliciting, reviewing, selecting, and placing new ARCs in this new residence hall and the renovated facilities.

This is an exciting and strategically important time for the University. It is the time to take bold and innovative steps towards strengthening our position among peer institutions through a number of initiatives, including further investment in academic, residential and multi-functional infrastructure.

The Proposed New Residence Hall Project

- The building would house 500 beds in approximately 145,000 gross square feet.
- It would include resident assistant rooms, two professional staff apartments and a resident faculty apartment.
- There would be approximately 7,000 square feet of academic residential community space.
- Students would have access to a living room, study and social lounges, a game room, a kitchen, music rooms and laundry facilities.
- The total project cost is estimated at \$45 Million
- The building will be more market driven than traditional “100 year” institutional construction.
- The construction type will generally be “5 over 1”: five floors of wood construction on top of one floor of steel and concrete (the height of the building will vary from section to section).
- The University will utilize a development manager, architecture firm and construction manager/general contractor.
- This project will be *at least* LEED gold certified
- Project design and construction will accommodate the ceremonial needs of the adjacent Many Nations Long House, which is directly north of the possible site(s).
- Assuming approval, design work would begin approximately December 30, 2014.
- Construction should begin in early April 2016.
- Construction is expected to be complete and commissioning complete approximately August 2017.
- Construction costs will initially be funded from University cash, but university-backed revenue bonds will be the ultimate source of long-term funding.
- The Internal Bank Advisory Group discussed and vetted the plan to build the new residence hall and the comprehensive long-range plan to renovate the older portion of the housing stock to confirm the reasonableness and viability of the financial assumptions.

Academic Residential Communities (ARCs)

The University of Oregon’s ARCs, at their heart, are springboards to academic success, learning, leadership and professional development. ARCs are academically-driven, multi-use shared spaces that enhance student success and student’s sense of belonging; they are a wonderful way to engage students in scholarly endeavors while building a sense of place and community critical to resident life.

The mission of the UO seeks to create “a community of scholars” who “question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.” University of Oregon residential initiatives propel that mission by integrating out-of-classroom experiences with in-class learning. The UO strives for all residential students in an ARC. Colleges and faculty partnerships work continually to develop new ARCs; here are the 15 current programs:

- | | |
|--|---|
| Robert D. Clark Honors College | Living of Language Programs (5: Chinese Flagship; |
| Building Better Business Leaders Community | (French Immersive; German Immersive; |
| Business Residential Community | Japanese Global Scholars; Spanish Immersive) |
| College Scholars | Residential Freshman Interest Groups |
| Community for Ecological Scholars | Service Learning Cohort |
| Community for Musical Scholars | Sophomore Experience |
| LGBTQ Cohort | |



Dr. Nancy Golden, Chief Education Officer

Dr. Nancy Golden, Chief Education Officer

Dr. Nancy Golden, Chief Education Officer



Dr. Golden brings more than 35 years of experience as an educational leader in Oregon to her role as Chief Education Officer, starting her career as a special education teacher in 1974. She has formerly served as the superintendent for Springfield Public Schools in Springfield, Oregon from 2003 – 2013. In 2011, she served as Educational Advisor to the Governor and was selected as Oregon’s Superintendent of the Year. In 2004 Nancy was appointed by the governor to the Literacy Leadership State Steering Committee and was profiled in the January edition of *The School Administrator*. A former director for the University of Oregon’s Administrative Licensure Program, where she continues to teach, she is an expert in learning organizations, group process, facilitation skills, school supervision, and curriculum delivery and design. Nancy obtained her Ph.D. in Curriculum and Instruction from the University of Oregon in 1987. Nancy is highly regarded for her interest in promoting equity in our schools. She was one of two winners of the 2012 Tom Ruhl Leadership for Equity Award by the Oregon Leadership Network; in 2009 she received the Springfield Alliance for Equality and Respect’s Human Rights Leadership Award.



SB 909 (2011) created the Oregon Education Investment Board (OEIB). Below is a summary of the statutory provisions related to the OEIB, specifically with regard to its composition, duties, and staffing. Language is generally taken directly from the Oregon Revised Statutes.

Purpose

The Oregon Education Investment Board is established for the purpose of ensuring that all public school students in this state reach the education outcomes established for the state. The board shall accomplish this goal by overseeing a unified public education system that begins with early childhood services and continues throughout public education from kindergarten to post-secondary education.

Membership

The board consists of 13 members as follows:

- The Governor, or the designee of the Governor; and
- Twelve members who are appointed by the Governor, subject to confirmation by the Senate in the manner provided in ORS 171.562 and 171.565, and who serve at the pleasure of the Governor.

When determining who to appoint to the board, the Governor shall:

- Ensure that each congressional district of this state is represented by at least one member of the board; and
- Solicit recommendations from the Speaker of the House of Representatives for at least two members and from the President of the Senate for at least two members.

The Governor, or the Governor's designee, shall serve as chairperson of the Oregon Education Investment Board.

Duties

The duties of the board include:

- Ensuring that early childhood services are streamlined and connected to public education from kindergarten through grade 12 and that public education from kindergarten through grade 12 is streamlined and connected to post-secondary education. To assist the board in fulfilling this duty, the board shall oversee:
 - The Early Learning Council established by section 4, chapter 519, Oregon Laws 2011.
 - The Higher Education Coordinating Commission established by ORS 351.715.
- Recommending strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state.
- Providing an integrated, statewide, student-based data system that monitors expenditures and outcomes to determine the return on statewide education investments. The board shall provide the data system described in this paragraph by:
 - Developing the data system or identifying or modifying an existing data system that accomplishes the goals of the data system; and

- Ensuring that the data system is maintained.
- Entering into achievement compacts and administering sections 14, 15 and 18 of the 2012 Act [sections 14, 15 and 18, chapter 36, Oregon Laws 2012].

Working with the Quality Education Commission to identify best practices for school districts and the costs and benefits of the adoption of those best practices by school districts.

An appointed member of the board is entitled to compensation and expenses as provided in ORS 292.495.

A majority of the members of the board constitutes a quorum for the transaction of business.

The board shall meet at such times and places specified by the call of the chairperson or of a majority of the members of the board.

In accordance with applicable provisions of ORS chapter 183, the board may adopt rules necessary for the administration of the laws that the board is charged with administering, including any rules necessary for the oversight of the direction and control of the Higher Education Coordinating Commission.

Chief Education Officer

The Chief Education Officer shall be a person who, by training and experience, is well qualified to:

- Perform the duties of the office, as determined by the board; and

Assist in carrying out the functions of the board, as described in section 1, chapter 519, Oregon Laws 2011.

For the purpose of furthering the mission of the Oregon Education Investment Board to oversee a unified public education system, the Chief Education Officer shall have direction and control over the positions identified in the following subsection for matters related to the design and organization of the state's education system, including early childhood services provided by the state.

- The positions over which the Chief Education Officer shall have direction and control are:
 - The Early Childhood System Director.
 - The executive director of the Higher Education Coordinating Commission.
 - The Deputy Superintendent of Public Instruction.

The authority of the Chief Education Officer granted does not include the authority to appoint or remove a person from a position identified above.

If a person in a position identified above is appointed by an entity other than the Governor, the Governor shall resolve any dispute between the Chief Education Officer and the appointing authority of the person. The Governor's decision is final.



Governor John Kitzhaber, Chair.



Julia Brim-Edwards, Director for U.S. states/global strategy for NIKE, Inc., Government and Public Affairs, Co-Founder of the NIKE School Innovation Fund, and former Co-Chair of the Portland School Board



Dr. Consuelo Yvonne Curtis, Superintendent of Forest Grove School District and former member of Oregon Quality Education Commission for eight years



Matthew W. Donegan, Co-President of Forest Capital Partners and President of the Oregon State Board of Higher Education



Dr. Samuel D. Henry, professor at Portland State University, former Chair of the Oregon Commission on Children and Families, and member of the Oregon Board of Education



Nichole June Maher, President, Northwest Health Foundation



Dr. Mark Mulvihill, Superintendent of InterMountain Education Service District in Pendleton and member of the Oregon Quality Education Commission and the Vision and Policy Superintendent Task Force

Ron Saxton, Executive Vice President and Chief Administrative Officer of JELD-WEN Inc., and former Chair of the Portland School Board

David Rives, President of the American Federation of Teachers-Oregon and teacher of English to speakers of other languages at Portland Community College



Dr. Mary Spilde, President of Lane Community College and Co-Chair of the Post-Secondary Quality Education Commission



Kay D. Toran, President and Chief Executive Officer of Volunteers of America - Oregon and Board member of the Oregon Community Foundation, University of Portland, and Chalkboard Project



Johanna "Hanna" Vaandering, President, Oregon Education Association, Elementary Physical Education teacher



Richard "Dick" Withnell, Founder, Withnell Auto. Member of the Early Learning Council. He is the former Chair of the Oregon Commission on Children and Families and of the Marion County Commission on Children and Families.



Outcomes-Based Strategies to Meet 40-40-20

STATEWIDE LONGITUDINAL DATA SYSTEM

STATEWIDE LONGITUDINAL DATA SYSTEM

HEALTHY CHILDREN, STABLE FAMILIES & QUALITY EARLY LEARNING

KINDERGARTEN READINESS

3RD GRADE PROFICIENCY

9TH GRADE ON-TRACK

HIGH SCHOOL COMPLETION

COLLEGE COMPLETION

CAREER

PATHWAY TO K & 3RD GRADE READING

PATHWAY TO HIGH SCHOOL & POSTSECONDARY COMPLETION

Kindergarten Readiness ▶

8% ↑ in Kindergarten Readiness
EARLY LEARNING (\$135M)

Early Years to Kindergarten (\$25M)

Support for students and families thru investment and coordination of Early Learning Hubs

Birth to Age 3 (\$25M)

Investment in early screening for student health & wellness

Quality Childcare & Preschool (\$85M)

Improved access to childcare
Investment in quality improvement
Innovative preschool models

Culturally Responsive Teaching (\$4M)

20% ↑ in 9th On-Track for English Language Learners

English Language Learners Formula Change (\$90M)

3rd Grade Proficiency ▶

95% Reading at Grade Level

3rd GRADE READING (\$305M)

Full-Day Kindergarten (\$220M)

Quality curriculum, After School/Summer School

Pre-K to Grade 3 Literacy (\$85M)

Up to a 10% ↑ in 9th On-Track, 3rd Grade Reading & HS Completion

NETWORK FOR QUALITY TEACHING & LEARNING (\$37.4M)

Support for Low Performing Schools (\$5.4M)

Mentoring for Teachers & School Leaders (\$11M)

School District Collaboration Grants (\$17M)

Close 9th Grade Achievement Gap

9th Grade on-Track Formula Change (\$18M)

High School Graduation ▶

5% ↑ in HS & Postsecondary Completion

11-14 (\$17M)

Accelerated Learning (\$15M)

Math/English Alignment & Instruction Redesign (\$2M)

Postsecondary Completion & Career ▶

2.5% ↑ in college completion

Higher Education Affordability (\$99.3M)

Close completion achievement gap by 5%

Higher Education Productivity (\$54.4M)

PATHWAY CONNECTING EDUCATION TO CAREERS

100% ↑ Reaching HSE

High School Equivalency (\$2M)

Close Achievement Gap

CTE Formula Change (\$11.2M)

5% ↑ for 9th On-Track and 5% ↑ in HS Completion

Career Technical Education (CTE) Revitalization (\$24M)

3% ↑ in 9th On-Track and HS Completion

STEM Hubs & Strategies (\$15M)

EQUITY LENS

**Board of Trustees of the University of Oregon
Regular Meeting
December 11-12, 2014**

Agenda Item #5

There are no materials for this section



Dr. Robin Holmes has served as Vice President for Student Life since 2007. As Vice President, she leads the university's efforts in support of students' academic success, and oversees the Career Center, the Counseling and Testing Center, the Office of the Dean of Students, the Erb Memorial Union, the University Health Center, the Holden Center for Leadership and Community Engagement, University Housing, and the Department of Physical Education and Recreation. Dr. Holmes is a licensed clinical psychologist and began her

UO career at the University Counseling and Testing Center in 1992. She also maintains a clinical therapy practice and consults on issues of diversity and multicultural organizational development for higher education institutions and private corporations. She served as Dean of Students and director of the University Counseling and Testing Center prior to her appointment as Vice President for Student Life. Dr. Holmes has taught classes and workshops on multiculturalism, multicultural competencies in therapy, multicultural organizational development, cross-cultural dynamics in conflict mediation, as well as identity formation and development. She was the principal investigator of the Garrett Lee Smith Campus Suicide Grant awarded through the Substance Abuse and Mental Health Services Administration, and has research experience and expertise in working with individuals from a variety of backgrounds including: race, ethnicity, sexual orientation, and gender. Dr. Holmes served as the Special Project Leader overseeing the Cultural Competency Project, an effort to enhance awareness, knowledge and skills for cultural competency in higher education at the professional, academic and organizational levels.



Dr. Michael Griffel became the Director of University Housing in August, 2010. Michael was previously at Bowling Green State University where, as Director of Residence Life, he served as the senior housing officer from 2007-2010. Michael was Director of University Residences at the University of Idaho from 1998-2007 and Director of Residence Life and Housing at Robert Morris University from 1993-1998. Michael serves on the Association of College and University Housing Officer's- International (ACUHO-I) Executive Board as the

Workforce Development Director. Michael has a Ph.D. in Education from the University of Idaho, a Master's of Education from The Pennsylvania State University and a Bachelor of General Studies from the University of Michigan.



Dr. R. Kevin Marbury became the Director of Physical Education and Recreation in July 2012. Kevin comes to the University of Oregon from Old Dominion University where he served as director for nearly 11 years. Kevin has worked at a number of institutions in Ohio, Texas, Florida and Virginia since beginning his career in higher education in 1980. He recently completed a two year term on the Board of Directors of the NIRSA, serving the last as the Association's President. Kevin holds a bachelor's degree from Earlham College, master's degree from North Texas State and a Ph.D. in Higher Education Administration from the University of North Texas.



Dr. Laurie Woodward became the director of the Erb Memorial Union in June, 2012. Prior to coming to the UO, Laurie served as the Director of the Centennial Student Union & Student Activities at Minnesota State University from 2006-2012. She has also held leadership positions in student unions at the University of South Florida, University of Florida and the University of South Dakota. Laurie holds a bachelor's degree in political Science from Long Island University, a MA in College Administration/Recreation from Western Illinois University, and a Ph.D. in Higher Education and Graduate Certificate in Public Management from the University of South Florida. Her research interests include leadership development, environmental design and community development, and Social Contract Theory and the role and responsibilities of Higher Education.



Dr. Kevin Hatfield serves as the Assistant Director for Academic Initiatives with University Housing and is a non-tenure track faculty member with the Department of History and Clark Honors College. This hybrid position enables Kevin to function as a liaison fostering cross-divisional integration between Student Life and Academic Affairs through initiatives such as the Community Conversations Series, Global Oregon Learning Community, Undergraduate Symposium, Oregon 2020 Committee, and the residential language immersion and honors academic programs of the Global Scholars Residence Hall when it opened in Fall 2012. Kevin specializes in the social and environmental history of the American West, with a particular focus on Basque immigration and community formation.



Dr. Robert Davis began his study of Spanish in high school, and a study abroad scholarship in college took him to Madrid, Spain, where his life-long passion for Iberian culture began. Robert speaks Spanish and French and continues to learn Portuguese, Catalan, and Italian. After completing a BA in Spanish literature at the University of Southern Mississippi, Robert studied linguistics at the graduate level and received his M.A. and Ph.D. from the University of North Carolina-Chapel Hill. He has been teaching Spanish and Romance linguistics courses at the UO. His position as Director of Language Instruction led him to work on issues in language program direction, teaching methodologies, and teacher training. His research since coming to UO has centered on content-based instruction, using technology in L2 teaching, teaching culture, and second-language assessment. He has co-authored several textbooks used nationally for beginning and advanced language study, as well as articles in the research areas above, and leads the Spanish immersion living community in the Global Scholars Hall.



Christopher Minson



Dr. Minson graduated with a B.S. degree in Psychology from the University of Arizona in 1989. In 1993, he received his Master's degree in Exercise Science from San Diego State University. He then went to The Pennsylvania State University where he graduated with a Ph.D. in Exercise Science. He subsequently trained as a post-doctoral fellow at the Mayo Clinic in Minnesota in the Department of Anesthesiology.

Dr. Minson joined the Department of Human Physiology at the University of Oregon in 2000. Christopher Minson's research is focused on two areas of cardiovascular physiology in humans. He investigates how natural and synthetic forms of estrogen and progesterone impact cardiovascular health and blood pressure regulation in women, with funding from the National Institutes of Health. He also investigates the neural and vascular interactions and adaptations during thermoregulatory challenges. Currently he is focused on developing a model of heat therapy that could be used to improve cardiovascular and metabolic health in patient populations, including those with severe spinal cord injuries. His teaching emphasis is in the areas of cardiovascular and environmental physiology.

Dr. Minson is co-director of the Exercise and Environmental Physiology Labs and serves as a grant reviewer for the National Institutes of Health and is on the Editorial Boards of the Journal of Applied Physiology and Medicine and Science in Sports and Exercise. He has received research awards from the American Physiological Society and the American College of Sports Medicine. He was also a recipient of the University of Oregon Faculty Excellence Award in the inaugural year, and was recently named the Ken and Kenda Singer Professor of Human Physiology.



John Halliwill



John Halliwill graduated with a BS degree in zoology from The Ohio State University in 1991. In 1995, he received his doctorate in physiology from the Medical College of Virginia. He subsequently trained as a post-doctoral fellow at the Mayo Clinic and Foundation, until his appointment to the clinic's staff as an assistant professor of anesthesiology in 1999.

In 2002, Halliwill joined the University of Oregon's Department of Human Physiology. He co-directs the Evonuk Environmental Physiology Core and was a co-founder of the Bowerman Sports Science Clinic.

Throughout his career, His research has focused on identifying the hormonal, neural, or metabolic factors that are responsible for changes in the cardiovascular system during exposure to environmental and physical stresses. He has studied astronauts on the shuttle, helped elite and Olympic athletes prepare to compete in environmental extremes, and tested equipment for the US Marines.

John Halliwill is a leading researcher on why blood pressure is lower after exercise (post-exercise hypotension). He is a Fellow of the American College of Sports Medicine and has received awards from the American Physiological Society and the Journal of Applied Physiology.



Li-Shan Chou



Dr. Chou received his doctoral degree in mechanical engineering from the University of Illinois at Chicago. Prior to coming to the University of Oregon, he held positions as post-doctoral research associate in research fellow at the University of Chicago and the Mayo Clinic, respectively.

Li-Shan Chou joined the UO Department of Human Physiology in 2000. He is a Professor of Biomechanics and Director of the Motion Analysis Laboratory in the Human Physiology Department. His teaching focus is in the area of biomechanical analysis of human movement, orthopedic biomechanics, and rehabilitation engineering. In his research, he applies engineering and mechanical theories to enhance the understanding of mechanisms governing human locomotion and factors related to the increased incidence of falls in the elderly. Current research includes the prevention of falling among the elderly, the effects of traumatic head injury on gait stability and investigating the recovery times of total hip and knee arthroplasties.

His areas of expertise include clinical gait analysis, assessment of dynamic stability during locomotion, and mathematical modeling of the musculoskeletal system. Dr. Chou has received research grants from the National Institute of Health, the Mayo Foundation, the Medical Research Foundation of Oregon, and the Centers for Disease Control and Prevention.



Andrew Lovering



Andrew Lovering earned a B.S. in Biology from Texas Tech University in 1995. He received his Ph.D. in physiology from Texas Tech University School of Medicine in 2003. He was a postdoctoral fellow in the Rankin Laboratory of Pulmonary Medicine (University of Wisconsin School of Medicine and Public Health) before he joined the Department of Human Physiology at the University of Oregon in 2007.

The Cardiopulmonary & Respiratory Physiology Laboratory group is seeking to better understand how the cardiopulmonary and respiratory systems accommodate the demands of exercise and hypoxia at high altitude. Dr. Lovering's current projects include: 1) understanding pulmonary gas exchange in health and disease during exercise 2) elucidating the mechanism(s) mediating the opening and closure of inducible intrapulmonary arteriovenous shunts in healthy humans and 3) determining cardiopulmonary interactions in individuals with lung disease and cardiac defects. The lab has been funded by the Department of Defense, the American Heart Association and the American Lung Association in Oregon.

EPECore tour for UO Board of Trustees

Personnel

Meredith Luttrell is a post-doctoral research fellow in human physiology. Meredith earned her BS in exercise science at Carson-Newman College (Tennessee) before completing her MS and PhD at Texas A&M University. She joined the department of human physiology in 2014 and is currently supported by a research grant from NIH.

Pedro Abdala is a Research Coordinator for the EPECore and funded by a research grant from NIH. Pedro is from La Grande, OR. He earned his BS in human physiology at UO in 2014, and is gaining research experience for two years before going to medical school.

Vienna Brunt is a doctoral student in human physiology. Vienna is originally from England but grew up in California before attending high school in Eugene. She earned her BS and MS in human physiology at UO. Her doctoral studies are funded grants from the American Heart Association and the Eugene and Clarissa Evonuk Memorial Foundation.

Brett Ely is a doctoral student in human physiology. Brett is from Middlebury, Connecticut. She received her BS in dietetics and her MS in nutrition & exercise physiology from James Madison University. Brett previously worked for the United States Army Research Institute of Environmental Medicine in the Thermal Division examining environmental effects on Warfighters.

Matt Ely is a doctoral student in human physiology. He completed a BS in exercise science at the University of Massachusetts, Amherst and MS in exercise physiology at James Madison University. Matt worked for seven years at the United States Army Research Institute of Environmental Medicine in the Military Nutrition Division examining environmental effects and nutritional interventions for Warfighters.

Dylan Sieck is a master student in human physiology. Dylan is from Rochester, MN, and completed his BS in exercise science at Winona State University.

Mike Francisco is a masters student in human physiology from the Bay Area. Mike received his BS in human physiology at UO before continuing on to his graduate studies in Dr. Minson's lab.

Mairin Peck is a senior from Portland, Oregon majoring in Human Physiology and Spanish and working on a thesis in the Clark Honors College. She also competes on the UO triathlon team. Post graduation, she plans to continue her education in a Human Physiology graduate program after taking a year off to travel in South America.

Emily Axelrod is a sophomore in human physiology. Originally from West Linn, Oregon, she plans to graduate with a major in human physiology, and continue her studies to become a Physician's Assistant.

Additional Biographies

Charlie Hodgman is a junior in human physiology. He comes to Eugene from Seattle by way of Colorado. Following UO, Charlie plans to continue study in exercise physiology with a goal of pursuing a career in research and consulting.

Eben Futral is a Registered Diagnostic Cardiac Sonographer specializing in adult and pediatric cardiac ultrasound at Sacred Heart RiverBend. Eben loves to volunteer on Earthwatch Institute projects once a year at the far corners of the planet and has travelled to China with the Lovering lab to study the cardiopulmonary differences between Tibetan and Han Chinese.

**Evonuk Environmental Physiology Core (EEPCore)**

The EEPCore provides specialized research and educational capabilities for studying human physiology and is used by researchers investigating the human response to environmental stresses such as extremes of heat, cold, and altitude. The core consists of a custom-built environmental chamber, equipment for human studies, and supporting areas. The environmental chamber is a special 12'x12' room. It has a sophisticated heating and cooling system and walls made of encapsulated 4" thick urethane insulation. This chamber allows us to expose humans to different environmental conditions, and to try and understand how the physiology responds and adapts when we expose someone to heat stress, cold stress, changes in humidity, and even changes in altitude. We have had the chamber operating as cold as 0°Fahrenheit and as hot as 130°Fahrenheit. At the same time we can control humidity so that it can be an arid 20% relative humidity or a stifling 95% relative humidity, or anything in between. We can produce "weather on demand". We even have infrared heat lamps to replicate the radiant heat of direct sunlight. Using molecular sieve technology, oxygen levels can be reduced to simulate altitude. We have had the chamber operating at altitudes as high as 18,000 feet, and can combine altitude with these other environmental conditions to simulate the environmental stress of nearly any setting. In addition to the environmental chamber, the core houses an immersion pool which can be used to invoke rapid changes in body core temperature with either warm or cold water immersion.

Integral equipment used in EEPCore includes a metabolic cart for measuring energy expenditure and oxygen use, a medical gas analyzer used for non-invasive assessments of gas exchange and cardiac output, a data collection systems for multi-site skin and body core temperature recordings, and both a treadmill and a cycle ergometer to test human work capacity and performance.

EEPCore also includes many supporting areas: 1) A human subject preparation area is used to instrument a subject prior to entering the chamber or allow them to recover after they exit the chamber, 2) the biospecimen handling area is used to process blood and other samples to measure stress hormones, metabolites, and other chemicals. Instrumentation includes a centrifuge and microcentrifuge, blood analyzers for glucose, lactate, osmolarity, hemoglobin, and hematocrit, a spectrophotometer and fluorometer, and a microplate shaker, washer, and reader for Enzyme-Linked Immunosorbent Assays (ELISA), and High Performance Liquid Chromatography (HPLC), 3) our sterile instrumentation prep area has a steam and gas autoclave to sterilize instrumentation and devices used in our more invasive human studies.

Exercise & Environmental Physiology Lab

The Exercise & Environmental Physiology Lab is under the direction of Dr. John Halliwill and is the home to research focused on identifying the hormonal, neural, or metabolic factors that are responsible for changes in the cardiovascular system during exposure to environmental and physical stresses. It is based on the premise that we learn much more about the cardiovascular system when we challenge it. Just sitting around, we won't know what it is capable of doing. Push it with a stress such as exercise, and we get to see how robust a system it is, we gain insight into what can go wrong, and we can catch a glimpse of what disease is all about. Current work is exploring the root cause of some of the health benefits of

routine exercise on cardiovascular health, particularly in an aged population. Another current project is exploring the cause of fainting spells associated with vigorous exercise.

Human Cardiovascular Control Lab

Dr. Minson is the PI of the Human Cardiovascular Control Lab in the Esslinger Building on the University of Oregon campus. The goal of this lab is to perform integrative cardiovascular studies in humans using biomedical and molecular approaches. The current foci of the lab are to investigate blood pressure control and cardiovascular health in overweight or obese women, and to examine the potential for chronic heat therapy to improve biomarkers of cardiovascular and metabolic health in spinal cord injured patients. In both study areas we examine the complex relationships between the autonomic nervous system, the endocrine system, and the cardiovascular system in both healthy and disease states.



Global Scholars: Located on the east edge of campus, the Global Scholars Hall is co-ed by room and home to many of our Academic Residential Communities. Global Scholars Hall is also one of two communities that house a Library Commons and a full-time librarian to assist with research papers and academics in general. The main level of this building features classroom spaces, a demonstration kitchen, music practice rooms, and a recreation room.

Architect: ZGF Architects

History: Completed in 2012, the Global Scholars Hall is a 451-bed multi-level student residence hall with a variety of different living spaces, common areas and shared spaces, dining facilities, and academic program space, including a resident scholar apartment and Learning Commons with a librarian. The facility is located on the corner of 15th Avenue and Moss Street and was designed to accommodate the needs of freshman and upper-level students.

Bean: Located on the east edge of campus near Matthew Knight Arena, Bean offers the closest commute to concerts and sporting events. Co-ed by floor, Bean features a close-knit community and many single room options. Additionally, Bean is one of our most affordable locations.

Architect: Wilmsen, Endicott, and Unthank.

History: This structure, at 15th and Moss, was named for Robert Sharp Bean, UO grad who was Oregon Supreme Court Chief Justice (1882-90). Units within complex are named for former faculty: Parsons, Thornton, Caswell, DeBusk, Ganoe, Henderson.

Student Recreation Center: A \$50 million renovation and expansion of the Student Rec Center began in August 2013. The project includes a number of major improvements and several exciting additions to the existing facility. The design will build upon the open and inviting atmosphere of the SRC. Additions include a new aquatics center, significantly more space dedicated to weight and cardio training, a three-court gymnasium for activities such as basketball, volleyball and pickle ball. The renovation will be complete January 2015.

Architect: TBG Architects (Eugene); Cannon-Parkin (Los Angeles). Construction: Hyland Construction.

History: Esslinger Hall was expanded and substantially renovated to house new exercise areas, a running track, rock climbing wall, and other features. Student fees supplied most of the funding for the \$18 million project. The documentation describing how the fitness center was planned (Snider) describes well how the "Oregon Experiment" approach to planning works.

Architect and historical information from "The Architecture of the University of Oregon - A History, Bibliography, & Research Guide" <https://library.uoregon.edu/guides/architecture/oregon/index.html#buildings>

Student Recreation Center Expansion

FITNESS

- 12,000 sq. ft. of additional fitness space
- 60+ new pieces of cardio equipment
- Personal training studio
- Cycling, boxing, and mind-body studios



AQUATICS

- 12-lane lap pool
- Warm water leisure pool
- Diving boards
- Whirlpool spa



ADDITIONAL FEATURES

- 110,000 sq. ft. of new space
- 40,000 sq. ft. of renovated space
- Lounge and social spaces
- The Duck Store
- Additional 3-court gym
- New locker rooms
- Sun deck

University of Oregon
Student Recreation Center

The
REC

Student Recreation Center Expansion

Construction Begins

July 2013

Grand Opening

January 2015



For more information visit:
uorec.uoregon.edu

The
REC

A NEW STUDENT UNION



UNIVERSITY OF OREGON

Erb Memorial Union Renovation and Expansion

\$95 million total cost; Includes \$5 million in private gift opportunities

The Erb Memorial Union (EMU) is the hearth—and the heart—of our campus, serving the entire UO community. No Oregon graduate has ever majored in student unions, but it would be hard to find a Duck whose college experience wasn't somehow shaped by the EMU.

Since it first opened in 1950, the EMU has provided a place to study, eat, and gather. However, for a residential campus, a student union also means much more. It is a vital part of the university's vision to create a vibrant community of scholars.

The last major addition to the EMU was completed in 1973. Since then, our student population has grown from approximately 16,000 to more than 24,000. This renovation and expansion is long overdue. It will help us serve a growing student body, create a more sustainable facility, and better meet the needs of the entire campus.

Project Overview

Construction began in December 2013, targeted for completion in June 2016

- > 80,000 square feet of new construction to help meet the needs of a growing university
- > 134,000 square feet to be renovated
- > Eliminates millions of dollars in deferred maintenance
- > Sustainability—striving for LEED (Leadership in Energy and Environmental Design rating system) platinum certification, certain to obtain LEED gold certification
- > More effective navigation, traffic flow, and use of space



Construction Highlights

- > New student-centered wing and a shared resource center for student organizations
- > Three-story atrium and social center
- > Pub for students, faculty, and community
- > Thirty two percent increase in conference room space
- > Versatile, high-tech, 250-seat multipurpose room for movies, gatherings, and presentations
- > Expanded food and retail space
- > Iconic spaces—such as the Fishbowl—to be restored and rejuvenated, retaining the same look and feel
- > South lawn—a new signature outdoor space for the university

An Opportunity

At the corner of 13th and University, the EMU is truly at the heart of campus. The University of Oregon has 24,000 students, 6,000 faculty and staff and hundreds of visitors each day we can assure plenty of traffic to make the right enterprises successful. The EMU is looking for several good partners to provide dining and retail opportunities for students at the University of Oregon.

The EMU has meeting space for groups from 10 to 1200 and hosted over 16,000 programs and events were hosted in the EMU last year. In addition to student and campus programs, the EMU hosts regional and national conferences, weddings, banquets and a whole host of community events.

The EMU is home to the University of Oregon's Student Government (ASUO) and a wide variety of student organizations and campus programs. The number and variety programs, services and student organizations in the EMU help to make it the hub of campus activity. These programs, services and organizations include;

ASUO, Multicultural Center, International Center, Craft Center, Outdoor Program, Veteran's Center, Women's Center, Cultural Forum, Student Activities and Resource Center, Sustainability Center, KWVA Radio Station, University Ticket Office, University ID Card office, Duck Store, Health & Wellness Center and more!

To learn more about the new EMU and possible retail opportunities. Please contact

Laurie Woodward

Director, Erb Memorial Union
541-346-6063, lauriew@uoregon.edu

**Board of Trustees of the University of Oregon
Regular Meeting
December 11-12, 2014**

Agenda Item #8

There are no materials for this section



Betsy Boyd came to the University of Oregon in 2000 as director of federal affairs. Before joining UO, Betsy worked for Congressman Peter DeFazio (D-Springfield) for fourteen years, the last twelve from 1988 to 2000 as director of his district offices. She earned a master's degree in political science from Rutgers, the State University of New Jersey, and a bachelor of arts in political science from the University of Oregon. As an intern to Congressman Jim Weaver, Betsy handled veterans' casework. She serves as a liaison between the university and Oregon's congressional delegation.

FEDERAL AFFAIRS REPORT TO THE UO BOARD OF TRUSTEES

The 113th Congress and what's ahead for the 114th

Betsy Boyd, Associate Vice President Federal Affairs
Prepared: November 25, 2014

The 113th Congress convened on January 3, 2013. The 114th Congress will run from January 3, 2015 to January 3, 2017. The purpose of this report is to look back at how the University of Oregon engaged with Congress during the 113th session and preview key budget and policy priorities for the 114th Congress.

Summary: The University of Oregon worked with the Oregon delegation, higher education associations and other policy makers to support the university's federal agenda throughout the 113th Congress through meetings and events in Washington, D.C. and in Oregon with participation from students, faculty and administrators.

UO worked strategically with the Association of Public and Land-grant Universities (APLU), the Association of American Universities (AAU), and our sister Oregon universities to carry forward a coalition agenda involving student aid, research and budget advocacy. The University of Oregon also acted on opportunities of special significance based on the unique characteristics of our campus, faculty and students. Examples of those opportunities include (1) Pell grant and student loan deduction changes; (2) advocacy for the U.S. Geological Survey to invest in sensors for a west coast public earthquake early warning system (that benefits research in addition to providing public safety); and (3) balanced funding for the US Department of Education's National Center for Education Research (NCER) and National Center for Special Education Research (NCSER).

The fiscal cloud created by the 2011 Budget Control Act continued to loom large over the 113th Congress, resulting in a sequester in March 2013 and a sixteen day government shut-down in October 2013. Efforts to address policy priorities were overshadowed by continuing budget negotiations. The start of the second session of the 113th Congress marked a return to a more orderly appropriations process with passage of a budget deal that set spending limits and eliminated the threat of sequester for FY15. But, despite a commitment to regular order in 2014, as of the Board of Trustee's deadline to submit materials, no Omnibus budget bill or long-term continuing resolution had been enacted to carry the federal budget beyond December 11. Instability in the federal budget process has profound implications for UO students and faculty. In 2013-14, UO faculty earned nearly \$100 million in federal research awards and UO students relied upon more than \$176 million in federal student aid. More than 5,400 students received \$22 million in Pell Grant aid in 2013-14.

In addition to reporting on highlights from the 113th Congress, the following materials are included in the packet:

- FY15 budget issue briefs provided to the Oregon delegation in April 2014
- A timeline depicting Oregon delegation engagement with UO alongside federal policy milestones for higher education.
- "Driving Innovation through Federal Investments" testimony submitted April 2014

FEDERAL AFFAIRS REPORT TO THE UO BOARD OF TRUSTEES The 113th Congress and what's ahead for the 114th

113TH BUDGET AND POLICY ADVOCACY AND INITIATIVES:

FY 2014 and FY 2015 Appropriations:

The University of Oregon advocated for key education and research programs as part of the FY2014 and FY2015 appropriations process. University representatives met with congressional offices throughout 2013 and 2014 to emphasize to members of Congress and their staff the value of federal investments and benefits to students, faculty and the Oregon economy. Oregon delegation members supported key priorities at our request through letters to the Appropriations Committees and by signing “Dear Colleagues” (letters which are circulated among congressional offices to show support for funding priorities).

In addressing budget negotiations, including sequestration, the University of Oregon engaged Oregon’s universities in advocacy. The presidents of the University of Oregon, Oregon State University, Oregon Health & Science University, and Portland State University acted together to publish opinion pieces in the *Oregonian* and joint letters to advocate for a budget agreement that would prevent further impacts on Oregon’s students and research activities. We also solicited and received support for federal budget advocacy from Oregon’s business and scientific community, particularly the Portland Business Alliance and the Eugene, Springfield, and Albany chambers of commerce. Our efforts were boosted in November when several business organizations joined the Business Coalition for Federal Research Funding led by the Greater Boston Chamber of Commerce.

Policy priorities:

- **Student aid**
In addition to budget advocacy, much of the focus on student aid involved modifying the student loan interest rate and addressing college costs and affordability. The stability of the Pell Grant program is a long term priority given the great rate of participation by UO resident undergraduates.
- **Research policy and funding**
In addition to advocating for federal research funding, UO worked with higher education, academic and scientific associations to address the reauthorization of the America COMPETES Act. Enacted in 2007, America COMPETES was bipartisan legislation, inspired by the National Academy of Science’s 2007 report, *Rising Above the Gathering Storm*, that strongly supports the National Science Foundation (NSF), National Institute of Standards and Technology (NIST), and the US Department of Energy Office of Science. Former President Michael Gottfredson provided written testimony in April 2014 to the US Senate Appropriations Committee to help make the case for reauthorization and robust federal research investment. See attachment.
- **Preparation for Higher Education Act reauthorization**
Led by the American Council on Education (ACE), AAU and APLU, UO tracked developments in the reauthorization of the Higher Education Act, which governs student aid and is the primary vehicle used to regulate institutions of higher education regardless of sector (e.g., for-profit, research, community college, etc.). AAU and APLU both developed principles for reauthorization addressing access, completion, and accountability.
- **National Science Foundation (NSF) – Social, Behavioral, Economic sciences research**

Continuing efforts to cut funding for the NSF Social, Behavioral, and Economic Sciences directorate (in part by targeting certain research grants related to climate change or with an international dimension) combined with reauthorization made NSF a priority.

- **Institute of Education Sciences (IES) Reauthorization**

UO consistently ranks among the top recipients of IES research awards. IES research centers have been disproportionately funded with the National Center for Special Education Research (NCSER) suspending research competitions for two years while the National Center for Education Research (NCER) has seen growth. UO advocacy efforts involve addressing both the authorization and appropriations to IES as well as agency outreach.

- **Farm Bill and National Institute of Food and Agriculture (NIFA)**

For the first time, the Farm Bill became a priority for UO's federal agenda when it threatened to convert its competitive research program, the National Institute of Food and Agriculture (NIFA), to one requiring unprecedented match requirements for non land-grant institutions. While most US Department of Agriculture funding is awarded to land-grant institutions for research and extension through formula and capacity grants, NIFA is a competitive research program where UO researchers have found success. Thanks to some legislative compromises, UO won designation as a non-land grant college of agriculture in July 2014, allowing for the waiver of the match requirement in future NIFA competitions. For current active NIFA grants, the match requirement would be about \$1 million.

- **Helium Stewardship Act (HR 527)**

Continuation of the reserve became a priority in fall 2013. For UO, liquid helium is used to service instrumentation critical to \$15-20 million of then current and pending federal research funding, representing more than a dozen UO research labs (with over 150 users) including the Center for Sustainable Materials Chemistry, UO chemistry teaching programs, and the UO Graduate Internship Program. Helium is vital to the operation of the university's CAMCOR Nuclear Magnetic Resonance Facility that serves close to twenty local and regional commercial companies in addition to university researchers. Helium is also used in the cooling of the UO's Magnetic Resonance Imaging (MRI) technology.

Advocacy Initiatives and Engagement:

- **Innovation Deficit**

Since the launch of the innovation deficit campaign in 2013, UO has been an active participant. In the July 2013 launch, UO joined with 200 universities calling on federal leaders to close "the innovation deficit", the gap between current education and research funding and what is needed for the United States to retain its global standing. For the July 2014 anniversary, UO actively participated in the social media campaign and engaged members of the Oregon delegation to participate as well. The innovation deficit campaign is led by AAU and APLU with the Task Force on American Innovation. It is an important unifying theme and focus of federal advocacy activities. For more information, see the innovation deficit website at innovationdeficit.org.

114TH CONGRESS AND FY16 FORECAST AND AGENDA

UO's federal advocacy agenda typically includes advocacy for student aid, research, and unique opportunities that involve UO students and faculty. The release of the Administration's budget request combined with scheduled reauthorizations further defines the advocacy agenda. The Innovation Deficit effort will continue to be an organizing principle for advocacy activities. Broadly speaking, the federal agenda for the 114th Congress will include:

- **Budget**
Unless Congress can come to an agreement, sequestration will return in FY2016 requiring mandatory cuts across discretionary programs, including research.
- **Student aid**
Student aid issues are always a priority – reauthorization of the Higher Education Act will put student aid in the spotlight in 2015-16.
- **Research funding and research agency reauthorizations**
While the President’s FY15 budget request was supportive of research funding and Congress generally values the university-research enterprise, controversy about how to move forward on budget matters could again disrupt FY16 and FY17 education and research agency budgets. Reauthorization activity, unless completed in the remainder of the 113th Congress, will include NSF and IES. We expect continued opportunities to advocate for earthquake early warning investments by USGS.
- **MAP-21 – Surface Transportation Act**
UO researchers participate with University Transportation Centers, programs funded by the research title of the Surface Transportation Act.
- **Higher Education Act reauthorization**
Reauthorization is expected to take place in the 114th Congress with policy implications for access, accountability, campus safety, prevention and response to campus sexual assault and misconduct, and other issues.
- **Tax reform** – possibility of comprehensive tax reform that addresses charitable giving including preservation of the charitable deduction and IRA charitable rollover, higher education tax credits, and compliance and regulatory activity for the sector.

Questions? Please contact Betsy Boyd, Associate VP, Federal Affairs at 541-346-0946 or eaboyd@uoregon.edu.



UNIVERSITY
OF OREGON

Federal Budget Priorities

FY15

Universities and the federal government: A partnership for preparation and prosperity

Government supports higher education based on a theory: the theory of the relationship between the government and individuals, and the idea that economic and social mobility for individuals results in the betterment of society. It is the theory that impressed Abraham Lincoln, who took time out from the Civil War in 1862 to sign the Morrill Act, the legislation that created land grant universities, and in 1863 to sign the Act of Incorporation that created the National Academy of Sciences. To this day, this national commitment undergirds the federal-higher-education partnership and makes our nation's future more hopeful.

—Michael R. Gottfredson
President, University of Oregon

Request to Congress

The University of Oregon asks Congress to **keep federal student aid and federal research programs as national priorities** in FY15. The UO's priorities are:

1) Federal Pell Grant Program: Support the scheduled increase to a maximum award of \$5,830, an additional \$100 per maximum award.

Why Pell Grants matter to Oregonians: In 2012–13, more than \$23 million in Pell Grants were awarded to 5,394 UO students. Almost 38 percent of Oregon residents attending UO receive some Pell Grant support. Lower income students at Oregon's largest universities benefited from \$100 million dollars in Pell Grants during the 2011–12 school year. Without that financial help, more than 22,000 students at Oregon State University, the UO, and Portland State University would face a greater struggle to pay for college.

2) Federal research: Strengthen federal research agencies, particularly the National Institutes of Health, the National Science Foundation, the US Department of Energy (Office of Science), and the Institute of Education Sciences. For a complete set of funding priorities, see chart on the second page of this document.

Why federal research matters to Oregonians: Oregon's research universities have a rich history of innovation, discovery and job creation borne out of federal research funding. According to economic impact studies, Oregon State University, the University of Oregon, Portland State University, and Oregon Health & Science University have a nearly \$10 billion impact per year on the state through all activities. Collectively, Oregon's research institutions suffered a \$68 million reduction in federal research grants in 2013 as a result of sequestration. That is money that could have led to life-changing discoveries, innovation and much-needed economic activity. In Fall 2013, business organizations including the Portland Business Alliance and the chambers of commerce in Eugene, Springfield, and Albany endorsed principles for the reauthorization of America COMPETES.

3) Opportunities for Oregon: The UO thanks the Oregon delegation for its interest in **Earthquake Early Warning** (U.S. Geological Survey), university partnerships with the **U.S. Department of Energy's National Energy Technology Laboratory-Albany, Oregon**, and **special education research** (U.S. Department of Education's Institute of Education Sciences), all areas of emphasis that directly benefit Oregonians' safety, well-being, and welfare.

FY15 Funding Priorities

	FY10 Final	FY11 Final	FY12 Final	FY13 ⁴ CR	FY13 Final with sequester and rescission	FY14 Omnibus Bill	FY15 Administration Budget	FY15 Recommendation
Department of Education (L/HHS)								
Pell Grant								
Maximum grant (\$ in thousands; incl. mandatory and discretionary)	\$5,550	\$5,550	\$5,550	\$5,365	\$5,365	\$5,730	\$5,830	\$5,830
Discretionary funding	\$17,495	\$22,956	\$22,824	\$22,824	\$22,824	\$22,778	\$22,778	\$22,778
Student aid programs ¹	\$3,034	\$2,844	\$2,855	\$2,853	n/a	\$2,848	\$2,848	\$2,924
Graduate education programs ²	\$41	\$39	\$31	\$31	n/a	\$29	\$29	\$31
International education programs	\$126	\$76	\$74	\$74	n/a	\$72	\$76	\$76
Institute of Education Sciences		\$102	\$594	\$597		\$577	\$637	\$637
National Institutes of Health (L/HHS)	\$31,243	\$30,406	\$30,861	\$30,938	\$29,151	\$29,926	\$30,220	\$32,000
National Science Foundation (CJS)	\$6,873	\$6,807	\$7,033	\$7,393	\$6,884	\$7,172	\$7,255	\$7,500
NASA (CJS)								
Science	\$4,497	\$4,945	\$5,073	\$5,144	\$4,795	\$5,151	\$4,972	\$5,254
Aeronautics	\$497	\$535	\$569	\$570	\$531	\$566	\$551	\$577
Space technology	\$275	–	\$574	\$642	\$599	\$576	\$706	\$706
Department of Agriculture (Ag)								
AFRI		n/a	\$265	\$325	\$276	\$316	\$325	\$360
Department of Energy (Energy/Water)								
Office of Science	\$4,964	\$4,868	\$4,874	\$4,876	\$4,621	\$5,071	\$5,111	\$5,223
ARPA-E ³	–	\$180	\$275	\$265	\$251	\$280	\$325	\$325
Department of Defense 6.1 Basic Research (Defense)	\$1,815	\$1,947	\$2,010	\$2,130	\$2,103	\$2,167	\$2,018	\$2,230
National Endowment for the Humanities (Interior)	\$168	\$155	\$146	\$146	\$139	\$146	\$146	\$155

Note: The Association of Public and Land-grant Universities and the Association of American Universities developed these recommendations for Congress.

\$ in millions, unless otherwise noted

¹ Includes Federal Work-Study, SEOG, GEAR UP, and TRIO

² Includes Javits Fellowship and GAANN. The FY12 conference agreement consolidated Javits into GAANN

³ ARPA-E received \$400 million from ARRA in FY10

⁴ Source: HR 933 FY13 Continuing Resolution. Does not include across-the-board rescissions required by the bill and sequestration cuts.

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UNIVERSITY
OF OREGON

Federal Budget Priorities: Student Aid FY15

Request to Congress: Keep federal student aid as a national priority with a special focus on the Federal Pell Grant program.

Summary: The University of Oregon urges Congress to keep student aid a national priority with a particular emphasis on the Federal Pell Grant program by supporting the scheduled increase to a maximum award of \$5,830, an additional \$100 per maximum award. The University of Oregon leverages federal student aid through programs like PathwayOregon, the university's program that ensures that academically qualified Federal Pell Grant eligible Oregonians will have their University of Oregon tuition and fees paid with a combination of federal, state, and university funds. Last year, University of Oregon students received nearly \$35 million in institutional and UO Foundation aid.

University of Oregon recipients of the federal Pell grant, academic year 2012–13

	Resident undergraduates	Nonresident undergraduates	All undergraduates
Recipients	4,582	812	5,394
Percent of population	37.8 percent	9.3 percent	25.9 percent
Total amount offered	\$19,934,688	\$3,339,682	\$23,274,370

Source: UO Institutional Research

Financial aid by the numbers, academic year 2012–13

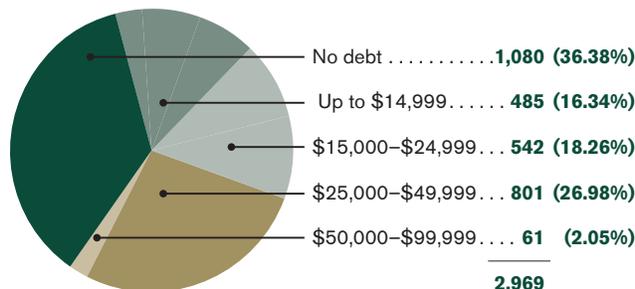
Total aid	\$234,771,168
Total federal aid	\$180,767,317
Total state aid	\$7,035,172
Total institutional aid	\$32,208,839
Total University of Oregon Foundation aid	\$4,175,515
Increase in PathwayOregon funding to 2013 freshmen*	69%

* Comparison of fall 2012 and fall 2013 cohorts
Numbers may slightly vary from previously reported and from table on the second page of this document based on time of reporting and reporting requirements.

Source: UO Office of Enrollment Management 2013 Annual Report

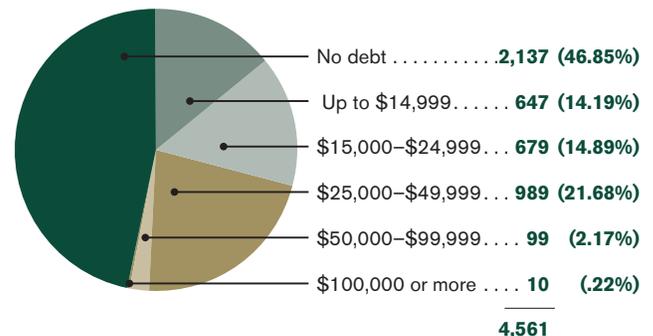
Debt at graduation (academic year 2012–13): 47 percent of UO undergraduates completed their degrees without debt, and for those who did graduate with debt, the average amount was \$24,528.

Resident undergraduate students



Source: UO Institutional Research

Resident and nonresident undergraduate students



DISTRIBUTION OF STUDENT AID BY CATEGORY

AY2012-13	Resident undergraduate	Nonresident undergraduate	Resident graduate	Nonresident graduate	TOTAL
Federal	\$85,493,560	\$54,527,107	\$15,713,016	\$25,058,142	\$180,791,824
Pell Grant	\$18,902,874	\$3,137,851	\$0	\$0	\$22,040,725
Federal Supplemental Educational Opportunity Grant	\$1,059,426	\$172,082	\$0	\$0	\$1,231,508
Teacher Education Assistance for College and Higher Education Grant	\$17,478	\$5,959	\$61,563	\$4,940	\$89,940
Federal Work Study	\$1,471,405	\$177,757	\$113,515	\$151,139	\$1,913,815
Federal Direct Loan (subsidized)	\$23,639,676	\$7,593,945	\$0	\$0	\$31,233,621
Federal Direct Loan (unsubsidized)	\$22,755,089	\$6,851,849	\$12,280,504	\$17,038,510	\$58,925,952
Federal Perkins Loan	\$3,012,561	\$559,783	\$0	\$0	\$3,572,344
Parent/Graduate/Professional PLUS Loan	\$14,635,051	\$36,027,881	\$3,257,434	\$7,863,553	\$61,783,919
State aid	\$6,894,719	\$0	\$144,898	\$0	\$7,039,617
Inst. and UO Foundation aid	\$17,728,367	\$14,060,722	\$1,451,108	\$3,680,743	\$36,920,939
Other aid	\$3,439,245	\$6,548,749	\$214,930	\$396,699	\$10,599,622
Total	\$113,555,891	\$75,136,577	\$17,523,951	\$29,135,583	\$235,352,003

A ONE-YEAR LOOK AT STUDENT AID AND UNMET NEED AT THE UNIVERSITY OF OREGON

AY2012-13	Resident undergraduate	Nonresident undergraduate	Resident graduate	Nonresident graduate	TOTAL
Number of students	7,740	2,740	823	1,222	12,525
Need	\$139,971,214	\$74,014,957	\$22,427,095	\$47,270,784	\$283,684,050
Paid	\$91,596,767	\$26,015,346	\$16,583,690	\$27,010,634	\$161,206,437
Unmet need	\$48,374,447	\$47,999,611	\$5,843,405	\$5,843,405	\$122,477,613

At the University of Oregon in academic year 2012-13 alone, there was \$122.4 million in federally authorized but unfunded need. If student aid were more fully funded, students would have access to \$283.6 million in student aid. Need is defined as the difference between cost of attendance and expected family contribution.



UNIVERSITY
OF OREGON

Federal Budget Priorities: Research FY15

Request to Congress: The University of Oregon urges Congress to approve funding increases that at least cover inflation in research costs for scientific research at the National Institutes of Health, the National Science Foundation, the Department of Energy's Office of Science, NASA, USDA's Agriculture and Food Research Initiative, and the Department of Defense.

Summary: A new kind of deficit—an innovation deficit—is jeopardizing our nation's role as the world's innovation leader and thereby undermining U.S. economic strength.

This deficit can be closed with a strong recommitment to investing in research and higher education. Specifically, we ask Congress to strengthen federal research agencies, particularly the National Institutes of Health, the National Science Foundation, the U.S. Department of Energy (Office of Science), and the Institute of Education Sciences.

In return, Oregon's research universities will further innovation, discovery and job creation borne out of federal research activity. Oregon State University, the University of Oregon, Portland State University, and Oregon Health & Science University together suffered a \$68 million reduction in federal research grants in 2013 as a result of sequestration. That is money that could have led to life-changing discoveries, innovation and much-needed economic activity in Oregon.

The University of Oregon is among the top universities in the nation for translating discoveries into practical applications per research dollar invested. 22 UO-affiliated startup companies created 275 jobs, which added \$27.3 million to the state's economy in 2013.

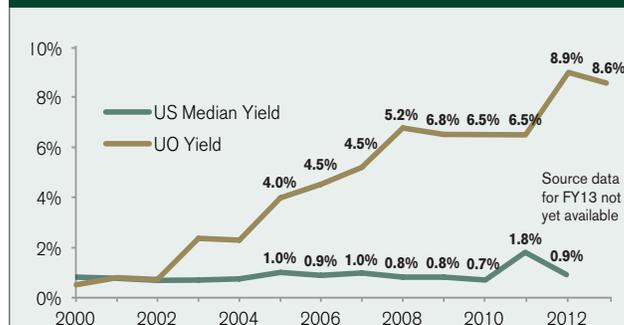
Source: UO Office for Research, Innovation, and Graduate Education

RESEARCH AND OTHER SPONSORED EXPENDITURES

	Total Research Expenditures (\$ in Millions)	Research Expenditures per Faculty (\$)
FY03	\$75.9	\$120,482
FY04	\$85.3	\$139,414
FY05	\$86.4	\$138,214
FY06	\$95.7	\$150,760
FY07	\$98.7	\$154,675
FY08	\$101.3	\$157,854
FY09	\$110.3	\$171,041
FY10	\$115.6	\$175,166
FY11	\$124.7	\$182,779
FY12	\$121.7	\$174,610
FY13	\$120.4	\$168,377

Source: UO Institutional Research

RETURN ON RESEARCH THROUGH LICENSING INCOME



The University of Oregon ranks among the top twenty universities in the U.S. for percentage return on research through licensing and innovation.

Source: UO Office for Research, Innovation, and Graduate Education

National Energy Technology Laboratory (NETL)—Albany, Oregon

(U.S. Department of Energy-Office of Fossil Energy)

UO Request: \$950,000 and report language

The National Energy Technology Laboratory, located in Albany, Oregon, began a variety of collaborative research projects with the UO and other Oregon universities, via contract, in summer 2013 following the development of a Memorandum of Understanding. There is a need for continued support in FY15 to further

enable university partnerships. Support may move pilot projects beyond the initial discovery phase in areas ranging from nanostructures to synthetic chemistry. NETL-Albany is the only remaining government-owned and operated U.S. Department of Energy facility in the nation (others are operated by contractors).



UNIVERSITY
OF OREGON

Federal Budget Priorities: Opportunities for Oregon FY15

Request to Congress: The Administration's FY15 budget includes programs of special significance to Oregon's safety, welfare and well-being. Those budget activities are: **Earthquake Early Warning** (U.S. Geological Survey), **special education research** (U.S. Department of Education's Institute of Education Sciences), and university partnerships with the U.S. Department of Energy's **National Energy Technology Laboratory-Albany, Oregon**.

Earthquake Early Warning

(U.S. Geological Survey—Earthquake Hazards program)

UO Request: \$16.1 million and report language

The University of Oregon joins with other west coast research institutions in seeking **\$16.1 million** to build out, operate and maintain a public earthquake early warning system on the west coast with real-time sensors and communications technologies. In addition, UO seeks **report language that encourages planning** for the Cascadia subduction zone to ensure the maximum effectiveness of earthquake early warning. The Cascadia fault line is the type of fault most likely to spur category 9 earthquakes and associated tsunamis because of its ocean location.

The University of Oregon and the University of Washington currently provide seismic monitoring through the Pacific Northwest Seismic Network. The University of Oregon, through faculty and associated technicians, is responsible for maintaining and monitoring stations located in Oregon. The Pacific Northwest Seismic Network locates more than 1,400 earthquakes per year greater than magnitude 1.0 in Washington and Oregon and thus provides an assessment of earthquake and volcanic risks.

The combination of funds for the planned earthquake early warning system and report language to encourage future planning for the Cascadia subduction zone are important steps to prepare for earthquake events and the tsunami that would likely follow.

Special Education Research

(U.S. Department of Education—Institute of Education Sciences)

UO Request: Report language

Our federal government's investment in education research—just as in medicine, energy and defense—provides the foundation of evidence upon which effective policies, practices, personnel training and systems are based. The Administration's FY15 budget includes more than an 8 percent increase in additional funding for the Institute of Education Sciences (IES), bringing the total budget request to \$637 million but makes no new investment in special education. No research competitions in special education are planned for FY14 and none have been held since FY13.

Over the last five years, the IES budget for general education research has grown by more than \$35 million. The budget for special education research has been reduced by almost 30 percent (\$20.5 million) to a proposed \$54 million.

Students with intellectual and other disabilities represent about 15 percent of our nation's children. While educational outcomes for students with disabilities have been slowly improving over the last two decades, they remain unacceptably far below expectations and well below those of the general student population, threatening the nation's commitment to individual independence and economic security.

Report language is needed to clarify the Institute of Education Science's commitment to and plans for special education research competitions.

National Energy Technology Laboratory (NETL)—Albany, Oregon

(U.S. Department of Energy-Office of Fossil Energy)

UO Request: \$950,000 and report language

The National Energy Technology Laboratory, located in Albany, Oregon, began a variety of collaborative research projects with the UO and other Oregon universities, via contract, in summer 2013 following the development of a Memorandum of Understanding. There is a need for continued support in FY15 to further

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Outside Witness Testimony
**SENATE APPROPRIATIONS COMMITTEE HEARING ON “DRIVING
INNOVATION THROUGH FEDERAL INVESTMENTS”**

Michael R. Gottfredson, President
University of Oregon
April 29, 2014

Chairwoman Mikulski, Ranking Member Shelby, Senator Merkley, and Committee Members, I am Michael Gottfredson, President of the University of Oregon.

I want to thank the Chairwoman and all members of the committee for the opportunity to submit testimony about the federal government-university partnership that has been at the heart of our nation’s economy for so long.

Government supports higher education based on the idea that economic and social mobility for individuals results in the betterment of society. It is this theory of the relationship between the government and individuals that impressed Abraham Lincoln, who took time out from the Civil War in 1862 to sign the Morrill Act, the legislation that created land grant universities, and who in 1863 signed the Act of Incorporation that created the National Academy of Sciences. To this day, this national commitment made in wartime undergirds the federal-higher education partnership that has continued to make our nation’s future so eternally bright.

The federal government has many responsibilities, foremost among them is the safety and security of our people. The *economic* security of the United States is threatened by the erosion of federal support for research and higher education, added cuts due to sequestration, and the greater investments being made by other countries. The attention this hearing brings to issues of innovation is important and an opportunity for policy makers to make the case for closing the innovation deficit — the widening gap between the level of government funding for research and higher education and what that investment needs to be if the U.S. is to remain the world’s innovation leader.

The state of Oregon’s economy is especially susceptible to economic downturns. With a large land mass, small population, straitened public budgets, and an economy historically based on natural resources, our state is also increasingly known for its world class tech industry, varied exports and manufacturing activity, and our sustainability principles. The state of Oregon greatly benefits from the presence of four research universities located along the Willamette Valley corridor whose missions of education, service, discovery and innovation contribute in remarkable ways to the economy.

Collectively, the University of Oregon, Oregon State University, Portland State University and Oregon Health & Science University attracted more than \$500 million in research grants in 2013. The ability of our institutions to inspire this federal investment through sponsored research was a protective factor for our economy particularly during the recession that began in 2008 and the provision of American Recovery and Reinvestment Act funds for research.

The federal government’s commitment to student aid is also essential to our state and our ability to nurture and prepare talent to contribute to the nation’s future prosperity. In 2012–13, more than \$23 million in Pell Grants was awarded to 5,394 University of Oregon students. Almost 38 percent of Oregon residents attending the University of Oregon receive some Pell Grant support. Lower income students at Oregon’s largest universities benefited from \$100 million dollars in Pell Grants during the 2011–12 school year. Without that financial help, more than 22,000 students at Oregon State University, the University of Oregon, and Portland State University would face a greater struggle to pay for college.

Thanks to federal support for research and higher education, *the University of Oregon has been able to make positive contributions to Oregon’s economy.* We are proud that the University of Oregon is among the top universities in the nation for translating discovery into practical applications per federal research dollar invested. In 2013, 22 UO-affiliated companies created 275 jobs, which added \$27.3 million to the state’s economy.



We appreciate that the Portland Business Alliance and chambers of commerce located in Eugene, Albany, and Springfield have endorsed principles for reauthorization of the America COMPETES Act. In our state, we are building an innovation culture that will leverage federal investment to create jobs and new economic activity.

One example of such enterprise is the **Oregon Nanoscience and Microtechnologies Institute (ONAMI)**. ONAMI is Oregon’s first Signature Research Center. A deep collaboration among Oregon universities, the Pacific Northwest National Laboratory (PNNL), industry, and the investment community, ONAMI accelerates research and commercialization of materials science and related device, and system technologies in Oregon. Since 2004, awards to ONAMI research members have grown four-fold, the number of companies using its NanoNet facilities have grown three-fold, and companies in ONAMI’s gap fund portfolio have raised over \$130 million in leveraged funds. Since 2005, ONAMI member researchers have filed 294 Invention Disclosures and received 43 Patents in nanoscience or microtechnology. Licenses and licensing revenue are also climbing.

The University of Oregon is a founding member of ONAMI and leads the **Safer Nanomaterials and Nanomanufacturing Initiative**. Research under the initiative merges the principles of green chemistry and nanomaterials design and synthesis strategies to produce safer nanomaterials and more efficient nanomanufacturing processes. The result is the production of nanoparticles and nanostructured materials for applications in fields such as photovoltaics, nanoelectronics, and sensors.

A long-term federal commitment to this strategy is required because it is simply not practical to test all significant permutations of nanoparticles (composition, size, shape, surface functionalization, etc.) in bioassays to assess safety.

The University of Oregon and Oregon State University have joined together to use federal innovation investments to strengthen the state and nation's economic security through the Center **for Sustainable Materials Chemistry**. Oregon State University leads this research initiative, which is a collaboration chiefly between Oregon State University and the University of Oregon with additional partners at Washington University (St. Louis), Rutgers University, University of California, Davis, and University of California, Berkeley.

The Center for Sustainable Materials Chemistry is an NSF-sponsored Phase II "Centers of Chemical Innovation" program that expands upon one of the key successes of Phase I (2008-2011), the joint OSU-UO Center for Green Material Chemistry. The Center offers several student and professional development opportunities in the areas of education and science outreach. Industry is engaged through sponsored research programs and student internships. The Center offers unique programs to train the next generation of innovators, while also promoting the translation of basic research for societal benefit. The Center conducts curiosity-driven and use-inspired research to enhance the sustainable chemistry tool box with new methods and new techniques that will advance the scientific enterprise and transform the next generation of products while preparing students to become the next generation of green chemists.

A final example of how federal innovation investments grow the economy involves the establishment of Oregon's **Regional Accelerator & Innovation Network (RAIN)**. The Oregon Legislature in 2013 provided funding to the University of Oregon and Oregon State University for RAIN. Oregon RAIN leverages the regional strengths of the South Willamette Valley to generate innovation-based companies. Partners include the state of Oregon, University of Oregon, Oregon State University, the Eugene Area Chamber of Commerce and the South Valley Regional Solutions Center, as well as the cities of Eugene, Springfield, Corvallis and Albany, and economic development organizations. Mixed-use spaces near existing university research facilities provide a mix of fully equipped labs and offices, financing assistance and business consultation services. RAIN provides emerging companies with the human resources and infrastructure they need to succeed and helps researchers and technologists spin off new private companies that create jobs for Oregonians.

These are just a few of the ways that Oregon institutions have applied federal support to power the economy, nurture talented people, and create jobs and new economic activity.

But, more remains to be done. Oregon's research institutions suffered a \$68 million reduction in research grants as a result of sequestration in 2013. While I am proud of the significant commitment my institution makes to student aid and our ability to leverage the Federal Pell Grant program through the University of Oregon's Pathway Oregon program, I am acutely aware that eroding federal support for student aid threatens educational attainment. The single greatest threat to an Oregon student's ability to finish a degree is financial insecurity.

Thank you for showcasing the ways that the federal government drives innovation through federal investment. Your commitment is impressive. It is in keeping with the animating spirit of public higher education that has fueled our nation's prosperity ever since federal legislation created land grant universities and the national commitment to public research universities. Higher education is the key to individual social and economic mobility, and as a consequence, to

the general public interests of our society. I thank you for holding this hearing and look forward to a renewed partnership to close the innovation deficit.

Contact information: University of Oregon President Michael R. Gottfredson is available at pres@uoregon.edu or 541-346-3036.



The UO and Congress A Relationship Across Time

1876 University of Oregon opens with first students receiving diplomas in 1878.



1915 Clifton N. McArthur, BA 1901, becomes the first UO graduate to be elected to the US House of Representatives. Twenty UO graduates have served in the US House of Representatives.



1924 Formal marine biology education in Oregon begins when summer classes traveled to the Oregon coast and used tents for dormitories and laboratories. In 1928–29, a portion of the Coos Head Military Reservation was selected as the permanent site. In 1931, more than 100 acres were deeded to the UO, and in 1936 the UO received a group of Army Corps of Engineers buildings which became the first permanent facilities now known as the Oregon Institute of Marine Biology (OIMB).

1958 National Defense Education Act (graduate fellowship program and the National Defense Student Loan Program), the precursor to the Perkins Loan Program, is signed into law, the first federal student aid program for lower-income students.

1960–69 Overall enrollment at the UO increases by more than 70 percent during the 1960s, with graduate student enrollment quadrupling. The university emerged as a star player nationally.

1974 Family Educational Rights and Privacy Act (FERPA) creates certain privacy protections for students.

1859 Congress admits Oregon to the Union—includes land grant to fund the establishment of a university. (Funds were intended for the UO.)

1969 UO admitted to the Association of American Universities.

1972 Basic Educational Opportunity Grant is created, (origin of the Pell Grant, the first federal need analysis formula). Maximum grant was initially \$452. In 2012–13, nearly 38 percent of UO resident undergraduates were Pell-eligible.

1975 Congress establishes Harry S. Truman Scholarships for public service. Eight UO students have received Truman Scholarships since the program was founded.



1961 Peace Corps established. The UO is a top producer of Peace Corps volunteers, consistently ranking among the top 10 schools for total number of volunteers.

DRAFT

1859 to 1900: Formation

1901 to 1950: Through Two World Wars

1951 to 1980: Postwar Era



1863 Congress passes and President Lincoln signs the Act of Incorporation, creating the National Academy of Sciences and naming 60 charter members.

1862 Morrill Land Grant Act allows for the creation of land-grant colleges and establishes the national commitment to public higher education.



1926 First PhD granted.

1916 US Army Reserve Officer Training Corps (ROTC) established at the UO. The long tradition of ROTC at the UO has produced the highest number of general officers of all nonmilitary ROTC schools nationwide. A total of 47 flag officers graduated from the University of Oregon.

1907 Frederick W. Mulkey, BA 1896, becomes the first UO graduate to be elected to the United States Senate. Eight UO graduates have served in the UO Senate.

1946 The Fulbright program established through an act of Congress, enabling recipients to teach and conduct advanced research abroad. The University of Oregon consistently ranks in the top 10 percent of public institutions for students and faculty members receiving Fulbright awards.

1900 UO Graduate School organized.

1962 Virgil Boekelheide, professor of chemistry, is the first of 14 UO faculty members elected to National Academy of Sciences.

1960 Maurine Neuberger, BA '29, becomes the first woman from Oregon elected to the US Senate when she wins a special election to replace her husband, Richard Neuberger, Class of 1935 (former *Oregon Daily Emerald* editor), who died in office.

1959 Institute of Molecular Biology created as one of the first US institutes to encourage interdisciplinary research.

1965 Higher Education Act of 1965 authorizes most federal student financial aid programs, including the Educational Opportunity Grant and guaranteed student loans.

1972 First national estuarine reserve established at the South Slough near Charleston. With leadership from OIMB faculty members, the Coastal Zone Management Act establishes national estuarine reserve system. There are now 23 sites in all coastal states.



1980 Ron Wyden, JD '74, elected to the US House of Representatives.

1972 Oregon Congress-woman Edith Green, BS '40, champions the passage of the Equal Opportunity in Education Act, better known as Title IX.



- Federal action
- UO highlights
- Impact

1980–96 UO science buildings receive first expansion when US Senator Mark Hatfield directs \$46 million to the University of Oregon for funds for facilities at OIMB and the construction of new science buildings, including Willamette, Cascade, Deschutes (right), and Streisinger Halls.



1982 First vertebrate cloned by UO Professor George Streisinger. Streisinger adopted the zebrafish as a model laboratory organism in 1970 because the rapid development of these transparent creatures can be observed and monitored. The Zebrafish International Resource Center is funded by the National Institutes of Health.

1998 UO engages in a research priority-setting process and establishes the Brain, Biology, and Machine Initiative (BBMI) as a federal relations priority.

2001–11 The Oregon congressional delegation directs nearly \$30 million to UO for neuroscience research (Brain, Biology and Machine Initiative) and the acquisition of instrumentation, including the first research-dedicated West Coast nonmedical fMRI.

2003 Twenty-First Century Nanotechnology Research and Development Act passes, establishing the National Nanotechnology Initiative. The Oregon Nanoscience and Microtechnologies Institute (ONAMI) brought together the UO, OSU, Portland State University, and the Pacific Northwest National Laboratory.

2008 UO creates the PathwayOregon program, which leverages the Pell Grant to provide full tuition and fees to eligible lower-income Oregonians.



2009 The American Recovery and Reinvestment Act commits funds to research and increases the Pell Grant as a response to the Great Recession.

2010 Federal research awards total \$103.1 million.

2011 Congress enacts Budget Control Act which in 2013 leads to "sequestration"—automatic cuts to United States federal government spending with significant impact on research funding.

2011 Portland's Watzek House, designed by John Yeon, is named Oregon's 17th National Historic Landmark by the National Park Service.

2013 AAU and APLU launch a campaign to close the "innovation deficit," the gap between current federal spending on research and education and the level needed to maintain the United States' leadership.

1981 to 2000: An Era of Growth

2001 to Present: The UO in the 21st Century



1986 Peter DeFazio, MA '77, elected to the US House of Representatives. He is now Oregon's longest-serving member of Congress.

1993 The UO is among the first federal direct lending pilot institutions.

1994 Congressman DeFazio is the first member of the US House with a web page, thanks to hosting provided by the UO.

1996 UO federal research awards reach nearly \$60 million.

1998 Greg Walden, BS '81, elected to represent Oregon's second congressional district in US House of Representatives.

2001 Gilman Scholarship created by Congress to provide students with financial need access to study-abroad opportunities. The UO consistently ranks in the top 10 institutions nationwide for the number of Gilman Scholars.



2002 Eugene native and US Senator Paul Simon (D-Illinois) is inspired by a visit with UO president Dave Frohnmayer and Lynn Frohnmayer to introduce the Abraham Lincoln Study Abroad Act to expand study-abroad opportunities for undergraduates, later known as the Paul Simon Study Abroad Act.

2004 Garrett Lee Smith Memorial Act is signed into law establishing campus suicide prevention education and training grants. US Senator Gordon Smith (R-Oregon) testifies that a conversation with Anne Leavitt, UO vice president for student affairs, prompted his decision to introduce legislation.

2005 Congressman DeFazio directs nearly \$20 million in funds to transportation research with the UO, OSU, and Portland State University. These funds establish a university transportation center and pay for a curation facility for the Museum of Natural and Cultural History in recognition of the federal archaeology mandate for transportation projects.

2005–11 The Oregon congressional delegation directed nearly \$55 million in research funds to ONAMI projects with \$17.5 million appropriated to the UO-led Safer Nanomaterials and Nanomanufacturing Initiative and \$8.8 million to the UO-led Army Research Laboratory Center.



2009 Michael Posner, professor emeritus of psychology, is one of nine researchers to receive the National Medal of Science from President Barack Obama.

2012 Earmarks banned by House rule, requiring new strategies for federal relations.

2012 Suzanne Bonamici, BA '80, JD '83, elected to the US House of Representatives, giving the UO four members of Congress in the delegation.

2013 US Secretary of Education Arne Duncan identifies UO's PathwayOregon program as a model program.

2014 Ryan Zinke, BS '84, elected to represent Montana in the US House of Representatives.

2014 UO designated as non-land-grant college of agriculture.



Hans Bernard is the Associate Vice President for State and Community Affairs at the University of Oregon. He leads the university’s state and community relations program and serves at the UO’s state lobbyist. Hans has more than a decade of experience in Oregon politics and public policy.

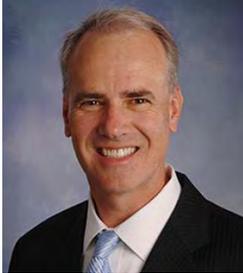
Prior to joining the University of Oregon in 2013 Hans served as a lobbyist for the Oregon Business Council. In this role he worked closely with representatives from the UO to help secure legislative approval of SB 270, the bill that created the University Of Oregon Board Of Trustees.

Born and raised in Alaska, Hans moved to Oregon to attend Willamette University. While earning his bachelor’s degree in political science Hans began his career working in the state capitol for then Senate Majority Leader, now Oregon Secretary of State Kate Brown.

Hans also worked in the office of Governor Ted Kulongoski and served as a Senior Policy Advisor on Transportation and Deputy Legislative Director. In this role Hans developed and executed legislative strategy for major portions of Governor’s legislative agenda, assisting the Governor in passing legislation establishing the first major ongoing investment in transportation infrastructure since the early 1990’s.

After working in the Governor’s Office, Hans joined a communications firm in Portland, where he designed and executed numerous public affairs campaigns to facilitate grass roots and grass tops outreach as well as shape and inform public debates on a wide array of public policy issues.

In his free time Hans enjoys spending time enjoying Oregon’s brief but beautiful summer months, traveling, cooking, and exploring “foodie” hangouts.



Dean Kamphaus comes to the University of Oregon from Georgia, where he spent most of his career on the faculty of the University of Georgia, having served as a distinguished research professor, department head, research administrator, clinic director and an academic program coordinator, among other roles. He subsequently served as dean of the College of Education at Georgia State University in downtown Atlanta.

Dean Kamphaus is known best for his research on child psychodiagnostics, test development, and assessment practice and methods. He is co-author of the widely used Behavioral Assessment System for Children (BASC; with Professor Cecil Reynolds from Texas A & M University) which is published in French, Korean, Spanish, and Romanian among other languages. In one recent survey of school psychologists the BASC was used by 98% of survey respondents. To date, he has published more than 80 scientific journal articles, 12 books, and 10 tests or software packages. His research has been funded continuously by grants from the U.S. Department of Education and Institute of Education Sciences from 1996 through 2014.

Dr. Kamphaus is now focusing his research and development work on prevention of child mental health problems in schools. With some of his former students and post-doctoral fellows Drs. Erin Dowdy (University of California - Santa Barbara), Bridget Dever (Lehigh University), Tara Raines (University of Nevada - Las Vegas), Leigh Harrell-Williams (University of Memphis), and long-term colleague Dr. Christine DiStefano (University of South Carolina), he is implementing universal screening to detect children with behavioral and emotional risk, deliver group-based preventive interventions, and implement data-based prevention evaluation and continuous service improvement for children with behavioral and emotional risk in the Los Angeles Unified School District.

Dr. Kamphaus has graduated 39 doctoral students, and served as mentor and research advisor to numerous masters and bachelors students. He received both teaching and mentoring awards and recognitions while on the faculty at the University of Georgia. Recently, he has developed a new course on Mental Health Screening in Schools which he plans to offer at the U of O.

His university service includes chairing academic program review and graduate student learning outcome committees, and university-wide promotion and tenure review. With regard to his profession, he is a licensed psychologist in Georgia, and has served in a variety of roles in the American Psychological Association (APA): editor of the School Psychology Division's scientific journal, member of the Council of Representatives, and member of the Board of Professional Affairs. He was also selected to become a Fellow of the APA School Psychology Division in 1995, the same year he was named President of the division.



Brad Foley has served as dean of the UO School of Music and Dance since September 2002. Since arriving in Oregon, he has served on the boards of the Oregon Bach Festival and the Eugene Symphony Orchestra, performed in programs on the UO campus and with the Eugene Symphony Orchestra, and chaired the search committee charged with finding a new executive director for the Oregon Bach Festival. Under his leadership, scholarship support for music and dance majors has increased, more than \$13.6 million has been raised for the school's building project, and significant funds have been

acquired to purchase new music-related equipment and instruments.

As a soloist and chamber and orchestral musician playing the saxophone and oboe, he has performed across the United States and Canada in more than 350 settings, including the Virginia Symphony, the Indianapolis Symphonic Band, the New Carolina Sinfonia, the East Texas Symphony, and the Longview (Texas) Symphony. He is past editor of the Saxophone Symposium, a nationally elected officer of the North American Saxophone Alliance, and serves as a visiting evaluator for the National Association of Schools of Music. His prior appointments included the faculties of Stephen F. Austin State University and East Carolina University (serving as dean from 1995-2002).

Dean Foley holds a BMus from Ball State University, and MMus and DMA in Wind Performance from the University of Michigan.

**Board of Trustees of the University of Oregon
Regular Meeting
December 11-12, 2014**

Agenda Item #11

There are no materials for this section

Competitive Excellence

What does that mean?

We strive to be the very best in everything we pursue: instruction, research, inquiry, creative expression, athletics, use of resources, collaboration, and public service.

We seek a better way. We are not satisfied with the status quo.
We take responsibility for our greatness.

How do we achieve competitive excellence?

We understand our strengths and weaknesses, identify our goals, plan how to reach them, strive to succeed, measure our progress, and celebrate our accomplishments.



Current Situation

Strengths

- Among elite public research universities: (AAU, APRU, PAC-12)
- High national rankings: 22 programs in top 20 or top 20%
- Outstanding faculty: honored professors and researchers
- High student demand: increasing student quality and diversity
- Collaborative discovery: strong economic benefit to the state
- Strong donor and alumni support
- Independent Board of Trustees
- Strong, effective private foundation
- Top athletics program
- Place: beautiful residential setting, campus size is human scale

Challenges

- Funding: state funding disinvestment, state contribution to budget only 6%
- Tuition dependency: tuition now equals 80% of E&G budget
- Limited resources: nearly the lowest of peer universities in \$ spent/student
- Low discretionary spending: little money for strategic investment
- Facility needs: classrooms, labs, collaborative space, technology
- Research metrics: lower than peers for sponsored research awards
- Faculty hiring needs: high student to tenured-faculty ratio due to recent enrollment growth
- Graduate and PhD students: fewer students than research peers



Goal Setting - What kind of university do we want to be?

*Committed to **competitive excellence** in all we do*

- **Access** - to ensure that every academically prepared Oregonian who wants to come to the University of Oregon can attend and thrive.
- **Excellence** – to compete nationally and globally and catapult the university to new levels of academic and research excellence.
- **Experience** – to ensure all students are successful and can follow their passions and achieve their goals. Our priorities focus on enhancing our programs and our place – in Oregon, the nation and the world.



Goal Setting - Strategic Initiatives to Move the Needle

Access - Focus on student access and success

- Expand PathwayOregon scholarships for students with need
- Create graduation assistance grants
- Expand retention and graduation completion initiatives

Excellence - Attract high quality, diverse students

- Increase scholarship programs
- Grow Clark Honors College
- Expand PhD graduate fellowships

Attract high quality, diverse faculty and staff

- Add 150 tenure-track faculty
- Launch effort to grow top programs through Clusters of Excellence

Experience - Improve facilities and IT for students and faculty

- Renovate residence halls, add faculty offices and classrooms
- Build research lab complex, invest in technology infrastructure



Path Forward - How do we reach our aspirations?

Fund Initiatives

- \$ 2 billion campaign – private giving is essential to meeting goals, securing our financial future
- State reinvestment – seek pre-recession funding level
- New financial flexibility – leverage new independence, bonding authority

Continue Planning

- Strategic plan – campus wide initiative implementation of competitive excellence goals
- Campus framework vision plan – strategic facilities planning for growth
- Equity, inclusion and diversity plan – integrating diversity into all planning
- Policies review – align our polices with our goals

Tell Our Story

- Internal communications – coordinate messages, foster pride and seek understanding and commitment to competitive excellence
- Branding initiative – broadly share the UO's upward academic trajectory, academic excellence and unique experience



Recap - Achieving Competitive Excellence

Current Situation

- Recognized excellence, academically strong students, faculty, programs
- Financial challenges, must move the needle on academic metrics

Goal Setting – Access, Excellence, Experience

- Focus on student access and success
- Attract high quality, diverse students
- Attract and retain outstanding, diverse faculty
- Improve our buildings and technology for students and faculty

Path Forward

- Seek new funding for initiatives
- Plan with campus how to reach goals
- Tell our story and internalize competitive excellence



Appendix

Critical Strategic Initiatives in Detail



Key Metrics

Excellence Measures

- Tenure-track faculty per students
- Research & development expenditures
- Number of PhDs earned
- Top PhD and professional school programs
- Faculty academic awards
- Faculty publications and citations

Student Access and Success Measures

- Entering class high school GPA and SAT
- Entering class student diversity*
- Four-year and six-year graduation rates
- Oregon resident student enrollment
- Pell eligible student enrollment
- Pell eligible graduates/year

**percentage of ethnic minority and traditionally under-represented students*



Student Access and Success

<i>Initiative</i>	<i>Description</i>	<i>Estimated Annual Cost</i>	<i>Equivalent Endowment</i>
Expand PathwayOregon program by 65%	Expand scholarship and advising program to 2800 high achieving PELL eligible students	\$4 million per year	\$100 million
Launch UO Retention and Completion Initiatives	Peer advising, extra instruction, new writing & research center, retention specialists enrichment, academic residential communities	\$4 million per year	\$100 million
Launch New Graduation Assistance Grants	Provide \$10K to 400 juniors or seniors in good academic standing with financial roadblocks to graduation	\$4.2 million per year	\$105 million



Access: Attract High Quality, Diverse Students

<i>Initiative</i>	<i>Description</i>	<i>Estimated Annual Cost</i>	<i>Equivalent Endowment</i>
Launch “Best and Brightest” scholarship program	Award 400 new scholarships of \$20K/year to top undergrads	\$8 million per year	\$200 million
Expand Presidential Scholarship program	Double program - Award additional 200 scholarship of \$10K/year	\$2 million per year	\$50 million
Increase scholarship support for general recruiting	Increase institutional fee remission budget to \$40 million/year	\$10 million per year	\$250 million



Excellence: Attract High Quality, Diverse Students

<i>Initiative</i>	<i>Description</i>	<i>Estimated Annual Cost</i>	<i>Equivalent Endowment</i>
Expand Honors College by 50%	Expand capacity from 800 students to 1200 students per year	\$3 million	\$75 million
Expand competitive Graduate fellowships	80 merit based fellowships 20 promising scholar fellowships 5 additional named fellowships	\$4 million	\$100 million



Excellence: Attract Outstanding, Diverse Faculty

<i>Initiative</i>	<i>Description</i>	<i>Estimated Annual Cost</i>	<i>Equivalent Endowment</i>
Fund 30 additional tenure-track faculty per year for five years	Attract outstanding faculty through Clusters of Excellence program and other efforts	Additional \$7.5 per year in operating fund (\$37.5 million total) \$10 million per year of start up funds (\$50 million total)	\$938 million to support operating funds



Experience: Physical Campus Infrastructure

<i>Initiative</i>	<i>Description</i>	<i>Estimated Total Capital Cost</i>
Increase classroom capacity and faculty support spaces	<ul style="list-style-type: none"> • Straub Classroom Project • College & Careers Building • AAA • Chapman 	Complete Mar '15 \$34 million \$53.25 million \$10.5 million
Expand and improve student learning spaces	<ul style="list-style-type: none"> • Science Library • SRC Renovation • EMU Renovation • Library Academic Commons 	Complete Jan '16 Complete Jan '15 Complete Sep '16 \$33.75 million
Build research lab facilities and offices for new faculty	<ul style="list-style-type: none"> • New research lab building • Phase II – research labs • Renovate existing lab space • Build new office facilities 	\$86.75 million \$90 -100 million \$35 - 40 million \$70 - 75 million



Experience: Physical Campus Infrastructure

<i>Initiative</i>	<i>Description</i>	<i>Estimated Total Capital Cost</i>
Renovate Residence Halls	Build 500 bed residence hall Renovate Bean Hall, Hamilton Hall, and Walton Hall (2100 beds)	\$45 million \$135 million
Invest in “Big Data” technology infrastructure	Technology for sciences and six clusters of excellence	\$20 million*
Address Deferred Maintenance Issues	Fund extra \$10 million per year (beyond state funding) for 10 years for physical infrastructure Fund extra \$30 million - \$40 million for IT infrastructure	\$130 million - \$140 million

**Includes \$17.5 M endowment to fund operating costs of big data infrastructure*

