

NOTICE OF PUBLIC MEETING

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: a report from the Provost; an overview of the UO Sustainable City Year Program; a report on UO Portland activities; the annual university research report; and a review of proposed changes to the student conduct code.

The meeting will occur as follows:

Monday, September 11 at 1:00 p.m. Pacific Time
White Stag Building, Room 142/144, Portland Campus

The meeting will be webcast, with a link available at <https://trustees.uoregon.edu/meetings>.

Sign language for the deaf or hard of hearing should be requested at least 48 hours in advance of the posted meeting time by contacting Jennifer LaBelle at (541) 346-3166 or emailing trustees@uoregon.edu. Please specify the sign language preference.

BOARD OF TRUSTEES

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

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**Board of Trustees | Academic and Student Affairs Committee
Public Meeting | September 11, 2023 | 1:00 p.m.
White Stag Building, Room 142/144 | Portland Campus**

Convene

- Call to order, roll call

- 1. Provost's Report.** Janet Woodruff-Borden, Interim Provost and Executive Vice President.
- 2. Sustainable Cities. Sisters Cities Program Overview.** Megan Banks, Sustainable City Year Program Director; Marc Schlossberg, Sustainable Cities Institute Co-Director; Byron Smith, City Manager, City of Hermiston
- 3. UO Portland.** Jane Gordon, Vice President for UO Portland
- 4. Annual Research Report.** Anshuman Razdan "AR", Vice President for Research and Innovation.
- 5. Student Conduct Code Changes (ACTION).** Kris Winter, Interim Vice President for Student Life; Marcus Langford, Dean of Students; Dianne Tanjuaquio, Associate Dean and Director SCSS

Meeting Adjourns

Agenda Item #1

Provost Report

No Written Materials

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Agenda Item #2

Sustainable Cities Year Program

Leveraging Capacity and Community: **UO Sustainable City Year Program**

Marc Schlossberg, PhD
Sustainable Cities Institute Co-Director
University of Oregon

Byron Smith
City Manager
City of Hermiston

Megan Banks
Sustainable City Year Program Director
Sustainable Cities Institute



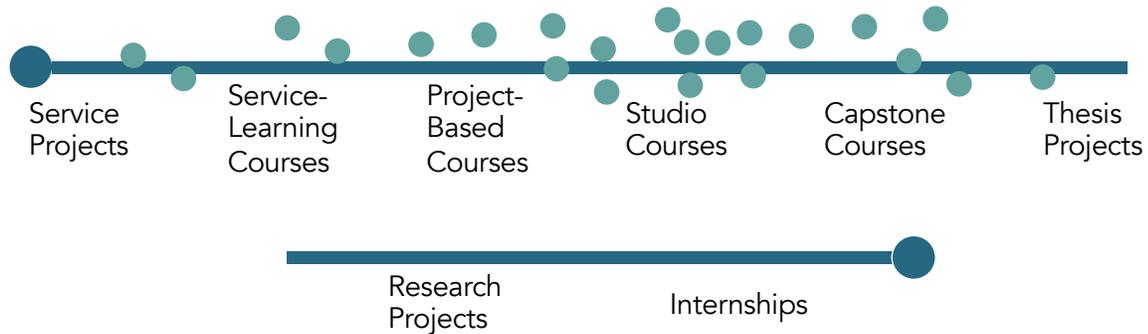
1

What were your most impactful university academic courses/experiences?



2

SCYP: Meeting Student Demand for Action



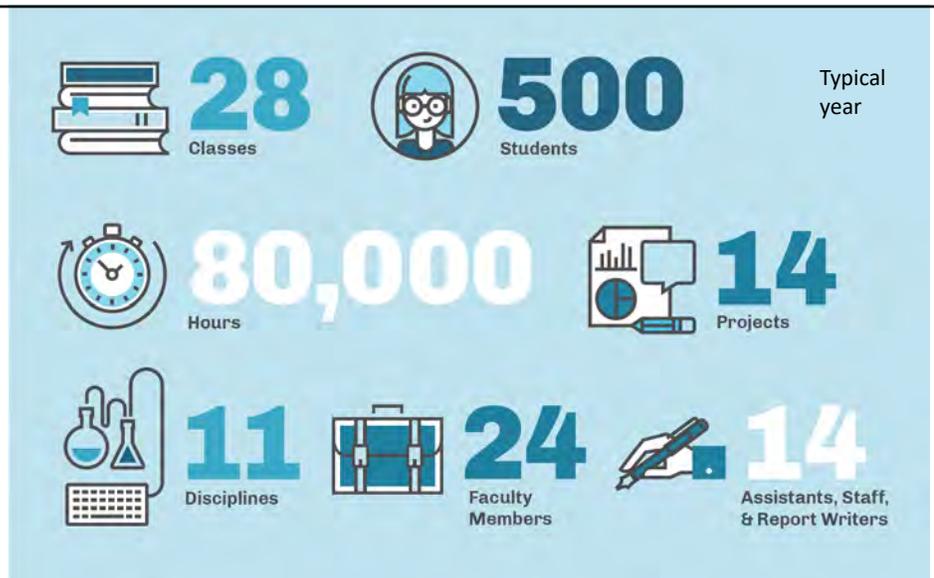
What's Missing?

Regular Classes, Scale, Community-Defined Projects



3

With SCYP, the scale is the game-changer!



4

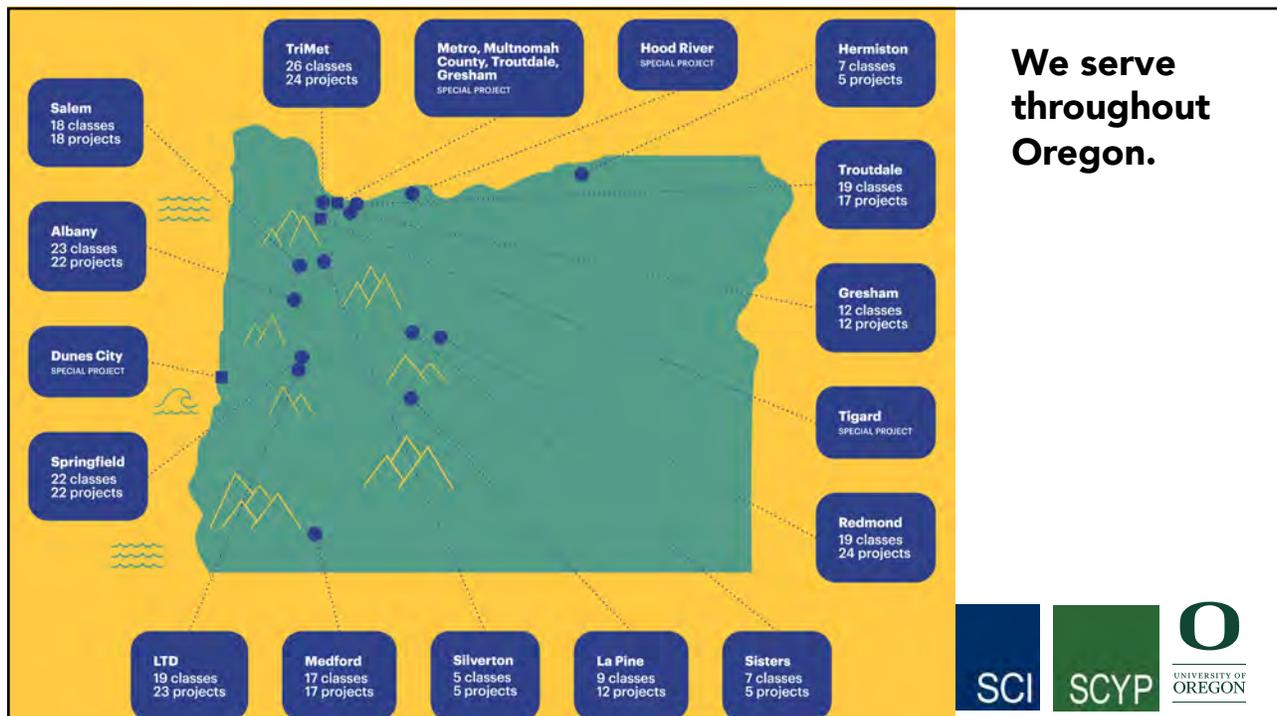
Range of Disciplines Across:

*College of Design, School of Journalism,
CAS, School of Law, & College of Business*

- Architecture
- Arts and Administration
- Business
- Digital Arts
- Geography
- Historic Preservation
- Interior Architecture
- Journalism
- Landscape Architecture
- Law
- Marketing
- Passive Heating Design
- Land Use Planning
- Product Design
- Public Administration
- Public Policy
- Transportation Planning
- Urban Design
- Media Studies (videography, photography)



5



6

**Happy to talk results for students, faculty,
and communities alike...**



**but will let Byron
take the lead in
just a moment.**



7

Replication & Expansion



**Appropriations package includes funding for
UO's Sustainable City Year Program**



8

Leveraging Capacity and Community: **UO Sustainable City Year Program**



Marc Schlossberg, PhD
Sustainable Cities Institute Co-Director
University of Oregon

Byron Smith
City Manager
City of Hermiston

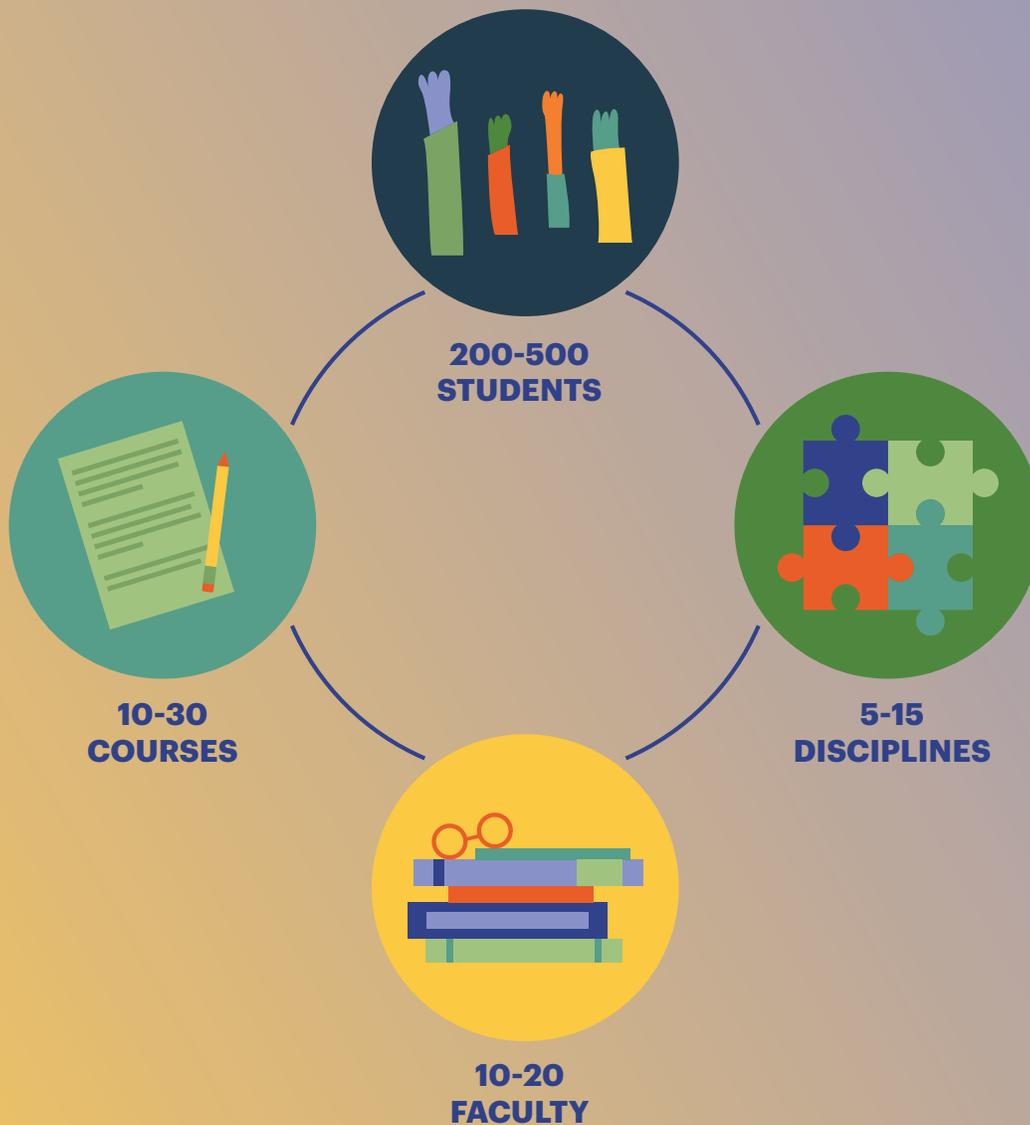
Megan Banks
Sustainable City Year Program Director
Sustainable Cities Institute





A YEAR WITH SCYP

More than a report on the shelf. SCYP matches courses to community-identified projects over an entire academic year.



What is SCYP?

The Sustainable City Year Program harnesses the innovation and talent of University of Oregon students and faculty to strengthen Oregon communities. SCYP classes explore creative new solutions to challenging problems.

Learning through SCYP inspires action, with engagement that is unprecedented and has significant impact for communities and Oregon's future workforce.



ECONOMIC REVITALIZATION

Pettit Property Visioning

Landscape architecture students conceptualized income-generating options for **Silverton's** 80-acre Pettit Lake property. Design ideas included day-use areas, campgrounds, an amphitheater, and a wildlife interpretation center.

IMPROVING TRANSPORTATION

Family-Friendly Bicycle Systems

Planning students analyzed key infrastructure to increase **Redmond's** walkability and bikeability. Sixteen of 18 student suggestions are included in Redmond's Transportation System Plan, and various recommendations for improvements are being incorporated into city street projects.

Multimodal Transportation Options

Students considered how to improve the mobility environment and evaluated the feasibility and appropriateness of travel modes such as golf carts, electric bikes, scooters, autonomous vehicles in **Troutdale's** Town Center zone.

Downtown Wayfinding

Geography students analyzed **Medford's** downtown core and recommended key wayfinding sign locations that are now being placed to direct pedestrians and cyclists.

ENGAGING COMMUNITIES

The Value of Community

Journalism students focused on economic development for **Springfield**. Through photographs of people and their professions, students projected the value of industry through the lens of valuing people to reflect Springfield's Pride of People, Products and Place.

A City's Information Ecosystem

Students surveyed **Hermiston** residents and conducted community outreach to understand the city's information ecosystem. Students recommended gathering spaces, collaboration between news outlets, professional journalists' online participation, and publishing Spanish content.

Equity & Cultural Mapping

Students analyzed the geography of **Albany's** underserved populations and identified places where the city could connect communities with increased access to services, transit, and amenities.

Senior Center Strategic Planning

La Pine's Senior Center Board of Directors worked with Nonprofit Management students to interview stakeholders, research the organization and market, and ultimately provide recommendations to increase the center's efficiency and sustainability.



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RESILIENT LOCAL FINANCE

Affordable Housing Funding Options

Students analyzed **Sisters'** affordable housing fund and brainstormed additional revenue sources. Recommendations provided revenue certainty, ease of implementation, and value from high-traffic industries.

Industrial Ecology

Business and Management students recommended strategies for expanding industrial by-product reuse. Since turning waste into energy, the City of **Salem** is earning a recurring \$800,000 in tipping fees.

Efficient Public Lighting

A multi-disciplinary student collaboration designed energy-efficient streetlights in **Salem** and created sustainable funding sources to support these lights.

ENHANCING COMMUNITY SPACES

Multidisciplinary Collaboration in Albany

Business, Architecture, and Planning students analyzed the market feasibility of restoring **Albany's** historic St. Francis Hotel, created adaptive reuse designs, and explored neighborhood connections to enhance the hotel and surrounding area.

Airport Marketing and Master Landscape Plan

Business students recommended asset improvements for the **Redmond** Municipal airport while Landscape Architecture students proposed vibrant new master landscape plans.

Elementary School Site Planning and Design

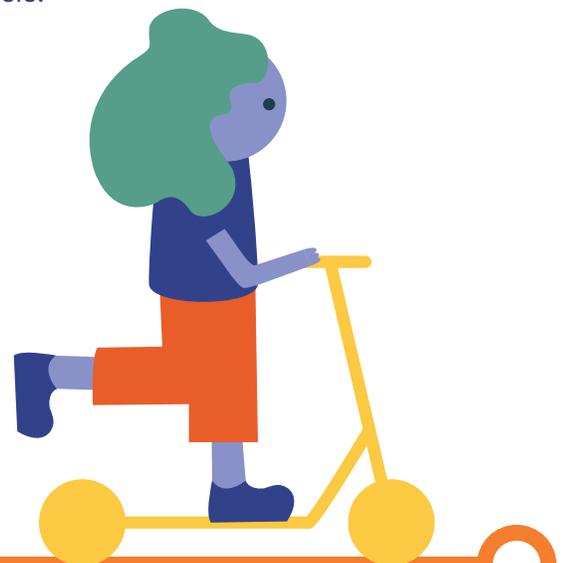
The City, School District, and Parks and Recreation District in **Sisters** wanted to evaluate the existing Sisters Elementary School site after the school moves. Planning students proposed new land uses and transportation networks while architecture students designed buildings and spaces that could adapt to society's changing needs.

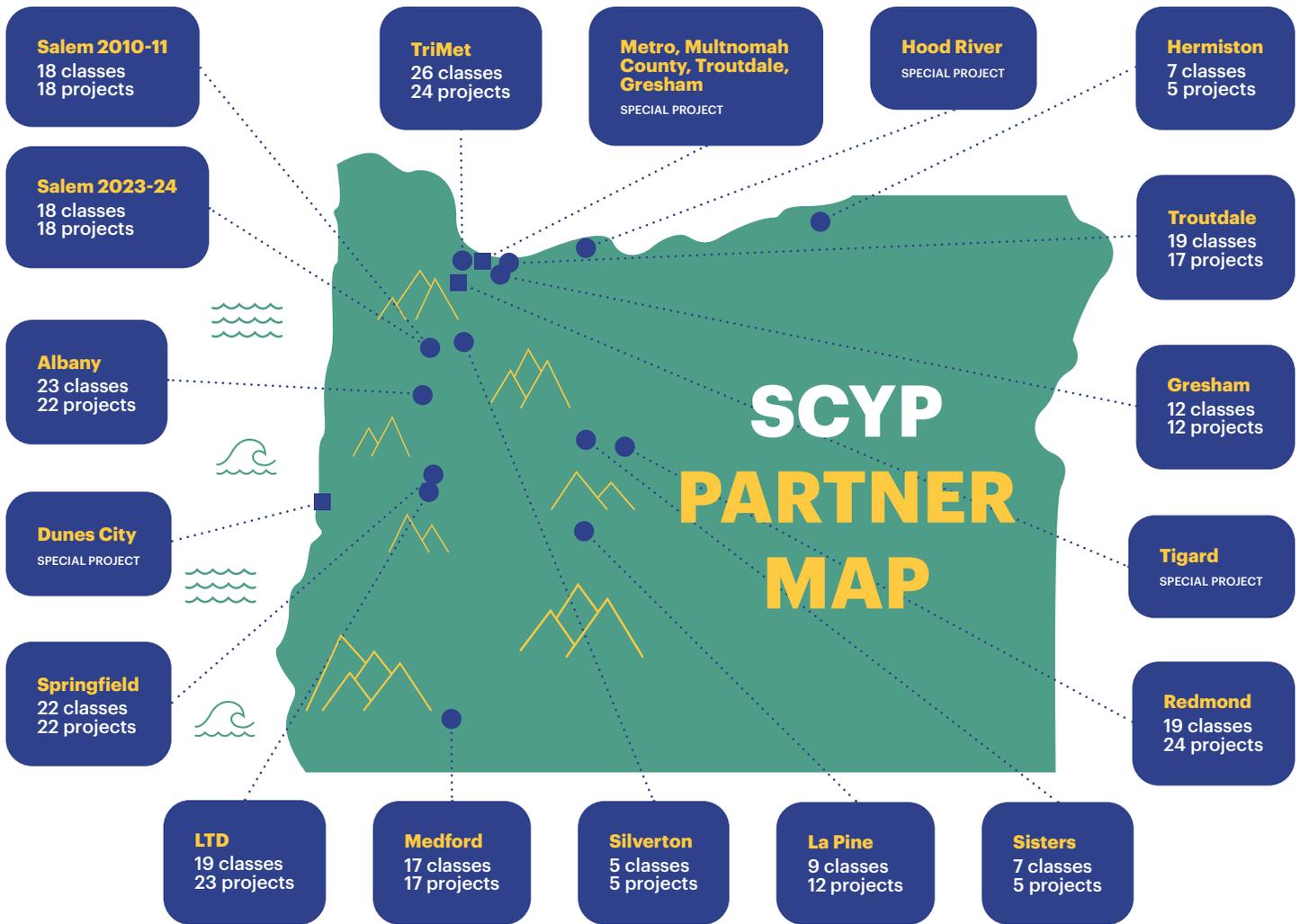
Public Library Design and Programming

Architecture students rendered a series of design options for **Springfield's** new library building, focusing on sustainable technology and maximizing utility for the entire community.

Multi-Sports Complex Feasibility Analysis

The City of **Redmond** leveraged students' work toward \$50,000 from a local government and non-government working group to further the project based on students' initial analysis.





WHAT PEOPLE ARE SAYING ABOUT SCYP:



It has really been successful — beyond my wildest dreams. I know we will be using this work for years and years to come; we are going to make as many of these projects reality as we can.

Linda Norris,
Salem City Manager



“SCYP students brought energy, focus, and imagination to several long-standing transportation needs that impact livability, particularly in downtown Salem. Some of the best ideas generated by the students have since been refined and are now in design with construction anticipated in the next couple of years!”

Julie Warncke,
Transportation Planning Manager,
City of Salem Public Works Department



The SCYP program has been an excellent collaboration between the City of Redmond and the University of Oregon professors and students. The quality of work contributed and the enthusiasm shown has led to some outstanding results. The money invested by Redmond is what I consider funds well spent, and I would do it again.

Former Mayor George Endicott,
City of Redmond



Sustainable City Year Program

2022-23



Design, Planning and Public Administration Projects

Project	Outcome
A New Future for the Sisters Elementary School Site	The city of Sisters, Sisters School District, and Sisters Parks and Recreation District partnered to evaluate the future of the existing Sisters Elementary School site. Graduate planning students envisioned site-specific and context-appropriate proposals that focused on: 1) Adaptive Reuse and Teacher Workforce Housing; 2) Age-Friendly Neighborhood; and 3) Recreation/Community Center and Outdoor Recreation. Student groups proposed on- and off-site transportation networks to facilitate mobility options; affordable housing options to support a local workforce; and green spaces to encourage a healthy lifestyle for residents of all ages, incomes, and abilities.
Sisters Affordable Housing Funding Options	Students analyzed the city's affordable housing reserve fund and brainstormed additional potential fund contributions. Potential revenue sources were evaluated for 1) revenue generated and 2) non-monetary impacts to residents and the city. The highest ranking recommendations had revenue certainty, ease of implementation, and captured value from high-traffic industries. Recommendations that proposed mixing and matching options rather than a single option to create incentive structures ranked highly.
Support for the New Explore Sisters Nonprofit	Sisters' new nonprofit destination management organization, Explore Sisters, will lead a variety of economic development-related responsibilities in the region. Nonprofit management students assisted Explore Sisters and provided recommendations focused on: 1) Mission, vision, values; 2) Stakeholder engagement; and 3) Financial opportunities.
Reimagining Housing Options for the Sisters Elementary School Site	The Sisters School District sought ideas for adaptive reuse of its elementary school building and site. Architecture students designed workforce housing, a community center with indoor recreation opportunities, and outdoor recreation areas. Student proposals fell into four main categories: 1) Housing on top of the school; 2) Housing on the west side of the site; 3) Housing in groups of clusters; and 4) Housing as larger volumes. Proposed housing types included apartments, duplexes, and quadplexes. Different community recreational use and spaces anchored the designs.

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Sustainable City Year Program

2022-23



Design, Planning and Public Administration Projects (cont.)

Project Outcome

Co-Living for Changing Families in Central Oregon

As the definition of “family” evolves and innovative design thinking is needed for new household types, students envisioned inclusive places where people can thrive through mutual support and sharing, and where architectural spaces adapt to changing needs. Students designed amenities and services for on-site residents and the public to the north with varied unit sized housing clusters to the south, buffered from Highway 20. Shared spaces for gardening, socializing, and recreation support community and natural organisms, while providing green reserves for future development. Maximizing natural ventilation, daylighting, passive solar and rainwater harvesting could make the site resilient and centralized management could make district energy resources such as photovoltaic panels and geothermal earth tubes effective.

Sparking Bicycling Joy in Sisters: Improving Transportation Options

Students examined a variety of challenges, perspectives, and possible solutions related to bicycle transportation in Sisters. Areas of study included multi-use paths and other ways to make auto-centric streets more bicycle-friendly; safe routes to school opportunities; local and regional bicycle tourism opportunities; and bicycling-centered marketing. Student recommendations support 4r bicycle transportation opportunities that were safe, connected, and comfortable for all user types in Sisters.

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Sustainable City Year Program

2021-22



Design, Planning, & Engineering

Project	Outcome
Building a Neighborhood; Community Development Strategies for North Hermiston	Student teams identified four key strategies to transform the project site into a vibrant neighborhood: increasing connectivity, focusing on affordable housing, placemaking opportunities, and community engagement and equity.
North Hermiston Local Circulation Plan	Portland State University students proposed three Highway 395 redesigns that focus on easing congestion, providing better access for residents and commercial establishments, pedestrian and driver safety, and total construction time.

Civic Engagement

Project	Outcome
Financing an Aquatic Center: Health and Wellness in Hermiston	Students analyzed three options to fund and maintain a city aquatic center. Creating a special parks and recreation district was more financially advantageous than creating an intergovernmental entity or using the current Hermiston Parks and Recreation Department. Recommendations included creating an intergovernmental entity, creating a special park and recreation district or utilizing the current Hermiston Parks and Recreation Department.
Creating Shared Knowledge: An Asset-based Community Development Project in Hermiston	Through an environmental scan, survey, and focus group, Eastern Oregon University students determined that Hermiston's small town feel is a strength and that there is great potential for growth in the area. A community directory and a community navigator program are offered as potential solutions to the gaps identified in this Asset-based Community Development project.
City of Hermiston Visioning, Planning, and Design	Students prepared scenario plans, conducted design charrettes, prepared informational videos, and compiled urban planning and design topics for the North Hermiston study area in order to meet the City's goals of becoming more sustainable, resilient, and regenerative. The collaborative design and independent research efforts resulted in the compilation of more than 400 implementation actions and recommendations.
Information Needs Assessment for the City of Hermiston	Students distributed a survey to Hermiston residents and conducted community outreach to understand the existing information ecosystem in Hermiston. Based on the survey results and feedback from participants, students recommended fostering physical gathering spaces, collaboration between news outlets, encouraging journalist participation on online platforms, and publishing content that is accessible to Spanish speakers.

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Sustainable City Year Program

2020-21



Design, Planning, & Engineering

Project	Outcome
Revitalizing the Overlook Tract (Opportunity Site #7)	The city is interested in revitalizing Opportunity Site 7 (the Overlook Tract), a critical 4.3-acre site identified in the Town Center Plan. Using key themes—climate change, housing insecurity, and racial justice—planning students analyzed opportunities and challenges of revitalizing the site as affordable housing. Architecture students built from this work to design multi-storey buildings and spaces that foster community and reflect sustainable building practices.
Connecting Troutdale: Options for Future Transportation Choices	Students considered how to improve the mobility environment and effectively include multimodal transportation options in Troutdale's Town Center area. Students focused on localized transit (micro-shuttle, trolley); a golf cart only zone or corridor; and how best to accommodate electric bikes, scooters, and autonomous vehicles. Students evaluated feasibility and appropriateness of travel modes based on case studies and impacts to existing city transportation choices and infrastructure.
Finance, Economics, and New Mobility: Topics in Transportation Policy	Students conducted a broad survey of transportation policy-related considerations and explored topics such as transportation finance; travel economics; and new mobility and autonomous vehicles. Students researched best practices, case studies, and recommended new policy and practical applications.
Climate Resiliency Crosswalk	City and regional plan and policy research resulted in a climate resiliency "crosswalk" that will help the city make choices to achieve a desirable climate-focused future.
City Planning Goals Review and Analysis	Students assessed Troutdale Comprehensive Plan Goal 2, Land Use Planning, and Goal 9, Economic Development, using case studies, literature review of mixed-use zoning and economic development trends, U.S. Census data, and comparing Troutdale's plan to other relevant planning resources such as Metro's 2040 Regional Growth Framework.
Wildfire Hazard and Wind Energy Potential Code Amendments	Law students critically evaluated the city's existing and potential land use regulations related to wildfire hazard resilience and wind energy development, acknowledging and considering Oregon's unique land use planning system. Students also proposed amendments to city codes.
Mobile Food Facilities Policy Review	Using national standards and relevant case studies, students completed an in-depth and strategic review of existing codes focused on goals, objectives, and code development for mobile food facilities. Students also created a framework for policy evaluation to guide the selection and adaptation of policies and codes from comparator cities.

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Sustainable City Year Program

2020-21



Bicycle Transportation Improvements

Students worked in small groups and addressed a variety of projects ranging from a smaller scale 2nd Street bikeway plan to Troutdale-specific connections to the regional 40-mile loop trail.

GIS Hazard Vulnerability Mapping

Pacific Northwest communities have become increasingly vulnerable wildfire, flooding, landslide, and earthquake hazards. Students mapped spatial distribution of hazard risks in Troutdale and assessed their economic and social impacts. Students found that high exposure to all hazards is minimal and the highest exposure is largely concentrated near waterways.

Portland State University Engineering Capstone Designs

Engineering students worked on designs and budget estimates for four projects: 1) a multimodal bridge span connecting downtown Troutdale with The Confluence site; 2) a Sandy Riverfront Park overlook deck; 3) a bridge span that connects a prospective off-street multi-use trail along Halsey Street to 2nd Street; and 4) a Sandy Avenue redesign or reconfiguration with enhanced bicycle and pedestrian access.

Business & Economic Development

Project Outcome

Economic/Business Improvement District Analysis and Capital Improvement Priorities

Students examined 1) the Town Center area for an Economic Improvement District and/or Business Improvement District (EID/BID) as a funding tool to support a Main Street organization and 2) examined and prioritized Town Center plan projects based on funding constraints and community goals in the city's capital improvement program.

Troutdale Passenger Rail and Transit Feasibility Assessment

Students investigated a tourist train launching from Troutdale to relieve automobile and bus travel in the Gorge. Students also considered the potential for additional lodging opportunities in Troutdale, such as demand, what type of capacity the market may have, conference center need, and what sort of recruitment opportunities or incentives the city could consider to help with prospective lodging facilities.

Civic Engagement

Project Outcome

Explore Troutdale Outreach, Phases 1 and 2

Public Relations students helped with ways to promote the city of Troutdale for residents, visitors, and businesses, focusing on "Explore Troutdale," the city's travel and tourism online and social media home. Students assessed the city's communication needs; conducted research; analyzed the city's Strengths, Weaknesses, Opportunities and Threats; identified audiences to target; developed strategies and tactics to reach those audiences; and implemented a targeted plan that included videos, photographs, and posts for Instagram and Tiktok.

Cascadia Arts Association Strategic Planning

Nonprofit Management students helped Troutdale's new nonprofit, Cascadia Arts Association, with strategic planning including timelines for assorted tasks, potential fundraising ideas, board recruitment, and desired skills for potential staff.

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Sustainable City Year Program

2019-20



Planning, Design, Engineering, and Journalism Projects

Project	Outcome
Pettit Property Visioning Design Studio	Landscape architecture students collaborated with city of Silverton staff and residents to create designs for potential future uses of the Pettit Lake property including a public park and income-generating resources for the City. Final design ideas included day-use parks, campgrounds, hiking trails, an amphitheater, and a wildlife interpretation center.
Climate Action Recommendations	Students built upon the Silverton Energy Plan and identified strategies for the city of Silverton to mitigate their climate impact and increase their resiliency. Students developed recommendations for land use and transportation, buildings and energy, food and agriculture, urban natural resources, and consumption and waste. For each topic, students developed an action framework, a strategy for implementation, and a specific design recommendation.
Passive Heating Strategies	Eight student teams analyzed passive heating strategies and proposed design concepts for a proposed new city hall and police station site. Students based their designs on optimal tilts for solar energy-collecting glass, thermal mass goals and sizes, proposed building masses and orientations, and movable insulation solutions.
Design Report: Stormwater Improvements	Students proposed a low impact stormwater design for the City to consider as it expands the city-owned, YMCA-managed community swimming pool parking lot. To choose a preferred alternative, students evaluated existing conditions, collected data, worked through potential design options, and created a selection matrix. Student assessments also included cost estimates to ensure feasibility.
Catalyzing Community Feedback and Engagement in Silverton	Journalism student teams prepared public relations plans to address the City of Silverton's communication needs. The composite six-month plan includes recommendations to increase participation from a variety of demographics and includes an updated community survey, increased social media presence, partnership opportunities with local businesses, and tabling at events to increase communication between the city and its residents.

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Sustainable City Year Program

2019-20 

Planning and Geography Projects

Project	Outcome
Transit-Oriented Development on Historic River Road	Students made recommendations for land use and transportation planning along Eugene's River Road corridor for the next 20 years. Students focused on equity, addressing "missing middle" housing, and economic development.
Coburg Road Sustainable Transportation	Student teams proposed strategies for multi-modal mobility hubs at seven locations along the Coburg Road corridor. Their recommendations focused on connecting transit to pedestrian and bicycle access.
Small City Mobility	Students conducted interviews and distributed an online survey to residents of Cottage Grove and Creswell. Students then made recommendations for the cities' current transportation networks and considerations for new mobility.
Coburg Bicycle Tourism	Students assessed multi-use paths, ways to make auto-centric streets more bicycle friendly, safe routes to school opportunities, bicycle tourism and marketing materials and campaigns related to bicycling in the city of Coburg.
EmX Franklin and Gateway Corridor Assessments	Students examined how ridership, accessibility, and safety can be improved along two bus rapid transit corridors. They conducted equity and demographic, network connectivity, and land use analyses for the corridor's outbound stations.
Bike Share Neighborhood Assessment	Students assessed how bike-share coverage could be expanded to develop multimodal transit stops and provide greater public transportation opportunities for low-income and minority populations.

Public and Business Administration Projects

Project	Outcome
The Future of Transit	Students helped envision how LTD might provide safe, affordable, and low-carbon mobility options in a changing urban mobility ecosystem. Students recommended leveraging partnerships to explore new opportunities in micromobility, smartphone apps, ride-hailing, perceptions of transit, and privacy in the age of big data.
Performance Management Strategies	Students made recommendations to LTD for fleet, operations, service planning, risk management, and sustainability. Teams proposed key performance indicators (KPIs) to track their progress in meeting those goals.
Assessment of MovingAhead's Potential Funding Options	Students found innovative sources to fund a service expansion. Capital funding recommendations were based on Urban Renewal Districts, while Transportation Utility Fees were recommended for operations.
Payroll Tax and Financial Visualization Scenario Planning	MBA students helped develop a set of financial and business strategy tools to adapt to a changing mobility landscape and provide the community with a sustainable level of service for the long-term future.
Fleet Replacement and Climate Action Planning	Students analyzed the life-cycle cost implications of battery electric buses against a baseline of diesel and diesel hybrid buses using established criteria. The City of Eugene's current Climate Action Plan calls for electrification of the LTD fleet.

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Sustainable City Year Program 2019-20 LTD

Architecture and Landscape Architecture Projects

Project	Outcome
Bus Stops as Community Gateways	Students prepared designs for two bus stops that conform to LTD's design criteria for rider amenities and security, with a goal of improving rider experience. Site visits allowed students to observe the commuters experience.
Downtown Enoteca	Students designed an "Enoteca" adjacent to Eugene Station. The Enoteca is a space to educate about local wine production. The City of Eugene and LTD envision the site including housing to increase density in Downtown Eugene.
Reimagining Eugene Station	Students explored designs to prepare Eugene Station for projected needs in 2040. Designs centered around emerging trends in new mobility, densification, pedestrian flow, and climate change.
River Road Station Site	Students created concept designs for LTD's station at the intersection of Hunsaker Lane and River Road. Their designs focused on sustainable development, affordable housing, and a public plaza with the station as a community anchor.
Re-imagining River Road for Ecological Equity	Student teams developed recommendations to support equitable, sustainable transportation along the River Road corridor. Recommendations included design interventions, land use improvements, and community engagement plans.
LTD Stories	A student team from the UO-based Allen Hall Media produced a series of short videos and photos showcasing that LTD is more than a bus. Videos captured sustainability, the faces of LTD, and how to use transportation services.

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Sustainable City Year Program

2018-19



Planning and Design Projects

Project	Outcome
Landscape Architecture Studio (Gresham)	Students designed Gresham's future streets with emphasis on making use of "found space" within street rights-of-way, safely separating travel modes, and interactions with traditional public transit and parking infrastructure.
Planning for a New Mobility Future in Eugene and Gresham	Students analyzed parking data and micromobility usage to help the cities of Eugene and Gresham plan for emerging technology in transportation. Students recommended phased solutions addressing changes in parking and micromobility.
Future-Proofing Comprehensive Plans in Eugene and Gresham	Students assessed long range plan readiness for deployment of new mobility services and autonomous vehicle and the continued growth of e-commerce deliveries, along with accompanying changes to warehousing and retail stores.
Land Use Planning and Policy (Eugene)	To help Eugene meet its sustainability goals, students collaborated with City staff and conducted research on comparable cities. Students used this information to make recommendations for transportation and parking strategies.
Development Opportunities in Downtown Springfield	Students conducted a site analysis, developed a community engagement plan, and proposed development code amendments to promote economic development in downtown Springfield.
Working Apart Together: Springfield Coworking	Using information obtained from tours and interviews, students developed interior concepts for a coworking space addressing three potential user types: start-ups, parents with young children, and creatives.
Passive Heating Strategies for Disaster Relief Planning (Dunes City)	Students developed passive heating design options for a disaster relief shelter in the event of the predicted 9.0 magnitude Cascadia earthquake and tsunami striking the coast during the winter.

Public Administration Projects

Project	Outcome
New Mobility Services and Autonomous Vehicle Policy Options	Students conducted interviews and reviewed transportation system plans, then made policy recommendations addressing safety, equity, land use, innovation, environmental impact, congestion, active transportation, and data.
Transportation Revenue in the Age of New Mobility	Students evaluated new mobility's potential effects on current revenue sources for Eugene and Gresham. Additionally, students examined innovative sources of revenue that the cities could adopt.
Open Data Policies and Management in Eugene	To help the City of Eugene move toward co-production and citizen science-based data processes, students evaluated the City's current data policies and reviewed literature on data management practices in other localities.
New Mobility in Gresham: Recommendations and Guidelines	Public management students assessed factors to consider when evaluating contracts with new mobility providers. Students analyzed Seattle's bikeshare and Portland's e-scooter contracts to develop recommendations.

Sustainable City Year Program

2018-19



Business and Journalism Projects

Project	Outcome
New Mobility Case Study	Student teams analyzed how members of a fictional or real household in Eugene could reduce their reliance on single-occupancy vehicles in daily commutes, local and regional trips, and infrequent travel destinations.
Springfield Stories	Allen Hall Media students planned and conducted promotional photo shoots at local manufacturing and call center facilities to tell the story of Springfield's workforce and highlight economic development in the city.

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Sustainable City Year Program

2017-18  MET

Design, Engineering, and Planning Projects

Project	Outcome
A Front Porch for Marquam Hill & OHSU Design Studio	Developed proposals to provide access to institutions and amenities on Marquam Hill and the area from the southwest waterfront to Oregon Health and Science University.
Integrating Transit and Technology	Product design students designed a variety of multi-modal transit apps to broaden and improve TriMet users' experiences.
Bridgeport Village Transit Opportunities	Created concepts for sustainable transportation integration into future Bridgeport Village shopping center development.
Walkability and Placemaking in the City of Tigard	Generated concepts for connectivity, outreach, neighborhood identity, and affordable housing in the city of Tigard.
Barbur Boulevard: Designing a Model Civic Corridor	Developed concepts that blend the idea of Main Street as the "connective tissue" that enhances the assets, character, and heritage of adjacent Barbur Boulevard neighborhoods.
Active Transportation for Portland Neighborhoods (PSU)	Developed active transportation plans for the Barbur Boulevard/19th Avenue and Baylor/Clinton MAX station project areas.
Paid Parking Strategies (PSU)	Examined the implications of implementing a metered parking program in the city of Tigard.
Southwest Barbur Boulevard Stormwater Facilities (PSU)	Assessed existing conditions, collected data, and reviewed alternatives to determine preferred stormwater facilities on Barbur Boulevard.
Destination Tigard: Sustainable Urban Design Studio and Seminar	Developed urban design and city identity concepts for potential downtown Tigard station areas. Recommendations included a redesign of Hall Boulevard, smaller blocks, Fanno Creek improvements, and new public places.
Green Infrastructure and Transit Projects as Habitat Corridors	Generated plans and graphics demonstrating the benefits of integrating green infrastructure and transit-focused projects into urban ecology management.
Civic Ecology and Urban Design in Tigard (PSU)	Created an urban design vision for the future development of central Tigard including areas affected by the proposed light rail expansion project.
68th Avenue Station and Red Rock Creek Design Studio	Highlighted the area's transit-oriented redevelopment potential to energize the new station, and proposed several recommendations.

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Sustainable City Year Program

2017-18  MET

Business and Economic Development Projects

Project	Outcome
New Mobility Ecosystem	Studied the future of urban transport and potential impacts of emerging technologies on the urban mobility ecosystem.
Autonomous Vehicle Budget and Revenue Implications	Examined how transportation revenue in the Portland Metro Area would be affected by the adoption of autonomous vehicles as the primary transportation source.
Tigard Transit Station Real Estate Development Potential	Used financial modeling to assess real estate investments and generated financial analyses of real estate developments in downtown Tigard.
Clean Energy Solutions: TriMet Community Solar	Examined the viability of TriMet as an anchor tenant for a community solar project using the community solar pathway being developed by the Oregon Public Utility Commission.

Law, Historic Preservation, and Journalism Projects

Project	Outcome
Autonomous Vehicle Federal Policy Implications	Researched federal autonomous vehicle policy development and related legal cases that may have implications at the local level.
Preserving South Portland	Explored repurposing the Marquam Hill synagogue and produced design concepts and strategies for historic preservation.
Community Profiles and Stories	Produced and managed creative projects conveying the Southwest Corridor project opportunities and constraints through videography.
Multi-modal Transit App Video	Created a video describing the development and process of creating a multi-modal transit app and the potential uses for TriMet.

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Sustainable City Year Program

2017-18



Design and Planning Projects

Project	Outcome
Passive Heating	Researched passive solar heating options and developed concepts for a future city center site, a future community building, a community greenhouse, and balcony sunspaces.
Multi-Use and Pedestrian Connectivity Plan	Examined the possibility of creating new multi-use paths in and surrounding La Pine and provided a series of active transportation recommendations.

Business and Economic Development Projects

Project	Outcome
Workforce Asset Analysis and Potential	Analyzed the La Pine area workforce to determine the greatest needs for the city's workforce development efforts, while highlighting existing workforce assets and recommending improvement strategies.
Industry Ecosystem Targeting	Researched targeted industrial sectors to assess viable business development options for regional and local growth.
Urban Renewal Program Best Practices	Researched urban renewal best practices to provide La Pine with management recommendations for its urban renewal efforts.

Civic Engagement and Journalism Projects

Project	Outcome
Allen Hall Studios	Created video and media products on La Pine's partnership with SCYP, tourism in La Pine, and livability of La Pine.
Community Engagement	Facilitated community conversations to identify gaps in the local information ecosystem; created an engagement plan and recommended forming a community advisory council.
Nonprofit Optimization	Proposed recommendations and strategies for the La Pine Senior Center including efficient board governance and opportunities for revenue generation.
Public Relations Campaign	Created and implemented strategies to amplify the La Pine Newberry Country Trail, including marketing programs aimed at college students and young families.
Journalism Fellows	Identified story ideas, conducted interviews, and submitted articles for publication in the Newberry Eagle related to La Pine's relationship with SCYP.

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Sustainable City Year Program

2016-17



Design and Planning Projects

Project	Outcome
Water Avenue Corridor Revitalization	Developed ideas and concepts to activate Water Avenue and the downtown historic core, including an entertainment district, historical walk and discovery center, and food hub.
Eat, Play, Shop: Downtown Reimagined Design Studio	Created architectural programs and design proposals around the concepts of food equity, economic equity, and social equity in the downtown area.
Analyzing Landscape Systems	Conducted site analyses along Albany's Willamette Riverfront, Dave Clark waterfront path, and historic downtown district.
East Thornton Lake Natural Area Design Studio	Developed concepts for a park within the larger site that addresses the natural and cultural history of the area.
Bicycle-Friendly Albany	Analyzed constraints and barriers to bicycle-friendly development and recommended safety and network improvements, as well as bicycle-friendly events and programs.
A Front Door to Albany's Downtown Waterfront Design Studio	Developed conceptual designs and alternatives for spaces in the vicinity of Monteith Riverpark to establish a gateway to the river and destination for visitors and residents.
Passive Heating	Gathered area climate data and created passive solar designs for Monteith Park restrooms, a sunroom adjacent to the current Senior Center, and a greenhouse.

Business and Economic Development Projects

Project	Outcome
St. Francis Hotel: Viability of a Hotel in Downtown Albany	Identified hotel development feasibility in downtown Albany at the existing St. Francis historic building site or as new construction.
Business Opportunities Assessment and Revenue Enhancement	Assessed existing Parks and Recreation Department services and practices; recommended revenue-producing opportunities and other revenue enhancement ideas.
Parks and Recreation Foundation Business Plan and Outreach Campaign	Developed a business plan for the new Albany Parks and Recreation Foundation; implemented an outreach campaign directed at parks and recreation users.
Older Adult Population Strategic Plan	Created an older adult facility and activity strategic plan for the 55-60 age group and over 75 population.

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Sustainable City Year Program

2016-17



Water Reclamation Facility Biosolids Alternatives Market Analysis

Analyzed whether the local market would be interested in compost or biosolids. Identified local partners and potential revenues or costs associated with different options.

Parks Funding, System Development Charges Methodology Evaluation

Reviewed Parks and Recreation Department's operating revenue sources, capital expenses, financing strategies and System Development Charges methodology.

Strategic Plan for Collaborative Sports Facilities

Analyzed case studies and recommended management strategies to eliminate barriers and inefficiencies for Parks and Recreation Department-owned sports facility spaces throughout the city.

Parks and Recreation Foundation Planning and Partner Coordination

Helped the new Albany Parks and Recreation Foundation strategically organize. Researched best practices for foundation partnerships with stakeholders, including case studies and relational analysis.

Civic Engagement, Journalism, and Geography Projects

Project	Outcome
Cartographic Visualization of Parks, Trails, and Recreation Centers	Designed and produced a finished thematic cartographic map of selected trails and parks in Albany.
Equity and Opportunity Mapping Analysis	Mapped selected data of Albany residents to help the city analyze access to housing and community amenities.
Public Relations Strategies and Outreach for Historic Preservation	Built awareness of the city's historic preservation program through a strategic communication plan; implemented a public relations campaign related to historic preservation.
Remote Sensing: Parks Mapping in Albany	Used digital imagery to assess selected parks and historic assets in order to better manage, analyze, and plan for the future of these resources.
Inventorying Albany's Cultural Resources	Researched cultural inventory models and recommended best practices to develop a cultural inventory focused on engaging the people of Albany.
Improving Engagement with Parks and Recreation	Developed strategies for social media, strategic partnerships, event planning, promotional materials, and content creation to improve resident engagement with Parks and Recreation Department.
Parks and Recreation Foundation Outreach Campaign	Implemented an outreach campaign directed at parks and recreation users as part of the Parks and Recreation Comprehensive Plan Update.
GIS Analysis of Albany Land Use	Collected data using geographic information systems within the city to help the city evaluate undeveloped and under-utilized land available for future development.

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Sustainable City Year Program

2015-16



Design, Policy, and Planning Projects

Project	Outcome
Midtown Neighborhood Revitalization	Developed five visions for Redmond's Midtown Neighborhood based on the city's Great Neighborhood principles, building on Redmond's small business spirit and interest in providing a variety of housing types.
Creating a 20-Minute Neighborhood: Walkability in Redmond	Developed geospatial data layers related to walkability based on Census data, employment data, and city information. Recommendations included increasing sidewalk connectivity and adding pedestrian amenities.
Improving the South US 97 Corridor: Multi-Way Boulevard Design Studio	Illustrated potential multi-way boulevard designs using form-based code photo simulations to improve corridor efficiency and safety.
Planning Great Neighborhoods Using GIS Analysis	Used geographic information systems to analyze and identify neighborhoods for increased planning efforts.
Family-Friendly Bicycle Transportation	Analyzed key hubs and transportation infrastructure to increase bikeability. Recommendations included vegetated medians, bulb-outs, and new bike lane signage, among others.
Adaptive Reuse: Public Safety Facility Design Studio	Developed concepts for adaptive reuse of a former National Guard training facility as a new police station. Proposals included a secure yet sustainable structure that symbolizes Redmond's Police Department.
Airport Landscape Master Plan	Provided guidance and landscape design for the airport focused on a variety of categories including connectivity, energy and natural resources, materiality, and views.
Housing Needs Analysis	Identified barriers, potential policy updates, and outreach opportunities to provide more affordable housing options in the Redmond area using interviews, case studies, and review of Redmond's 2007 Affordable Housing Plan.

Business and Economic Development Projects

Project	Outcome
Economic Improvement District Analysis	Examined the viability of an economic improvement district in downtown Redmond and the Business Medical District.
Downtown Market Analysis	Updated a 2005 marketing analysis by examining a primary and secondary market area utilizing data sets and intercept consumer surveys.

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Sustainable City Year Program

2015-16



Airport Strategic Branding and Marketing Plan

Developed strategic branding and marketing program for the airport to maximize marketing and advertising.

Downtown Redmond Incubator/Accelerator

Evaluated the necessary elements for a successful business incubator and accelerator.

Multi-Sports Complex Feasibility Analysis

Conducted a feasibility study for a potential regional sports complex, including analyzing potential use, return on investment, and research on uses and trends.

Parks District Tax Valuation and Funding

Reviewed the funding structure of the Redmond area parks district and funding to determine what mix of tools could fund a new recreation center.

Civic Engagement, Journalism, and Law Projects

Project	Outcome
Improving Community Engagement, Strategic Planning and Campaign	Identified innovative communication tools to help guide and assist city departments with community outreach and media relations. Implemented an outreach campaign and evaluated success.
Wastewater Division Public Relations Campaign	Developed a strategic public relations plan and campaign to promote sustainable water disposal practices in order to preserve treatment facilities and keep utility costs low for residents.
Legal Strategies for Sustainability	Created draft ordinances to help Redmond implement sustainable practices on a variety of topics such as infill development, recycling, and local food systems.
Nonprofit Consultancy	Evaluated a variety of nonprofit projects including a family justice center, cultural arts center, a homeless shelter, and a Redmond community foundation.
Public Relations Campaigns	Developed recommendations to promote biking, walking, and rolling in Redmond as well as a campaign to draw new business, investors, and developers to the Professional Business Medical District (PBMD).
Inclusive Public Participation: Latinx Outreach	Identified ways to enhance civic engagement and communicate effectively with Redmond's Latinx community.

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Sustainable City Year Program

2014-15



Planning, Business, and Journalism Projects

Project	Outcome
Sandy River to Springwater Multimodal Corridor	Investigated the feasibility and designed alternatives to close one of the major gaps in the Portland area's 40-Mile Loop trail.
Design Standards for Infill Development	Developed renderings and recommendations for an undercrossing to connect areas in West Salem.
Tigard Park Maintenance Funding Analysis	Evaluated revenue generation options for maintaining parks in the city of Tigard including a combination of fees, external contractors, and creation of a parks district.
Downtown Gresham Walkability	Analyzed urban environment for pedestrians and cyclists using Census and GIS data and information gathered through on-site visits.
Storytelling - The Eastside Blue Line Manifesto	Developed a communications strategy to strengthen the relationship between the area transit agency, TriMet, and the Gresham community.

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Sustainable City Year Program

2013-14



Design and Planning Projects

Project	Outcome
Analysis of Activity Centers	Created maps and a profile report of city activity centers; formulated planning strategies consistent with city and state planning goals.
Bicycle Connections to the Bear Creek Greenway	Proposed more comprehensive and complete bicycle infrastructure by enhancing the use of and connections of the Bear Creek Greenway to surrounding neighborhoods and businesses.
Downtown Wayfinding	Collected data on wayfinding signs, including their location, description, and appearance; developed recommendations for key locations for new signage to direct people to and around the downtown area.
Fire Station Design Studio	Created design concepts, floor plans, and block plans for four new fire stations on different sites.
West Main Transit Oriented Development	Developed simulation models of transportation in the West Main TOD area in order to visualize how certain policies would impact traffic patterns and transportation at specific times.
Visions for the Jackson County Health Site Redevelopment	Developed an area plan to address land use, transportation, economic development, and other factors at the former Jackson County Health site; recommended adaptive reuse of existing buildings that honored historic legacy.
Rogue Valley Bus Rapid Transit Community Planning Workshop	Researched and conducted public engagement activities related to scoping community attitudes, opportunities, and issues related to transit enhancements, including a potential bus rapid transit (BRT) on the Highway 99 corridor.

Business and Economics Projects

Project	Outcome
Recreation Services Funding	Developed a pricing and cost recovery strategy for programs to reduce general fund support as much as possible; developed a marketing strategy to improve awareness and program usage.
Neighborhood Watch Program	Estimated the effectiveness of characteristics of successful Neighborhood Watch Programs; developed strategies to increase participation, especially in Spanish-speaking neighborhoods.

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Sustainable City Year Program

2013-14



Civic Engagement, Journalism, and Law Projects

Project	Outcome
Emergency Preparedness Public Relations Plan	Gathered information on emergency preparedness plans that have been implemented; developed materials and methods for a Medford public awareness campaign.
Fire Rescue Public Relations Project	Created action plan strategies to reflect the results of primary and secondary research into staff and public attitudes and concerns about upgrading several fire stations.
Police Headquarters Public Relations Project	Created action plan strategies to reflect the results of staff and public attitudes and concerns about constructing a new police headquarters.
Journalism Fellows	Identified story ideas, conducted interviews, and submitted articles for publication in the Medford Mail Tribune.
Open Space Protection Strategies	Described and analyzed the legal framework for open space preservation in Oregon cities and a plan for how the city could move toward achieving its open space preservation goals.
Rogue Valley Transportation District Public Relations Campaign	Researched best practices of current transportation programs; developed materials and methods on which to base a public awareness campaign for RVTD.
Outreach to Minority Communities I	Engaged attendees at the Medford Multicultural Fair to identify barriers faced by minority populations; identified mechanisms for helping the city and the Latinx population develop productive, mutually beneficial engagement.
Outreach to Minority Communities II	Conducted a two-day public engagement workshop outside of El Gallo and La Placita markets; recommended strategies for cultivating relationships in the community and fostering cultural competency.

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Sustainable City Year Program

2011-12



Design and Planning Projects

Project	Outcome
Laura Street Analysis	Identified negative and positive characteristics and development trends to determine specific design standards aimed at changing trends.
Bicycle Accessibility and Connectivity Plan	Analyzed the city's current on-street and off-street bike system and recommended solutions to address dead ends and gaps in order to complete the overall system.
Jasper Natron School Design Studio	Analyzed school district site, surrounding neighborhood and wetlands, and service and transportation infrastructure; developed potential site layout and designs for a K-8 school.
Booth Kelly Mixed-Use Architecture Design Studio	Explored redevelopment scenarios for former mill site with large (rented) industrial buildings to create a pedestrian-friendly destination.
Booth Kelly Mixed-Use Eco-District Landscape Architecture Design Studio	Landscape architecture students developed design proposals and recommendations for spatial organization of the Booth-Kelly site utilizing precedent studies of eco-communities around the globe.
Library Design and Outreach	Examined process to develop, finance, and construct a LEED Silver Certified public library that included private business space; designed a strategic public relations plan for the proposed library.
Walmart Redevelopment Conceptual Plan	Proposed urban design and site development for a long vacant property to serve as a catalyst for redevelopment of adjacent sites.
Citywide Wayfinding	Analyzed Springfield's existing wayfinding system and provided recommendations for locating new signage; provided recommendations for a city-wide wayfinding system with consistent look and feel.
Stormwater Demonstration Areas	Designed welcoming and attractive demonstration sites for natural areas, parks, schools, and private property featuring innovative stormwater treatment practices and interpretive kiosks with "take home" ideas.
Nicolai Site Redevelopment (2012-13)	Evaluated redevelopment scenarios for the Nicolai Door Plant, a large industrial site in downtown Springfield.
Connecting Bikes to Transit (2012-13)	Examined ways that Lane Transit District could expand its service areas by linking transit to customers arriving by bike and on foot.

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Sustainable City Year Program

2011-12



Business and Economic Development Projects

Project	Outcome
Sustainability Metrics & Greenhouse Gas Inventor	Compiled a greenhouse gas emissions inventory of city's direct (fuel consumed by city vehicles, generators) and indirect emissions (electricity generation, business-related travel, solid waste, etc.) with an action plan to reduce emissions.
LEED Incentive Analysis	Conducted cost/benefit analyses of possible new development requirement to incentivize LEED certification.
Market Feasibility of Density	Conducted economic analyses of residential density requirements and their impacts on cost effectiveness of development; recommended strategies to incentivize higher densities including market feasibility of density bonus.
Dorris Ranch Business Plan	Recommended programs and events to improve awareness and usage of 258-acre hazelnut farm as a historic, cultural, and recreational asset and suggested ways to improve the income/self sufficiency of the property.
Economic Analysis of Local Street Improvements	Conducted a cost-benefit analysis to assess the value of improving street conditions utilizing residential property assessments as a source of funding.
Promise Neighborhoods	Surveyed demographics and programmatic gaps in developing a continuum of "cradle through college and career" solutions to improve educational and developmental outcomes for children in Springfield's Brattain area.

Journalism, Geography, and Arts Projects

Project	Outcome
Adopt-A-Waterway Program Public Relations Plan	Developed public relations material explaining waterway adoption, cleaning waterways, planting native plants and shade trees, and other steps to improve waterway quality.
Spatial Analysis of Lane Transit District (2012-13)	Analyzed existing ridership, socioeconomic and environmental issues, existing and potential land uses, zoning, walkability, and traffic to determine potential alternative scenarios for the development of a new bus line.
West 11th Expansion Public Relations (2012-13)	Evaluated means to communicate the benefits and opportunities of expanded transit along West 11th Avenue to the public.
Cultural Fieldwork in Downtown Springfield (2012-13)	Gathered information such as historic photographs and oral histories to support a new service designed for visitors to access on handheld devices.
Wayfinding Signage (2012-13)	Digital arts students developed wayfinding signage and designated locations to better direct visitors and residents to area resources, public amenities and services, shopping, and open spaces.

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Sustainable City Year Program

2010-11  CITY OF Salem
AT YOUR SERVICE

Design and Planning Projects

Project	Outcome
South of Mission Development Design Studio	Designed guidelines and urban design concepts for the six-block transition area between the downtown and residential area south of Mission Street.
North Downtown Waterfront Redevelopment	Designed concepts for opportunity sites in area between River and Broadway, north of Union; identified barriers to redevelopment.
Police Facility Design Studio	Developed concepts for a new police facility redesign that expressed the connection between law enforcement and the public.
Downtown Parks Connectivity and Bicycle Planning	Created single integrated parks connectivity plan to link Wallace, Riverfront, Minto-Brown, and Bush's Pasture Park via existing and future trail connections.
Restoration of Minto-Brown Island Area Design Studio	Created an interpretive trails plan to connect a federal natural resource easement area with Minto-Brown Island Park; proposed a new master plan vision.
City Growth/City Design	Analyzed redevelopment opportunities for sites in west Salem, North Gateway, and downtown urban renewal areas.
Efficient Public Lighting Design Options	Developed streetlight design options that reduced energy consumption and maintenance needs while including new lighting technologies.
Parking in Redeveloped Areas	Reported on best practices in establishing parking standards for redeveloping areas with a mix of uses to reduce impact on adjacent neighborhoods.
Orchard Village Green Community Integration	Created development plan for 2.87-acre Orchard Village site, adjacent private property, and infill options for other Salem Housing Authority multifamily properties.
Integrating Riverfront Park with Pringle Creek Design Studio	Designed concepts for the Pringle Creek trail connection; explored sustainable approaches including ecological restoration, riverfront access and transportation improvements, and community-oriented land use.
Civic Center Interior Architecture Design Studio	Generated proposals for renovation and reuse of the existing civic center building in order to restore functionality.

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Sustainable City Year Program

2010-11  CITY OF Salem
AT YOUR SERVICE

Civic Engagement, Engineering, and Law Projects

Project	Outcome
Civic Engagement Strategy	Created a civic engagement strategy to include new technology and broader participation in decision-making; created a multimedia field guide that maps cultural resources in north Salem.
Downtown Traffic Circulation and Transportation Safety	Analyzed alternatives to one-way transportation grid, testing impact of alternatives (bike lanes, sharrows, trolley, etc.)
Green Building and Stormwater Legal Analysis	Reviewed sustainable building and stormwater management, focusing on LEED certification, graywater usage, and sustainable stormwater management tools. Made recommendations for compliance with state code updates.

Business and Economic Development Projects

Project	Outcome
Industrial By-Product Re-Use	Developed recommendations for expanding industrial by-product reuse at the Willow Lake Wastewater Treatment Facility as well as dairy and food processing facilities.
Economic Prosperity Strategic Action Plan	Completed a situation assessment of Salem's assets and economic challenges; created a strategic plan with five-year work plan for city's Economic Development Division.
Sustainable Streetlight Alternatives	Identified financially sustainable source(s) of funding and luminere design to improve efficiency and reduce overall cost of Salem's street light system.
Fostering Wage Growth: Target Industry Analysis	Assessed supply chain, business cluster, and market analysis for renewable energy product manufacturing, food processing, metal manufacturing, and other clusters.

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Sustainable City Year Program

2009-10 CITY OF GRESHAM OREGON

Design, Planning, and Business Projects

Project	Outcome
Gresham City Hall: Conceptual Designs	Developed 13 schemes for Gresham City Hall, considering transit access, sustainability, and creating a viable public space and building.
Climate Preparedness in the Willamette Subbasin	Illustrated how community and natural resources may be affected by climate change and outlined recommendations for community preparedness planning.
Large-Scale Retail Design Standards and Development Principles	Compiled a review of design standards to advise on best practices for future large-scale development projects.
Sustainable Development in Springwater	Identified a series of goals and land use proposals for future development in the community of Springwater.
City of Gresham New City Hall Program	Evaluated four potential sites for a new city hall and developed programming to fit each site.
Rockwood Cultural Asset Mapping	Developed cultural asset mapping plan to promote neighborhood involvement and build community identity among diverse populations.
Rockwood Sustainable Development Concept Plan	Outlined a concept plan for a safe and central community space and suggested steps to help Rockwood transition into a thriving and integral part of the Gresham community.
Sustainable Suburbs: Rockwood Town Center Redevelopment Design	Developed six design proposals for the city center emphasizing environmental, economic, and equitable sustainability.
Shaping Light: Sunshade Studies and Light Rail Station Design	Provided design recommendations for a light modulating screen, sun shading device for Gresham City Hall, and design of light rail station at Civic Drive and Rockwell Station.
Sustainability Focused Data Analysis	Examined correlations between walkability and home values, and provided recommendations for further research.
TOD at Gresham Crossing: Integrating Ecology and Mixed-Use TOD	Created scenarios for transit-oriented compact residential apartments that included shared habitat-sensitive outdoor spaces and linkages to light rail transit.
Water, Microecologies & Density: TOD at Gresham Crossing	Built upon prior TOD projects, specifically evaluating unit livability, construction, water collection, and living facades and roofs.

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Agenda Item #3

UO Portland



1



PORTLAND

UO Portland: From 'presence' to 'statement'



2

Urban Opportunity: Expanding UO's connections



Constructing Hope at the Resource Reclaim event. A current Portland Internship Experience student works with a PIE and UO graduate who is now employed at Constructing Hope.



Matt Roberts, assistant vice president of community relations, provides an update at a quarterly Community Connection info session on the northeast campus.

3

Contributing to the life and health of the state



Multimedia Journalism master's student Ranya Salvant holds a microphone while working on a documentary about York Street Working Group. The group is made up of elder Black individuals who have lived in Portland for decades.



Architecture students in the Urban Design Studio and the Sustainable Urbanism Seminar focused on the Portland Lloyd District in 2022. Proposals included the potential redevelopment with a Major League Baseball stadium.

4

New campus transformation



Highland Hall

5

New campus transformation



UO Portland
Campus Center

6

New campus transformation



Innovation Building

7

On the horizon

- Envision
- Leverage
- Transform



27th Street Apartments



**The Ballmer Institute for
Children's Behavioral Health**

8

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Agenda Item #4

Annual Research Report

September 11, 2023

Office of the Vice President for Research and Innovation

Anshuman “AR” Razdan

Vice President for Research and Innovation

Professor of Computer Science



1

Our Mission

- Enable impact through creating knowledge, pursuing discovery, and excelling in innovation.
- Position OVPRI to support and lead significant research growth.
- Commit OVPRI to be the best-in-class service organization.



2

Establishing New Research Initiatives

The University of Oregon faculty secured several high-profile awards from federal sponsors, many of which will establish new research centers of excellence:

- Cascadia Region Earthquake Science Center (CRESCENT, ~\$15M)
- Center for Wildfire Smoke Research and Practice (\$800K)
- Interdisciplinary Convergence to Accelerate Research on Biological Sequestration (CARBS, ~\$3M)
- NSF Regional Innovation Engine in Mass Timber (~\$1M)
- Language Resource Center: Responsive Support for Meaningful World Language Learning (~\$743K)



3

UO Sponsored Research: FY 2023

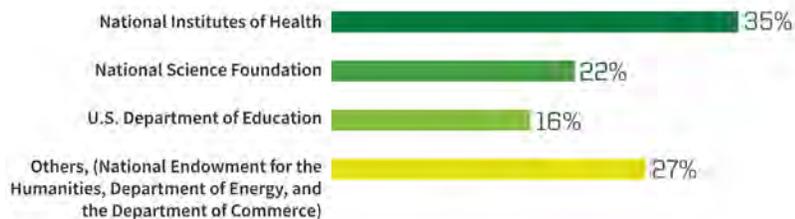
\$180.5 million
in awards

542
number of awards

1,277
active grants

~\$2.6 billion
in economic
impact to Oregon

Federal Sources of UO Research Funding



4

Investing in Faculty Success



Assistant professors Amanda Cook (left) and Christopher Hendon (right) in chemistry and assistant professor of computer science, Thien Huu (middle) are three of this year's six CAREER recipients.



Shannon Boettcher was one of 267 nominees for this year's Blavatnik National Awards for Young Scientists and has been named the 2023 Blavatnik National Award Laureate in Chemistry.

- NSF CAREER Recipients
 - Amanda Cook (chemistry), Christopher Hendon (chemistry), Thomas Giachetti (earth science), Marian Hettiaratchi (Knight Campus), Thien Nguyen (CIS), Humphrey Shi (CIS)
- NIH Early-Stage Investigator MIRA
 - Julia Widom (chemistry)
- Election to American Association for the Advancement of Science:
 - Raghuvveer Parthasarathy (physics), Trudy Ann Cameron (economics)
- Blavatnik National Laureate in Chemistry
 - Shannon Boettcher (chemistry)
- National Academy of Inventors
 - Anshuman "AR" Razdan (computer and information science)

5

Training the Next Generation of Scholars

- Hui Undergraduate Scholars Program launched, expanding undergraduate research opportunities in STEM for underrepresented scholars
- New NEH funding to develop new Global Public Humanities degree
- 10 graduate students receive prestigious NSF Graduate Research Fellowship



The Presidential Undergraduate Research Scholars program provides undergraduate students in the fields of chemistry, physics, earth sciences, mathematics, and computer science with an opportunity to conduct research during the academic year under the guidance of a UO faculty mentor. The program is known for being [a launchpad for graduate research experiences](#).

6

UO Innovation: FY 2023

#1
in licensing

Note: FY22 data; FY23 not yet released

\$8.3 million
in licensing income

31
innovation disclosures

26
patent applications filed

32
active spinouts

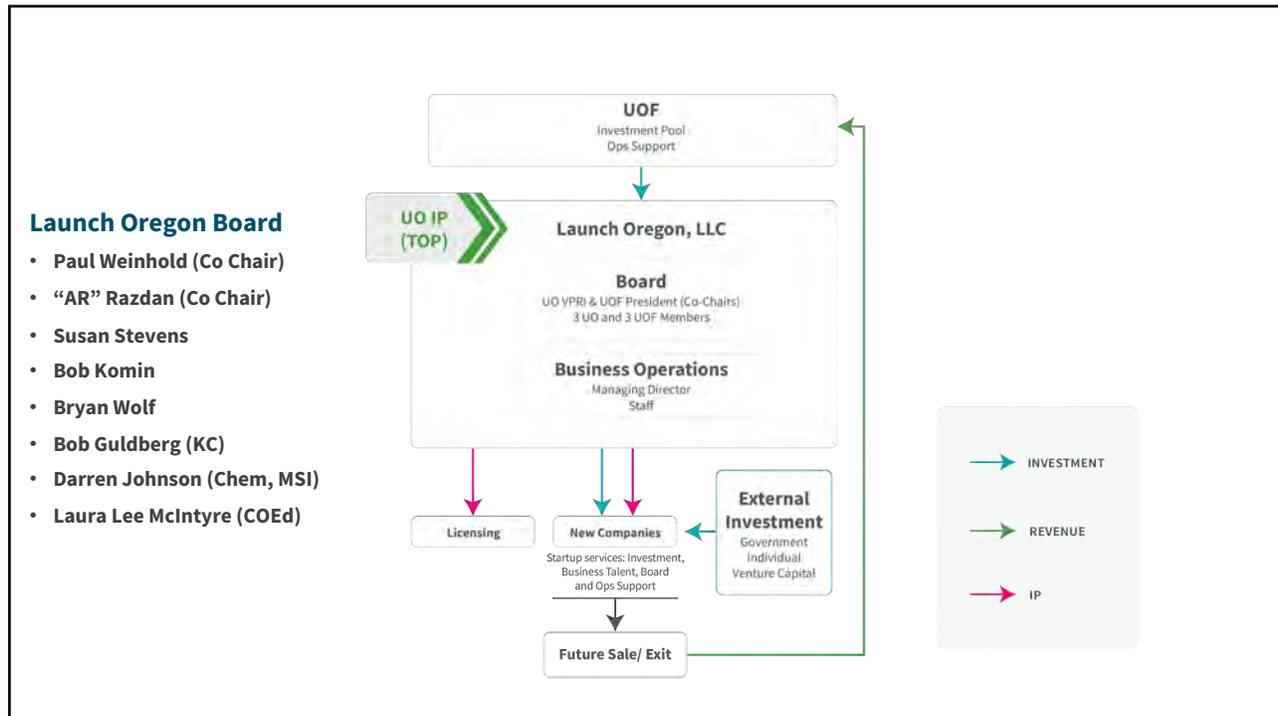
37
trademarks

18
companies that UO
holds equity in

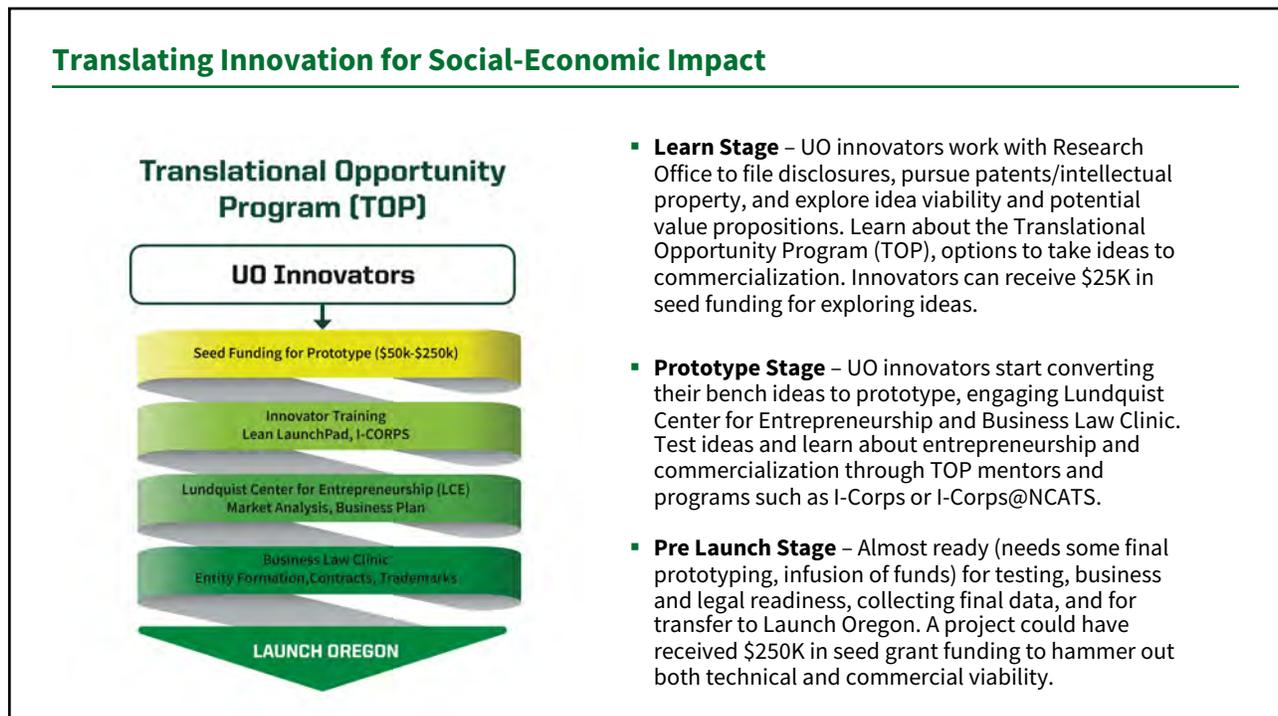
7

Launch Oregon

8



9



10

Significant Operational Updates

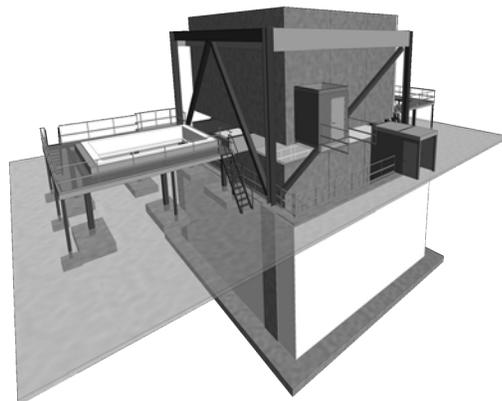
- Jessica Price hired as assistant vice president of research integrity in December 2022
- Anna Shamble hired as assistant vice president and chief of staff in December 2022
- Research core facilities coordinated by 2 strategic advisors
- Christine Dixon Theising will assume position of associate vice president of Industry, Innovation, and Translation beginning in October

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Significant Operational Updates

EDA Build Back Better funded Oregon Acoustic Research Lab

- \$18.75M project to build and sustain new state-of-the-art lab to be built on Terminal 2 of the Portland Port
 - \$14.75M awarded by EDA
 - Addition funds awarded by State of Oregon
- Aim to complete construction by late 2025/early 2026



12

Looking Ahead: Federal Landscape

- New opportunities secured through advocacy efforts with 117th Congress
 - DoD trauma immunology research
 - Earmarks to establish Center for Wildfire Smoke Research & Practice and Sustainable City Year program
- CHIPS & Science
 - Institutional impact related to national security and foreign influence
- 118th Congress facing a challenging budget environment
 - Potential for government shut down or flat/reduced research funding

13



**Office of the Vice President
for Research and Innovation**

14

Office of the Vice President for Research and Innovation Board of Trustees Report – September 11, 2023

The Office of the Vice President for Research and Innovation (OVPRI) is pleased to provide the Board of Trustees with supplemental information relevant to the institution’s research and innovation enterprise. Here we highlight key operational changes, celebrate the impact of research and innovation, present year-end data on key metrics, and look ahead at significant considerations given the ever-changing federal landscape.

OVPRI Operations

In June 2022, Anshuman “AR” Razdan joined the UO as vice president for research and innovation. After gathering input from town halls and leadership retreats, the OVPRI instituted several operational changes to position our division to provide best-in-class service to the UO research and innovation community. An updated organizational chart is attached. Major updates include:

- Addition of a 0.5 FTE assistant vice president for research compliance to oversee Research Compliance Services, Animal Welfare Services, Export Controls, and national security in research efforts.
- Transition of the Innovation Partnership Services (IPS) unit to Industry, Innovation, and Translation, which oversees the work previously conducted by IPS and adds the Economic Development and Industry Engagement portfolio.
 - We are pleased to announce that Christine Dixon Theising will join the UO as the associate vice president of Industry, Innovation, and Translation in October 2023. She comes to us from the University of Texas at Austin (also an AAU institution), where she served as the associate vice president for discovery to impact.
- Restructure of research core facilities to be supported by two strategic advisors.
- Investment in active recruitment strategies to fill critical positions in Sponsored Projects Services and Research Compliance Services.

Translation of Research to Impact

The rippling effects of the COVID-19 pandemic on research activity are beginning to normalize to pre-pandemic levels following several outlier years. In FY 2020 and FY 2021, for example, we experienced a significant increase in the number of proposals submitted, and a subsequent decrease in research expenditures, given the disruptions to research activity. FY 2022 witnessed an increase in overall research expenditures as faculty could return to more “normal” research operations, with a decrease in proposal submissions as faculty focused on executing funded projects. In FY 2023, our numbers remain steady compared to FY 2022. With recent institutional investments in faculty hiring and strategic initiatives to accelerate faculty success, we anticipate future growth. A comprehensive review of awards, expenditures, and facilities and administrative returns are detailed later in this report.

While the data alone presents a robust view of research activity, below we narratively highlight the impact of research and innovation efforts at the UO for faculty, students, the institution, and for our region’s social and economic growth.

Accelerating Faculty Success

Given the significant institutional investment in recruiting exceptional new faculty, the OVPRI is committed to supporting these scholars in establishing a strong research trajectory from the moment they join our campus. This is done through contributions to faculty startup packages, new junior faculty research awards for scholars in humanities and creative arts, training and mentorship in proposal development, and seed funding programs. This year, our early-career faculty secured several high-profile, competitive awards:

- a. Six faculty (Amanda Cook, chemistry; Thomas Giachetti, earth science; Christopher Hendon, chemistry; Marian Hettiaratchi, Knight Campus; Thien Nguyen, computer and information science; and Humphry Shi, computer and information science) secured National Science Foundation (NSF) CAREER awards, the agency's most competitive early-career grant program.
- b. Julia Widom, chemistry, received the National Institutes of Health (NIH) Maximizing Investigator's Research Award for Early-Stage Investigators.
- c. Other notable awards include those received by Mariah Kornbluhin, psychology (William T. Grant Scholar Recipient); Lauren Ponisio, biology (Early-Career Fellowship from the Ecological Society of America); and Emily Sylwestrak, biology (Klingenstein-Simons Fellowship Award).

Recognizing Career Achievements

A key Association of American Universities (AAU) metric is the number and quality of honors and memberships of our faculty. Several UO faculty were elected to or received highly prestigious honors for making significant contributions to research in their respective disciplines:

- a. Raghuveer Parthasarathy (physics) and Trudy Ann Cameron (economics) were elected as fellows of the American Association for the Advancement of Science.
- b. Shannon Boettcher (chemistry) was selected as the 2023 Blavatnik National Award Laureate in Chemistry.
- c. Anshuman "AR" Razdan (computer and information science) was elected to the National Academy of Inventors.

Training the Next Generation of Researchers

The University of Oregon is committed to recruiting and retaining diverse scholars and preparing them to be the next generation of leaders. We boast several unique training programs that provide comprehensive mentorship and support to undergraduates, graduate students, and postdoctoral scholars. Notable achievements this year include:

- The launch of the Hui Undergraduate Scholars Program, which supports students from historically marginalized communities to engage in STEM research, who receive financial support and participate in professional development activities.
- During the 2022-2023 academic year, 79 students went through the OVPRI's Undergraduate Research Opportunity Program (UROP), a 25.4% increase from the previous year. These numbers reflect students in all eight of UROP's programs, three of which are partnerships with the Knight Campus, the Richmond Science Group, and the Physical Chemistry Division. UROP and its partners represent the largest source of funding for undergraduate research and scholarship at the University, giving out more than \$550,000 in awards every academic year.
 - UROP's fellowship programs include professional development, career readiness, and research communication training that are designed to prepare students for the next steps in their career, whether it be graduate school or entry into industry.

- During the past seven years, UROP program alumni have received 17 NSF Graduate Research Fellowship Program (GRFP) awards (as well as 10 honorable mentions), five Goldwater Scholarships (as well as one honorable mention), two Gilman Scholarships, two Fulbright, and one Truman, Udall, Marshall, Hollings, and Boren scholarships, respectively.
- UROP participants represent a diverse cohort of trainees. This year, 26 participants were male, 44 were female, and 9 were nonbinary; 14 participants are first-generation college students and eight are transfer students.
- Renewal of our 30+ year NIH-funded Genetics Training Program for graduate students.
- 10 graduate students, in fields including planetary science, bioengineering, and psychology, received the prestigious GRFP awards from NSF.
- Funding from NSF to establish a new Oregon Pathways to Industrial Research Careers program to diversify STEM research talent through partnerships between community colleges and the Knight Campus.
- Funding from the National Endowment for the Humanities to develop a new Global Public Humanities undergraduate major.

Establishing Research Centers of Excellence at the UO

The University of Oregon boasts historic and emerging areas of research strength that enable our leading researchers to establish nationally recognized centers of excellence across diverse knowledge domains. Such centers build cross-institutional partnerships, offer special training opportunities to our students, and contribute to our institution's reputation as a leading public research university. This year, the UO established (and renewed) several high-visibility research centers that will enable our continued leadership in areas ranging from natural hazards, economic development, language study, and education:

- Funded through a \$15 million NSF award, the Cascadia Region Earthquake Science Center (CRESCENT) will lead research on the Cascadia Subduction Zone while diversifying the geoscience workforce, providing training in cutting-edge skills, and improving connections across the subduction zone geohazards community of practice.
- Supported by an Environmental Protection Agency investment secured by members of the Oregon Congressional delegation, the Center for Wildfire Smoke Research and Practice is an applied research program that helps communities, policymakers, and local governments across Oregon become better prepared for wildfire smoke events.
- A new NSF award will establish a new research program, "Convergence to Accelerate Research on Biological Sequestration," or CARBS, which will use Indigenous knowledge, artificial intelligence, and environmental DNA to guide carbon capture research and implementation in partnership with the Coquille Indian Tribe.
- The UO Economic Development Administration University Center, led by the Institute for Policy Research and Engagement, was renewed for another five years. This center provides technical assistance and enhances programmatic capacity to EDA partners, trade associations, and businesses across Oregon, enhancing our state's economic resilience, equity, and workforce development.
- Faculty in the Department of Linguistics received funding from the US Department of Education to establish the UO Language Resource Center: Responsive Support for Meaningful World Language Learning. This grant will support the Center for Applied Second Language Studies in providing innovative solutions for language learning in foreign, second, and heritage contexts from K-12 through college.

- The Center on Human Development in the College of Education received funding from the US Department of Health and Human Services for the University Center for Excellence in Developmental Disabilities, Education, and Service. The center offers interdisciplinary training, community services delivery, capacity building, and technical assistance to improve the quality of life, independence, and social inclusion for persons with intellectual and developmental disabilities and their families.

Advancing Social and Economic Development

As a public research institution, the UO contributes new knowledge, discoveries, and innovation to address societal challenges and spur economic impact. This past year, the UO advanced our position as a leader in contributing to the social and economic well-being of our state and region through exciting new institutional efforts and several new grants:

1. Launch Oregon

In March 2023, OVPRI and the UO Foundation jointly established Launch Oregon, a nonprofit, limited liability company that supports researchers as they spin out companies based on intellectual property. Launch Oregon assists researchers with the establishment of a board of directors, the hiring of executive leadership, provides initial space and research infrastructure such as access to the specialized equipment housed in the research core facilities, and provides seed funding for UO spinouts. The UO Foundation recently hired Charla Triplett to serve as managing director of Launch Oregon. Triplett brings more than 20 years of experience in academia, business, startups, nonprofit, and venture capital.

2. Translational Opportunity Program and Fund

Alongside this vehicle for increased spinout activity, the OVPRI established the Translational Opportunity Program (TOP) and its complementary Translational Opportunity Fund, both administered by the OVPRI's IIT unit. TOP seeks to build an innovation mindset among researchers that enables them to move from a fundamental science orientation to translational research orientation, thus spurring a pipeline of market-aligned research. As researchers progress through the TOP training pathway, they are supported by various entities at the university as they take their ideas from the bench to prototype to a pre-commercialization stage. The optimal end results of TOP are the option to license intellectual property to a third party or to spin out a company. The Translational Opportunity Fund will be driven through philanthropic and other funds to create sustainable, long-term support that will scale as the research and commercialization activities at UO increase over time. Together, Launch Oregon and the Translational Opportunity Program and Fund establish the basis of institutional investment in and support for an increasing innovation enterprise.

3. Regional Innovation & Impact

The UO continues to be a leader in social, economic, and environmental well-being via innovations in architecture and engineering utilizing mass timber. Researchers in the College of Design, in partnership with the Port of Portland, Oregon State University, Business Oregon, Oregon Department of Forestry, and the Oregon Department of Land Conservation and Development, received \$41.4 million together from the Economic Development Administration's Build Back Better grant. This award, which includes \$16 million for projects led by the UO, will advance Oregon's sustainable mass timber sector by facilitating equitable job growth, sustainable forestry, and affordable mass timber housing.

Through the NSF Regional Innovation Engine program, the UO will contribute to additional mass timber efforts spanning economic development, sustainable environmental stewardship, and innovations in affordable, resilient housing. Led by College of Design faculty, these strategic planning efforts seek to catalyze and foster innovation ecosystems across the US to advance critical technologies, address pressing societal challenges, cultivate cross-institution partnerships, and promote economic growth and job creation.

Looking Forward

Oregon Legislature: In response to the CHIPS & Science Act authorized last year, the Oregon legislature allocated \$210 million for workforce development through industry. This includes \$10 million for the University Innovation Research Fund, which provides critical matching dollars to support Oregon research universities pursuing significant, competitive funding opportunities with required cost share.

Federal Funding: The UO's research enterprise is well-positioned to meet the federal agenda. The 117th Congress (2021-22) saw notable accomplishments:

- Passage of the Infrastructure Investment & Jobs Act (IIJA), Inflation Reduction Act (IRA), and CHIPS & Science Act created new funding opportunities.
- Critical successes not mentioned above (i.e., Build Back Better, EPA investment) include:
 - The creation of a new Department of Defense-funding opportunity for trauma immunology research (\$2 million awarded summer 2023).
 - One-time congressionally directed spending (earmarks) Sustainable City Year Program (\$1.1 million).
 - Continued investment in earthquake early warning including operations money for US Geological Survey seismic network operated in Oregon by the UO.

The 118th Congress (2023-24) may present a challenging budget environment, given the possibility of flat and/or reduced research funding and a possible government shutdown. While Congress authorized \$11.9 billion for CHIPS and Science, during the 117th Congress, legislators appropriated \$9.5 billion, or a \$2.4 billion dollar difference in the initial funding target and the actual amount actually allocated. The 118th Congress has once again appropriated \$9.5 billion, which means NSF is on track to be underfunded again this year. Additionally, the US House proposes deep cuts to NIH and IES. However, there are some bright spots: the US Senate budget includes \$1.3 million for the Ballmer Institute and \$600,000 to implement wildfire camera interoperability findings.

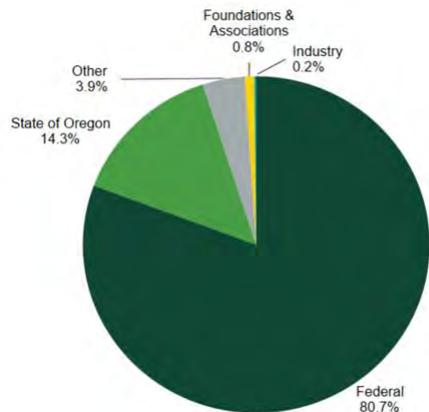
Sponsored Project Revenue and Expenditures (FY 2023)

Research expenditures in FY 2023 were \$162 million, an increase of 5% from FY 2022 (excluding COVID-19-related funds).

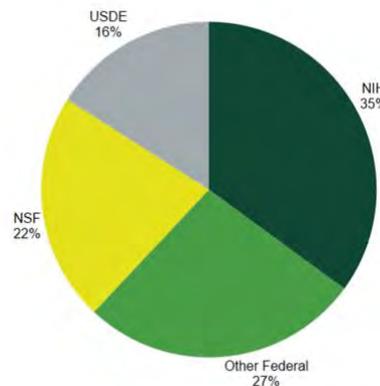
The University of Oregon was awarded \$180.5 million in sponsored projects in FY 2023 — an increase of 0.3% (\$0.5 million) over FY 2022 (excluding COVID-19-related funds). No Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and COVID-19-related projects were received in FY 2023. Most funding (81%) came from federal sources, including subawards also originating from federal sources. Approximately 35% of these federal funds are from the National Institutes of Health (NIH), 27% are from other federal agencies, 22% are from the National Science Foundation (NSF), and the remaining 16% are from the US Department of Education (USDE). Sixty-six percent of the awarded funds were for research

projects, 2% for instruction, and the remaining 32% were designated for other uses, such as public service.

Awards by Source:



Federal Awards:



The “Awards by Source” figure shows FY 2023 funding sources. The “Federal Awards” figure shows FY 2023 federal funding sources.

Non-COVID-19 related expenditures from sponsored projects grew to \$162 million, a 5% increase over FY 2022. An additional \$3 million in expenditures are attributed to CARES and COVID-19-related projects. Both research and other sponsored activities were up over FY 2022 by 3% and 12% respectively. Some of this increase is attributable to a resumption of research activity after reducing or shutting down research activities due to the pandemic. Moreover, increasing expenditures are also attributable to the large number of awards received in FY 2021-2022.

Research Core Facility Recovery and Growth

FY 2023 revenue (internal and external) dropped 15% from FY 2022 totals to \$5.1 million. The drop is attributed to two factors: The first was delays in the repair of a major instrument (accounting for about a third of the drop) and the remaining loss of revenue is attributed to COVID-19 testing (i.e., testing levels decreased from last fiscal year).

The University of Oregon recovered \$30 million in facility and administrative (F&A) costs in FY 2023, an increase of 7%. The increased F&A cost recovery is in line with the increasing expenditures noted above, especially expenditures on organized research.

A proposal to adjust the federal F&A rate was submitted in FY 2021 and a new rate agreement was signed in August 2023. The updated research indirect cost rate rose to 49% from 47.5%, which will be applied to new proposals and awards moving forward. As such, it will take approximately four years for the increase of 1.5% to be fully realized.

Innovation Metrics

Despite a year of transition, including the departure of the long-time associate vice president for Industry, Innovation, and Translation, the UO continues to be a national leader in volume of licenses, primarily driven by services and products licensed by the College of Education, which are used in every state in the US as well as a dozen other countries. While the FY 2023 national data has not been published, we were No. 1 in the nation in FY 2022 for licensing. Patent activity slightly exceeded last year’s levels, while newly disclosed innovations were down with lower activity in the departments of chemistry and biology.

Two new spinouts that we highlighted in FY 2022 were officially launched in FY 2023: Aluna Learning, LLC (commercializing elementary math teaching software) and Key Biome, LLC (developing new compounds for human health indications including inflammation and digestive disorders). The OVPRI and Launch Oregon are collaborating on a strong pool of new potential spinouts, including True Motif, which will deploy human neuroscience advances to help individuals improve their own performance goals via interaction with behavioral health services. True Motif originated from research in the Center for Translational Neuroscience.

The following Appendix provides key metrics associated with this report.

Appendix

Figures Summarizing Key Sponsored Project Trends, FY 2023

Proposals, Awards & Expenditures from July 1 through June 30th of FY22 & FY23				
FY23 EXCLUDING COVID-relief				
FY23 Proposals				
			% Change	
Number of proposals	1,045			2%
First year budget proposed	\$ 210,579,715			10%
Total budget proposed	\$ 595,374,160			12%
FY23 Awards				
			% Change	
Number of awards	541			-19%
Award budget	\$ 180,579,417			0.3%
FY23 Expenditures				
Expenditures	Federal	non-Federal	Total	% Change
Instruction	\$ 2,901,296	\$ 731,082	\$ 3,632,378	7%
Organized Research	\$ 99,498,208	\$ 9,036,351	\$ 108,534,559	3%
Other Sponsored Activity	\$ 20,265,960	\$ 29,635,754	\$ 49,901,714	12%
Total	\$ 122,665,464	\$ 39,403,187	\$ 162,068,651	6%
FY23 Facilities & Administrative (F&A)				
			% Change	
Collected Year-To-Date	\$ 29,992,231			7%
Projected	\$ 29,992,231			7%
COVID-relief Expenditures Excluded Above				
Covid Expenditures	Federal	non-Federal	Total	
Instruction	\$ -	\$ -	\$ -	
Organized Research	\$ -	\$ -	\$ -	
Other Sponsored Activity	\$ 2,702,343	\$ 630,398	\$ 3,332,741	
Total	\$ 2,702,343	\$ 630,398	\$ 3,332,741	
FY22 EXCLUDING COVID-relief				
FY22 Proposals				
Number of proposals	1,022			
First year budget proposed	\$ 192,279,570			
Total budget proposed	\$ 532,770,068			
FY22 Awards				
Number of awards	670			
Award budget	\$ 179,976,271			
FY22 Expenditures				
Expenditures	Federal	non-Federal	Total	
Instruction	\$ 2,848,650	\$ 544,626	\$ 3,393,276	
Organized Research	\$ 97,098,853	\$ 8,151,681	\$ 105,250,534	
Other Sponsored Activity	\$ 17,967,463	\$ 26,746,959	\$ 44,714,422	
Total	\$ 117,914,966	\$ 35,443,266	\$ 153,358,232	
FY22 Facilities & Administrative (F&A)				
Collected Year-To-Date	\$ 28,029,402			
Projected	\$ 28,009,674			
COVID-relief Expenditures Excluded Above				
Covid Expenditures	Federal	non-Federal	Total	
Instruction	\$ -	\$ -	\$ -	
Organized Research	\$ -	\$ -	\$ -	
Other Sponsored Activity	\$ 50,016,573	\$ 538,548	\$ 50,555,121	
Total	\$ 50,016,573	\$ 538,548	\$ 50,555,121	

Figure 1: Sponsored Projects Metrics Dashboard for FY 2023 (excludes COVID-19-related activities)

<u>Description</u>	<u>FY 2023</u>	<u>% change from previous year</u>
Number of Proposals Submitted	1,045	+2%
Dollar Amount of Proposals Submitted	\$210.6M	+10%
Number of Awards	541	-19%
Value of Authorized Spending	\$180.5M	+0.3%
Total Expenditures	\$162.1M	+5%
Total Research Expenditures	\$108.5M	+3%
F&A Recovered	\$30M	+7%

Figure 2: Summary of Key Metrics (excludes COVID-19-related activities)

The methodology to determine authorized spending has been adjusted and now includes only funds that became fully available for spending either as a new award or an increment to a pre-existing award.

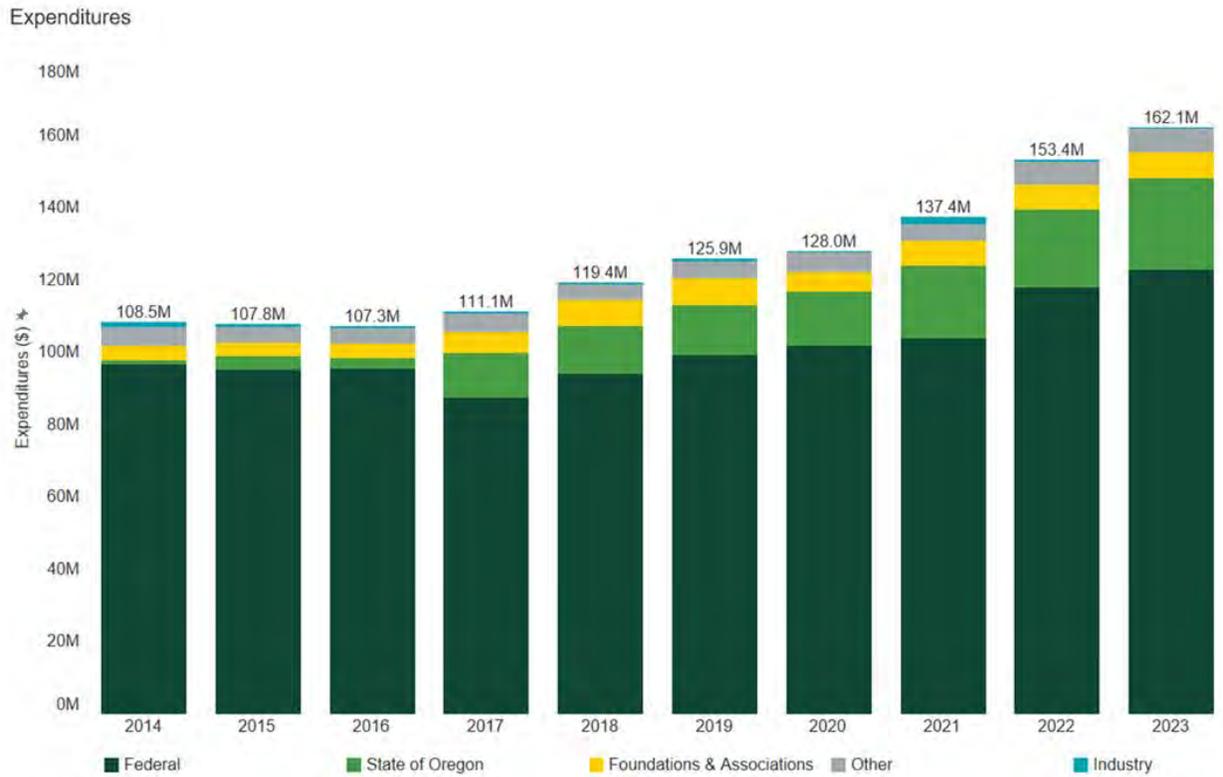


Figure 3: FY 2014-2023 Total Sponsored Project Expenditures (in millions of dollars)

This figure includes expenditures for organized research, instruction, and other sponsored activities. COVID-19-related expenditures are excluded.

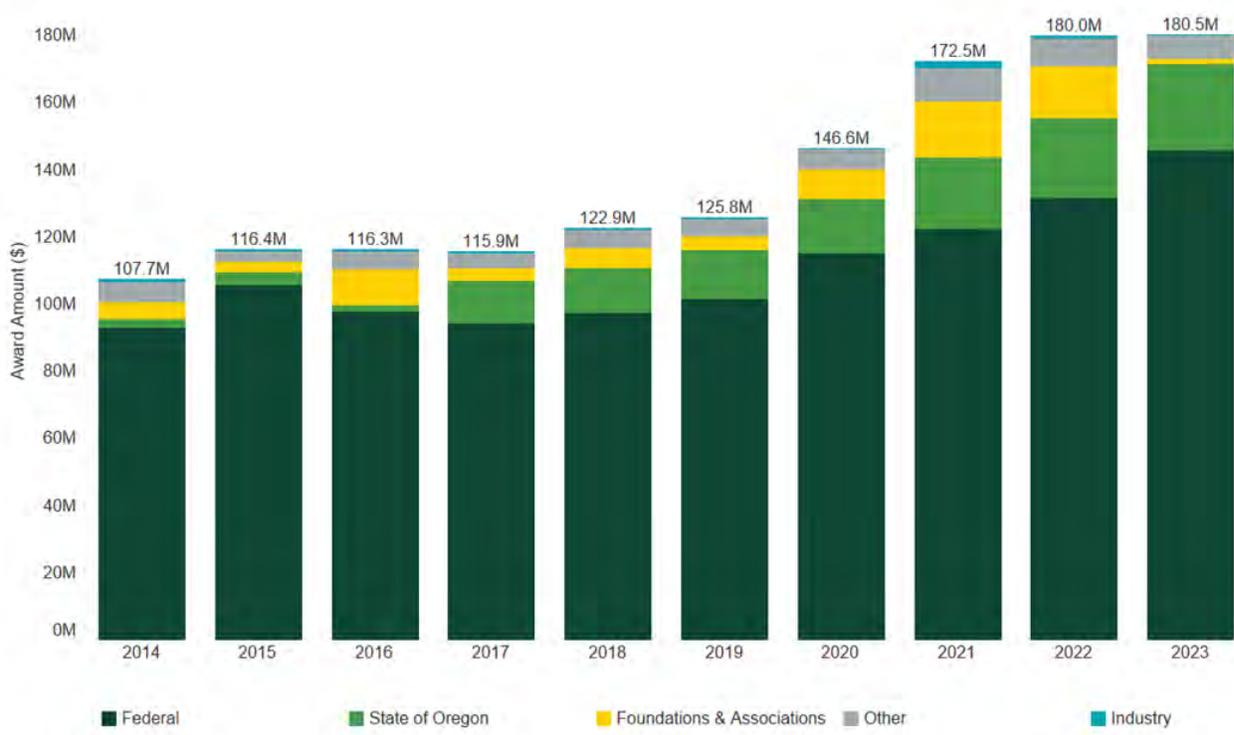


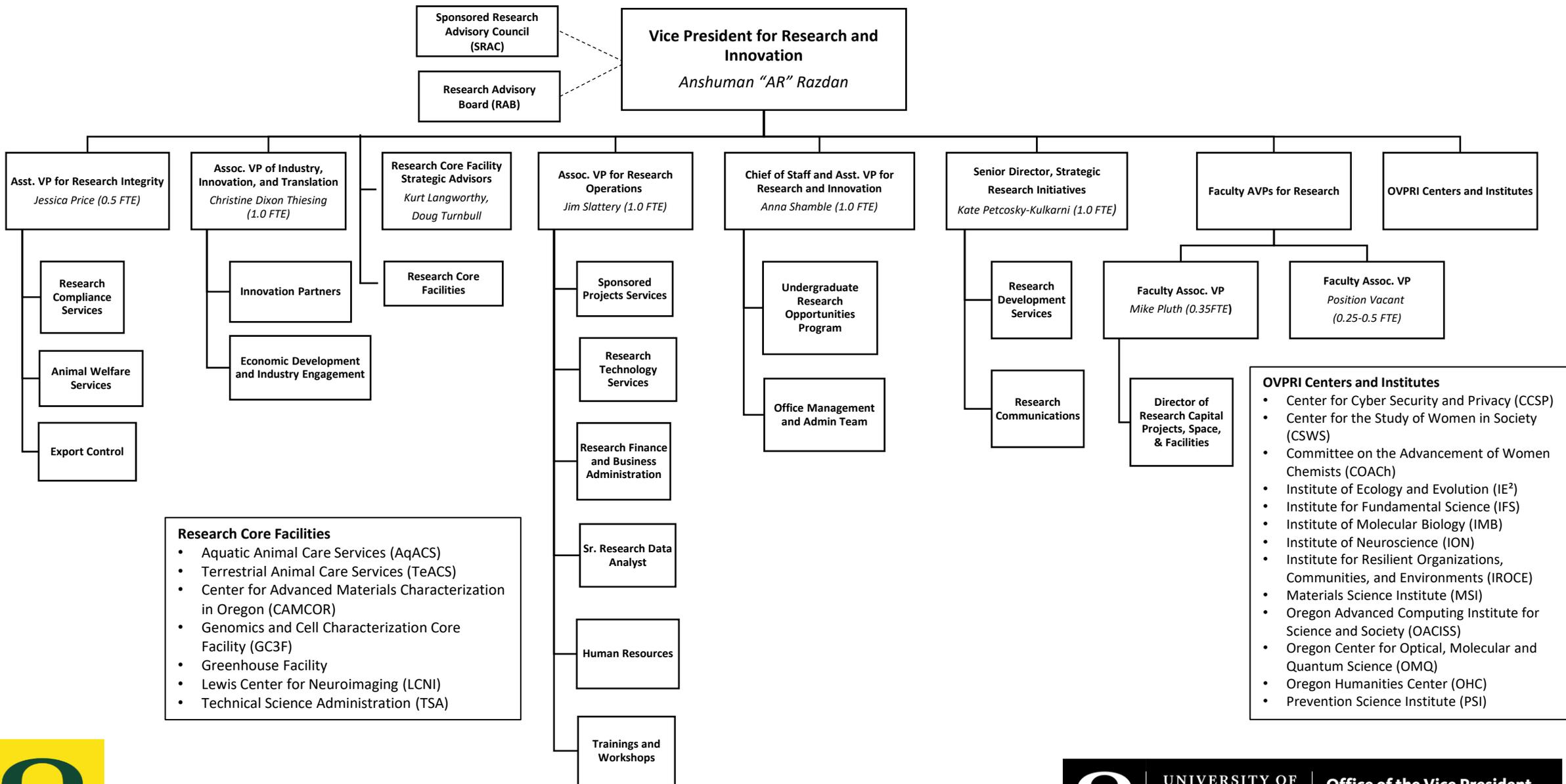
Figure 4: FY 2014-2023 Awards Received (in millions of dollars)

This figure summarizes awards data during the past 10 years, which includes awards for organized research, instruction, and other sponsored activities. COVID-19-related awards are excluded.

FY 2023 Innovation Metrics	
Description	FY 2023
Licensing revenue	\$8.3 million
National licensing ranking (# of licenses)	#1 (FY22 data; FY23 data not yet released)
Innovations disclosed*	31
Patent filings	26
Total # of active spinouts	32
Spinouts launched in FY 2022	2

Figure 5: Summary of Key Innovation Metrics

*Includes compounds, methods, processes, software, research tools, and copyrighted works (e.g., inventions) that may be useful and novel enough for eventual commercial use.



- Research Core Facilities**
- Aquatic Animal Care Services (AqACS)
 - Terrestrial Animal Care Services (TeACS)
 - Center for Advanced Materials Characterization in Oregon (CAMCOR)
 - Genomics and Cell Characterization Core Facility (GC3F)
 - Greenhouse Facility
 - Lewis Center for Neuroimaging (LCNI)
 - Technical Science Administration (TSA)

- OVPRI Centers and Institutes**
- Center for Cyber Security and Privacy (CCSP)
 - Center for the Study of Women in Society (CSWS)
 - Committee on the Advancement of Women Chemists (COACH)
 - Institute of Ecology and Evolution (IE²)
 - Institute for Fundamental Science (IFS)
 - Institute of Molecular Biology (IMB)
 - Institute of Neuroscience (ION)
 - Institute for Resilient Organizations, Communities, and Environments (IROCE)
 - Materials Science Institute (MSI)
 - Oregon Advanced Computing Institute for Science and Society (OACISS)
 - Oregon Center for Optical, Molecular and Quantum Science (OMQ)
 - Oregon Humanities Center (OHC)
 - Prevention Science Institute (PSI)



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Agenda Item #5

Student Code of Conduct Changes



Student Conduct Code 2023 Proposed Revisions

Kris Winter, Interim Vice President for Student Life
*Dianne Tanjuaquio, Associate Dean of Students and
Director of Student Conduct & Community Standards (SCCS)*
Marcus Langford, Dean of Students

UNIVERSITY OF
OREGON

1

Overview of Revisions

- Under Academic Misconduct in Section IV:
 - “Unauthorized collaboration” has been removed from the definition of “Cheating” (b).
 - “Unauthorized Collaboration” has been added as a separate definition (f).
 - The definition of “Plagiarism” (e) has been updated to provide more specificity.



2

Unauthorized Collaboration – Why Now?

- The term is undefined in the current Code, with no parameters for evaluating behavior, or addressing concerns brought forth by faculty.
- All members of the Student Conduct Advisory Committee—who represent students, faculty, and staff—agreed that increased clarity and specificity benefits the university community.
- This change aligns with industry standards for academic misconduct.



3

Unauthorized Collaboration

Current definition: N/A

Proposed definition: *Working with others in the submission of an assignment, exercise, or other academic requirement for assessment when not expressly permitted by the instructor.*

This section is not intended to prohibit the type of collaboration that promotes productive discourse and learning between students, such as engaging with lecture materials or course texts; discussing subject matter concepts, ideas, and themes; talking through problem-solving strategies and approaches; or study groups working to prepare for an exam. Unless expressly prohibited by the instructor, such collaboration is encouraged to the extent that students remain able to submit work for assessment which reflects their own individual interpretations, analysis, and conclusions. This level of collaboration will not constitute a violation of the Code, unless expressly prohibited by the instructor.



4

Plagiarism– Why Now?

- The current definition of “Plagiarism” is so vague that it does little to assist students with understanding the University’s expectations for their behavior.
- All members of the Advisory Committee—including students, faculty, and staff—agreed that providing clarity and specificity is more helpful to students in understanding expectations for behavior while also supporting faculty in teaching students about academic integrity.
- The proposed definition is responsive to the most significant academic misconduct trends from the last several years.



5

Plagiarism

Current definition: Presenting another’s material as one’s own, including using another’s words, results, processes, or ideas, in whole or in part, without giving appropriate credit.

Proposed definition: Presenting another’s material as one’s own, including using another’s words, results, processes, or ideas, in whole or in part, without giving appropriate credit. Plagiarism is contingent on the content of the submitted work product, regardless of whether the unattributed material was included intentionally or unintentionally. The use of material taken from any source—whether directly quoted, paraphrased, or otherwise adapted—must be attributed to that source.

Plagiarism also includes the submission of material generated by others. This may include artificial intelligence (AI) content generators and generative AI tools such as ChatGPT; websites with a question-and-answer feature such as CourseHero, Chegg, and Bing; assistance from tutors or online language translators that results in unoriginal work; and work that is purchased or otherwise prepared by another individual.



6

Questions?



PURPOSE AND BACKGROUND

The UO's Student Conduct Committee ("Committee") and the Office of the Dean of Students seek Board of Trustees approval for revisions to the Student Conduct Code ("Code"). Per the Code, *"Upon approval by the Board of Trustees of the University of Oregon, this Student Conduct Code becomes effective and supersedes all previous policies pertaining to student discipline at the University of Oregon."*

The Committee provides a peer perspective on matters of student conduct and academic integrity at the University of Oregon. The Committee of students, faculty, and staff serves a tripartite purpose for supporting the university conduct system through Advising, Advocating, and Advancing.

Advising—Reviewing and making recommendations to the Code and related procedures.

Advocating—Providing educational outreach to university students, faculty, and staff.

Advancing—Exploring new and innovative ways to increase student and faculty awareness of and involvement in the student conduct program.

2022-2023 Student Conduct Committee Membership

Student Membership:

Katarina Finseth—Undergraduate Student

Sam Galyen—Undergraduate Student

Seth Jaksha—Law Student

Mikayla Johnson—Undergraduate Student

Faculty Membership:

Erik Girvan—Associate Professor, School of Law and CRES Faculty Director

Jana Prikyl—Multidisciplinary Science Program Director, Biology Adviser/Senior Instructor

Michael Tomcal—Senior Instructor I, Accounting

Staff Membership

Laurel Bastian—Faculty Consultant, Teaching Engagement Program

Kristi Patrickus—Attorney, Student Advocacy Program

Sandy Weintraub—Director, Oregon Law Commission

Hannah white—Coordinator, Holden Center for Leadership and Community

Administrative and Advisory Personnel

Sarah Barton—Student Conduct Coordinator, Student Conduct and Community Standards (SCCS)

Dianne Tanjuaquio—Associate Dean of Students, and Director of SCCS

The Committee met on the following dates to discuss, finalize, and approve proposed revisions to the Code to be presented to the Board of Trustees:

- April 17, 2023
- May 1, 2023

- May 22, 2023
- June 5, 2023

Recommendations

“Unauthorized Collaboration” as a separate definition from “Cheating”

This is a continuation of work done by the 2021-2022 Committee that was further reviewed by the 2022-2023 Committee.

“Unauthorized Collaboration” currently exists in the Code only as one form of Cheating, and the term itself is undefined. The 2021-2022 Committee determined that this term needed to be defined in order to provide clarity to students on University expectations, and that “unauthorized collaboration” should be included in the Code as a distinctive type of academic misconduct.

After extensive discussion between leadership from the Division of Student Life, Office of the Provost, and the Board of Trustees, this item was tabled so that the 2022-2023 Committee could review and make recommendations on amended draft policy language which resulted from that discussion. The 2022-2023 Committee made only minor revisions to that draft language, as described in the Notes below.

Proposed Definition:

Working with others in the submission of an assignment, exercise, or other academic requirement for assessment when not expressly permitted by the instructor.

This section is not intended to prohibit the type of collaboration that promotes productive discourse and learning between students, such as engaging with lecture materials or course texts; discussing subject matter concepts, ideas, and themes; talking through problem-solving strategies and approaches; or study groups working to prepare for an exam. Unless expressly prohibited by the instructor, such collaboration is encouraged to the extent that students remain able to submit work for assessment which reflects their own individual interpretations, analysis, and conclusions. This level of collaboration will not constitute a violation of the Code, unless expressly prohibited by the instructor.

Notes re: Proposed Definition

- The Committee determined that inclusion of the term “academic requirement” allows for review of work that may be associated with an academic program rather than a specific course (e.g., comprehensive exam, capstone project, etc.)
- The Committee determined that use of the term “for assessment” rather than “for grading” allows for review of work that may not be graded, but submission of that work nonetheless fulfills a course or other academic requirement.
- The proposed definition strongly emphasizes and further clarifies that certain types of collaboration are generally encouraged.
- This will not apply to work that is, by design, intended to result in a group submission on behalf of multiple students.

Further Defining “Plagiarism”

The Committee determined that the current definition of “Plagiarism” is so vague that it does little to assist students with understanding the University’s expectations for behavior.

The Committee found that the broadness of the definition perpetuates the misperception common among students that plagiarism simply means copying and pasting work from somewhere else. The Committee determined that a proposed definition needed to acknowledge the realities of how plagiarism presents in the classroom, assist students with understanding nuanced applications of the policy that they may actually encounter, and provide faculty with a tool to help facilitate discussion about plagiarism with their students.

The Committee reviewed an inventory of policies from institutions nationally, identified elements that could augment the current definition of Plagiarism contained in the Code, and drafted the proposed policy language by adapting some of these elements.

Current Definition:

Presenting another’s material as one’s own, including using another’s words, results, processes, or ideas, in whole or in part, without giving appropriate credit.

Proposed Definition

Presenting another’s material as one’s own, including using another’s words, results, processes, or ideas, in whole or in part, without giving appropriate credit. Plagiarism is contingent on the content of the submitted work product, regardless of whether the unattributed material was included intentionally or unintentionally. The use of material taken from any source—whether directly quoted, paraphrased, or otherwise adapted—must be attributed to that source.

Plagiarism also includes the submission of material generated by others. This may include artificial intelligence (AI) content generators and generative AI tools such as ChatGPT; websites with a question-and-answer feature such as CourseHero, Chegg, and Bing; assistance from tutors or online language translators that results in unoriginal work; and work that is purchased or otherwise prepared by another individual.

Notes re: Proposed Definition

- Students may engage in plagiarism unintentionally, and this is often indicative that improved organization and note-taking skills could be needed or that the student was in a rush and could not double-check their work. The proposed definition clarifies that students are responsible for the integrity of any work that they submit, even under these circumstances.
- The second paragraph of the proposed definition reflects some of the most significant trends in academic misconduct over the last five years. The use of question-and-answer features rose in prevalence during the remote instruction period of the COVID-19 pandemic, while the use of ChatGPT and other AI has become the most common type of plagiarism reported since March 2023.

Proposed changes are provided in EXHIBIT A.

**Academic and Student Affairs Committee
Board of Trustees of the University of Oregon**

Resolution: Adoption of Proposed Changes to Student Conduct Code

WHEREAS, UO Policy III.01.01, the Student Conduct Code (“Code”) stipulates that the primary mission of the Code is to “set forth the community standards and procedures necessary to maintain and protect an environment conducive to learning”;

WHEREAS, UO Policy III.01.01 notes that a corollary mission of the Student Conduct Code is to teach students to live and act responsibly in a community setting, with respect for the rights of other students and members of that community...and to encourage the development of good decision-making and personal integrity;

WHEREAS, to be effective, the Student Conduct Code must be updated and kept current, and must be aligned with state law, federal law and best practices;

WHEREAS, certain portions of the UO’s Student Conduct Code require updates to reflect best practices, provide greater clarity, and reflect new knowledge, issues, and understanding since the Code’s last update (2021);

WHEREAS, the Board of Trustees has been presented with a set of recommended changes put forward by the Student Conduct Committee and the Office of the Dean of Students:

WHEREAS, the UO’s Policy on the Retention and Delegation of Authority stipulates that the Board retains authority to approve any and all changes regarding student conduct policies;

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 are incident to such powers, rights and duties; and,

WHEREAS, the Board’s Policy on Committees authorizes the Academic and Student Affairs Committee to refer matters to the full Board of Trustees as a seconded motion;

NOW, THEREFORE, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby refers to the Board as a seconded motion the proposed changes to the Student Conduct Code attached hereto in EXHIBIT A, recommending adoption.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Ulum	
Fick		Wool	
Madison		Worden	
Tykeson			

Date: _____ Initials: _____

ASAC - Resolution: Adoption of Proposed Changes to Student Conduct Code
11 September 2023

Policy**Section 1: Introduction**

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

- We value the passions, aspirations, individuality, and success of the students, faculty, and staff who learn and work here.
- We value academic freedom, creative expression, and intellectual discourse.
- We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community.
- We value, and endeavor to learn from, the unique history and cultures of Oregon that shape our identity and spirit.
- We value our shared charge to steward resources sustainably and responsibly.

The Student Conduct Code sets forth the community standards and procedures that maintain and protect an environment that is conducive to learning and supports the educational objectives of the University of Oregon.

Section II: Definitions

1. "Cannabis" means the parts, product, and derivatives of the plant *Cannabis sativa*, *indica*, *ruderalis*, and hybrid strains, regardless of the delta-9-tetrahydrocannabinol level, and is a federally controlled substance. Pursuant to federal law, the use of cannabis, including medical use, is prohibited on University Premises and at University Sponsored Activities. Cannabis, for the purpose of this policy, does not include FDA approved substances or industrial hemp as permitted by federal law.
2. "Case Manager" means a University employee who is designated by the Director to investigate and/or determine the appropriate resolution of an alleged violation of the Student Conduct Code.
3. "Complainant" generally means the University. In reports of discrimination or harassment, Complainant may also mean the Student that has been the subject of another Student's alleged misconduct. A Student Complainant has the same opportunities under the Student Conduct Code as are provided to the Respondent.
4. "Director of Student Conduct and Community Standards" is the person designated by the University to be responsible for the administration and interpretation of the Student Conduct Code, or their designee. This person may be referred to as "Director".
5. "Person Reporting" means any person who reports an allegation. This person is not automatically considered the Complainant.

6. "Policy" means the written rules and regulations of the University.
7. "Respondent" means any Student or Student Organization reported to have violated the Student Conduct Code.
8. "Student" means any person registered or enrolled in a University academic course or program, and any person admitted to the University who is on University Premises for any purpose related to the person's registration or enrollment, or any person who participates in University programs that require Student status. Student includes any person who was a student in the previous term and is eligible for registration.
9. "Student Organization" means any group of University of Oregon Students meeting the University's criteria for organizational recognition or registration established by the University or its units, colleges, or departments. Jurisdiction is retained for behavior that occurred when the Student Organization was recognized or registered, regardless of current status.
10. "Support Person" means any person who accompanies a Respondent or Complainant for the purpose of providing support, advice, or guidance. Any limitations on the scope of a support person are defined in written procedures or other relevant University policy. Witnesses or other Respondents are not allowed to serve as Support Persons.
11. "University Appellate Body" means the person or persons designated to consider an appeal from the outcome of an administrative conference. The appellate body for Discriminatory Misconduct and Student Organization conduct cases will be designated by the Vice President for Student Life. The appellate body for all other conduct cases will be designated by the University President.
12. "University Official" means a person having assigned University responsibilities who is performing their University duties. This includes Students who have been authorized to act on behalf of the University, such as resident assistants.
13. "University Premises" includes all land, buildings, or grounds owned, leased, operated, controlled, or supervised by the University and adjacent sidewalks and streets.
14. "University Sponsored Activity" means any activity that is directly initiated or supervised by the University or a Student Organization, on or off University Premises.

Section III: Scope, Authority, and Jurisdiction

1. The Director of Student Conduct and Community Standards (Director) develops procedures for the administration of the student conduct system.
2. Allegations of misconduct may be reported to the Director at any time, whether or not the Respondent is currently enrolled or registered. The Director has the authority to determine whether or not the allegation merits further response, including referral to the University student conduct system.

3. The Student Conduct Code applies to each Student for behavior that occurs from the time of admission, registration, or enrollment (whichever occurs first) through the actual awarding of a degree or complete withdrawal as defined by the University, regardless of when the behavior is reported.
 - a. It applies to behavior that occurs during periods of suspension from the University.
 - b. It applies even if the Respondent subsequently withdraws from the University.
 - c. It applies to behavior that occurs between periods of enrollment unless the Respondent completely withdraws before the deadline to register for the next term. For Students enrolled in the spring term, jurisdiction is maintained until the deadline to register for the fall term.
4. The Student Conduct Code applies to all activities on University Premises and during any University Sponsored Activity regardless of location. The University may apply the Student Conduct Code to Student behavior which occurs off-campus in which the University can demonstrate a clear and distinct interest as an academic institution regardless of where the conduct occurs and a) which causes substantial disruption to the University community or any of its members, b) which involves academic work or any University records, documents, or identifications, or c) which seriously threatens the health or safety of any person.
5. Proceedings under the Student Conduct Code are separate from civil or criminal proceedings and may, at the discretion of the Director, be carried out prior to, simultaneously with, or following civil or criminal proceedings.
6. Allegations of misconduct by Student Organizations will be managed using the same process (Section V. Resolution Process) as individual Students.

Section IV: Prohibited Conduct

1. **Academic Misconduct**
 - a. Assisting in the commission of academic misconduct: Helping another engage in academic misconduct.
 - b. Cheating: ~~Unauthorized collaboration, a~~ accessing or using of unauthorized materials, information, tools, or study aids.
 - c. Fabrication: Providing false information in fulfillment of an academic assignment, exercise, or other requirement, including making up data, sources, efforts, events, or results and recording, reporting, or using them as authentic.
 - d. Multiple submissions of work: Using or submitting the same or substantially the same academic work for credit more than once, unless specifically authorized by the instructor of record for the course in which it's being submitted for credit. If authorized, appropriate disclosure and citation is required.
 - e. Plagiarism: Presenting another's material as one's own, including using another's words, results, processes or ideas, in whole or in part, without giving appropriate

credit. Plagiarism is contingent on the content of the submitted work product, regardless of whether the unattributed material was included intentionally or unintentionally. The use of material taken from any source—whether directly quoted, paraphrased, or otherwise adapted—must be attributed to that source.

Plagiarism also includes the submission of material generated by others. This may include artificial intelligence (AI) content generators and generative AI tools such as ChatGPT; websites with a question-and-answer feature such as CourseHero, Chegg, and Bing; assistance from tutors or online language translators that results in unoriginal work; and work that is purchased or otherwise prepared by another individual.

e.f. Unauthorized Collaboration: Working with others in the submission of an assignment, exercise, or other academic requirement for assessment when not expressly permitted by the instructor.

This section is not intended to prohibit the type of collaboration that promotes productive discourse and learning between students, such as engaging with lecture materials or course texts; discussing subject matter concepts, ideas, and themes; talking through problem-solving strategies and approaches; or study groups working to prepare for an exam. Unless expressly prohibited by the instructor, such collaboration is encouraged to the extent that students remain able to submit work for assessment which reflects their own individual interpretations, analysis, and conclusions. This level of collaboration will not constitute a violation of the Code, unless expressly prohibited by the instructor.

f.g. Unauthorized recording and/or use: Recording and/or dissemination of instructional content, or other intellectual property, without the express written permission of the instructor(s), intellectual property owner or the Accessible Education Center.

2. Substance Use Misconduct

- a. Alcohol.
 - i. Possession or consumption of alcohol by those under the legal drinking age.
 - ii. Furnishing of alcohol to a person under the legal drinking age.
 - iii. Possession or consumption of alcohol by a person of the legal drinking age in unauthorized areas or furnishing of an alcoholic beverage to any person in unauthorized areas.
 - iv. Causing another to ingest alcohol without consent.
- b. Cannabis.
 - i. Use, possession, or procurement of cannabis except as expressly permitted by both State and Federal law. Per Oregon law, possession of cannabis by someone under the age of 21 includes possession by consumption, permitted the consumption occurred within the past 24 hours.
 - ii. Furnishing, cultivation, manufacturing, distributing, or selling cannabis except as expressly permitted by both State and Federal law.
 - iii. Causing another to ingest cannabis without consent.

- c. Other controlled substances.
 - i. Use, possession, or procurement of a Controlled Substance except as expressly permitted by both State and Federal law.
 - ii. Furnishing, cultivation, manufacturing, distributing, or selling of a Controlled Substance, except as expressly permitted by both state and federal law.
 - iii. Causing another to ingest a controlled substance without consent.
- d. Smoking and tobacco.
 - i. Smoking and tobacco use, including “vaping,” is prohibited on University owned or controlled property by University Policy.
 - ii. Possession of tobacco products and inhalant delivery systems (“e-cigarettes”) by those under 21 years of age on University Premises or at a University Sponsored Activity, is prohibited in accordance with state law. This does not prohibit the use or possession of products that have been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, provided the product is marketed, sold, and used solely for the approved purpose.

3. General Misconduct

- a. Attempts, threats, or inciting others: Attempting to, threatening to, or inciting others to engage in any of the conduct prohibited by this Code.
- b. Damage and/or destruction: Damage to or destruction of University property or the property of another.
- c. Disruptive behavior: Engaging in behavior that could reasonably be foreseen to cause, or that causes, the disruption of, obstruction of, or interference with:
 - i. the process of instruction, research, service, administration, administering the Student Conduct Code, or any other University Sponsored Activities,
 - ii. an environment conducive to learning, or
 - iii. freedom of movement on University Premises, either pedestrian or vehicular.
- d. Failure to comply: Failure to comply with any reasonable directive of University or public officials in the performance of their duties. This includes but is not limited to, failures to: adhere to no-contact-directives, remove oneself from University Premises, complete conduct outcomes and/or sanctions, and cease and desist.
- e. Falsification: Knowingly providing/presenting, creating, or possessing falsified or forged materials, records, or documents. Additionally, intentionally initiating any false report or providing false or misleading information to a person acting in their capacity as a University or public official.
- f. Gambling: Any activity not approved by the University in which a person stakes or risks something of value upon the outcome of a contest of chance or a future contingent event not under the control or influence of the person, upon an agreement or understanding that the person or someone else will receive something of value in the event of a certain outcome, except as permitted by law.

- g. Harassment: Engaging in behavior that is sufficiently severe, pervasive, and objectively offensive to a degree that it interferes with a reasonable person's ability to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University.
- h. Hazing: Intentionally subjecting another to a situation or action that a reasonable person would foresee as causing mental or physical discomfort, embarrassment, injury, or ridicule. Individual acceptance of or acquiescence to any activity does not affect a determination of whether the activity constitutes hazing. This includes compelled participation in behavior which would violate the law and/or University Policy. Hazing may include, but is not limited to, sleep deprivation or causing excessive fatigue, physical or psychological shock, compelled ingestion of a substance, and other activities not consistent with the parent organization's rules and regulations.
- i. Physical contact: Physical contact that endangers or harms the health or safety of any person. This may include "Violent Behavior" as defined by the Campus Violence Prevention Policy.
- j. Public Urination or Defecation: To urinate or defecate in any public location not specifically designated as a restroom.
- k. Retaliation or Obstruction: Any adverse action taken toward a person who is, or is perceived to be, engaged in an investigation, a report, or student conduct process, because that person participated in the University's process, or to deter a person from participating in the University's process. Includes retaliation as defined by the Discrimination Complaint and Response Policy.
- l. Safety hazard: Tampering with firefighting equipment or smoke detectors, causing a false alarm, or endangering the health or safety of others.
- m. Theft: Unauthorized taking or possession of property of another, including goods, services, and other valuables.
- n. Threatening behavior: Behavior that constitutes a threat, as defined by the Campus Violence Prevention Policy.
- o. Unauthorized access or use: Unauthorized access to, entry to, or use of physical or virtual space, including misuse of access privileges. Unauthorized use of University property or services, or the property of others. This includes conduct which violates the Access Control Policy and the Facilities Scheduling Policy.
- p. Unwanted contact: Repeated contact or communication to another person when the contacting person knows or should know that the contact or communication is unwanted by the other person and:
 - i. The contact would cause a reasonable person fear of physical harm; or
 - ii. The contacting person knows or should know that the contact or communication significantly impacts the other person's ability to perform the activities of daily life.

- q. Misuse of computing resources: Violation of UO acceptable use of computing resources policy pertaining to use of computing or network resources, including:
 - ii. Unauthorized access to, or sharing of information necessary to access, accounts, courses, course materials, or computer labs;
 - ii. Commercial or illegal use of electronic or computer resources; or
 - iii. Violation of copyright law.
 - r. Violation of law: Any action or behavior that violates federal, state, or local law.
 - s. Violation of University Policy: Any action or behavior, by a Student that violates University Policy.
 - t. Weapons.
 - ii. Possession of explosive materials, firearms, ammunition or other dangerous weapons is prohibited on University Premises and at University Sponsored Activities, unless expressly authorized by law and applicable University Policy. Includes violation of the Firearm Policy.
 - ii. Use of explosive materials, firearms, ammunition, other dangerous weapons, or any object or substance used as a weapon is prohibited on University Premises and at University Sponsored Activities, unless expressly authorized by law and applicable University Policy.
 - iii. Weapons, possessed, used, or handled off-campus in a manner that is unlawful or contributes to any other violation of the Code is also prohibited.
4. **Discriminatory Misconduct**
- 1. Any action or behavior prohibited by the University of Oregon Prohibited Discrimination and Retaliation Policy.

Section V: Resolution Process

- 1. **Report.** The Director determines within a reasonable time whether a report alleges a potential violation of the Student Conduct Code and whether the matter should proceed through the conduct process.
- 2. **Student Rights.** If the matter will proceed through the conduct process, the Respondent will:
 - a. Be informed of the alleged violation(s) and the alleged misconduct upon which the report is based.
 - b. Be informed of the process.
 - c. Have the opportunity to meet, in person or virtually, with a Case Manager to review the report, the process, and options for disposition of the case in advance of an administrative conference.
 - d. Have the opportunity to access, prior to an administrative conference, any documentation in possession of the Director that may be relied upon in decision making, subject to limitations from policies, regulations, and State and Federal law. What documentation is available, and how it may be accessed, is defined by written procedure.

- e. Have the opportunity to respond to the allegations to the Director or their designee in an administrative conference and
 - i. Have a reasonable amount of time to prepare for the conference;
 - ii. Have the opportunity to propose relevant witnesses;
 - iii. Have the opportunity to submit questions to the Director for witnesses involved; and
 - iv. Have the opportunity to be accompanied by a Support Person

3. **Notice and Administrative Conference.**

- a. The Director assesses whether an informal resolution, alternative resolution, formal student conduct action, or other process is appropriate. If the Director deems formal student conduct action to be appropriate, the Director will issue a written notice to the Respondent via Respondent's official University of Oregon e-mail address. All communications sent by the Director are considered received when sent. In cases involving Student Organizations, the notice will be emailed to the organization's representative (normally the president on file with ASUO, the Office of Fraternity & Sorority Life, or the Center for Student Involvement).
- b. **Notice.** The notice will identify whether the Respondent may be subject to suspension, expulsion, or negative transcript notation. If the Director receives additional information which could elevate the potential sanction to suspension, expulsion, or transcript notation, the Director will issue a new notice to the Respondent informing them of the additional information and potential sanction(s).
- c. The Case Manager will schedule an informational meeting as a part of the above notice. The informational meeting is a meeting between a Respondent and a Case Manager to review the report and relevant information, explain the student conduct process, and review possible options for resolving the matter. Respondents need not provide a response to the allegation(s) in this meeting.
- d. After the informational meeting, the Case Manager will determine whether the case requires an administrative conference. The Respondent may also request an administrative conference. A Student who agrees to resolve violations without an administrative conference may waive their right to appeal. Such a waiver will be knowing, voluntary, and explicit.
- e. If the Respondent, after receiving notice of the administrative conference does not appear for the conference, the conference will proceed without the Respondent.
- f. Following the administrative conference, the Case Manager, applying a preponderance of the evidence standard, will determine if any violation of the Student Conduct Code occurred. The Case Manager will determine any sanctions(s) to be imposed for violation(s). In cases involving allegations of Discriminatory Misconduct, the sanction decision will be made by the Director.
- g. In determining if a Student Organization is in violation, in addition to the above, the Case Manager may consider whether:
 - i. The violation arises out of a group-sponsored, organized, financed, or endorsed activity or event;
 - ii. The organization provides the impetus for the violation;
 - iii. The violation occurs on the premises owned or operated by the group;
 - iv. A group leader has knowledge of the violation being likely to occur before it occurs and fails to take corrective action; or

- v. A pattern of individual violations is found to have existed without proper and appropriate group control, remedy, or sanction
4. **Alternate Dispute Resolution Processes.** The Director and Respondent may determine that an alternate dispute resolution process (facilitated dialogue, mediation, etc.) is appropriate. Any case resolved through an alternate dispute resolution process may not be appealed and does not result in a finding of a conduct violation.
5. **Accommodations for Students with Disabilities.** A Student requesting an accommodation must follow the appropriate process for requesting an accommodation through the Accessible Education Center. The Accessible Education Center will make a determination regarding the request and notify the appropriate parties.
6. **Action Plan.** When a Student or Student Organization is found to be in violation of the Student Conduct Code, the Director will develop an action plan intended to promote personal reflection and growth, repair any harm caused, and help the Student or Student Organization realign with institutional values. The following describes the outcomes and sanctions that may be imposed, individually or in various combinations, on any Student or Student Organization as part of an action plan. An administrative sanction may be deferred for a designated length of time.
- a. Outcomes.
 - i. Educational Outcome: The Student or Student Organization is required to complete a project or activity designed to promote learning and prompt changes to Student behavior and prevent further misconduct. Educational outcomes may include, but are not limited to, workshops, seminars, meetings, assignments, and substance abuse assessments.
 - ii. Reflective Outcome: The Student or Student Organization is required to complete a project or activity designed to promote self-reflection on one's actions and the impact of those actions on others.
 - iii. Restorative Outcome: The Student or Student Organization is required to complete a project or activity designed to address the impact of the behavior and repair harm caused to any person and/or community.
 - b. Administrative Sanctions.
 - i. Conduct Warning. The Student or Student Organization is given written notice that the conduct engaged in is inconsistent with University standards and expectations and informed that future violations of the Student Conduct Code may result in the imposition of more serious sanctions.
 - ii. Disciplinary Probation. A period of probation may be imposed during which any violations of the Student Conduct Code will result in more serious sanctions than might be otherwise imposed. A Student or Student Organization on probation may lose designated privileges during the period of probation.
 - iii. Suspension.
 - 1. Individual Suspension. The Student is separated from the University for a specified period. A Student who has been suspended from the University shall not be permitted to reside in University-owned or operated facilities and may not participate in any University Sponsored Activity.

2. **Group Suspension.** A Student Organization loses University recognition or registration and all associated privileges for a specified period.
 - iv. **Expulsion.** The Student is permanently separated from the University. A Student who has been expelled from the University shall not be permitted to reside in University-owned or operated facilities.
 - v. **Revocation of Degree.** An academic degree previously awarded by the University may be revoked if it was obtained by fraud or a significant part of the work submitted in fulfillment of, and indispensable to, the requirements for such degree constitutes academic misconduct. The Academic Requirements Committee may, upon appeal, stipulate the requirements for obtaining a degree.
 - vi. **University Housing Transfer or Eviction.** As a result of a Student Conduct Code violation, the University may administratively transfer a resident to an alternate housing assignment, or may evict the resident from their housing assignment. Students who are evicted due to a conduct violation are no longer eligible for University Housing.
 - vii. **Negative Notation on Transcript.** Entry of the fact of violation on the Student's permanent academic record may be imposed at the discretion of the Director. After the expiration of the period of time, if any, set by the Director, the notation is removed.
 - viii. **Exclusion.** The Student is not permitted to participate in University Sponsored Activities, or appear at or be present on all, or a specified portion of, University Premises without advance written permission from the Director.
 - ix. **Loss of Privileges.** The Student or Student Organization is denied specified privileges normally associated with Student status or recognized Student Organization status, such as participation in or sponsorship of University activities, use of University facilities or services, or living in University-owned or supervised housing.
 - x. **Restitution.** The Student or Student Organization is required to replace or restore damaged, stolen, or misappropriated property.
7. **Appeals.** A Respondent may choose to appeal an administrative conference decision within ten business days. The appeal goes to the designated University Appellate Body. In cases involving Discriminatory Misconduct, the Complainant may also appeal the decision to the designated University Appellate Body. Faculty may appeal an academic misconduct finding when they are the Person Reporting or the instructor of record. Appeals must be in writing, state the basis for the appeal, and be delivered as directed to the Office of Student Conduct and Community Standards.
- a. Except for new information, an appeal is limited to the case file. An appeal will only be accepted for one or more of the following purposes (Basis for Appeal):
 - i. To determine whether there was any procedural irregularity that affected the outcome of the matter;
 - ii. To determine whether the action plan imposed was appropriate for the violation(s);
 - iii. To determine whether the finding is not supported by the preponderance of the evidence; and/or

- iv. To consider new information that could alter a decision, only if such information could not have been known to the appealing party at the time of the administrative conference.
- b. After considering an appeal, the University Appellate Body may either modify the action plan or send the matter back to the Director with a recommendation for additional fact finding, other resolution, or dismissal of the case. If the University Appellate Body grants an appeal on the basis of “new information” the only action the University Appellate Body may take is to send it back to the Director with a recommendation for additional fact finding, other resolution, or dismissal of the case.

Section VI: Interim Action

The Director may impose an interim action(s) regarding a Student or Student Organization when, in the professional judgement of the Director or designee, it is necessary to address a substantial and immediate threat of harm to persons or property.

1. Interim action may include, but is not limited to:
 - a. Interim removal/suspension of the Student from the University;
 - b. Interim removal from, or relocation within, University-owned or operated housing facilities;
 - c. Restrictions on the Student’s presence on University Premises or at University Sponsored Activities; and/or
 - d. An administrative hold which would prevent registration and the Student from obtaining an official copy of the Student’s transcript.
2. When the interim action takes place, the Director will:
 - a. Inform the Respondent of the reason for the interim action;
 - b. Schedule a preliminary meeting and inform the Respondent of its date, place, and time. At the preliminary meeting, Respondent has the opportunity to explain why interim action should or should not be taken.
3. Within two business days of the interim action, the preliminary meeting takes place. The Respondent may have a Support Person in attendance.
4. Based on the reasonable evaluation of the information presented at the preliminary meeting, the Director will notify the Respondent of the decision, no later than the following business day, to:
 - a. Dissolve the interim action and take no further action;
 - b. Dissolve the interim action but proceed to an administrative conference; or
 - c. Sustain or modify the interim action until such time as a resolution is reached following an administrative conference.
5. An interim action is reviewed by Vice President for Student Life’s Designee at the request of the Respondent. The review provides an opportunity for the requesting party to explain in writing

why an interim action need no longer be imposed, or should be altered. Subsequent review of the same emergency action may be requested, at most, every ten business days.

Section VII: Academic Misconduct Procedures

Regardless of the method of resolution, relevant University Officials, including faculty members, are required to file a written report of any academic misconduct with the Director.

1. Director Resolution.
 - a. In cases of suspected academic misconduct that are reported by relevant University Officials, the case resolution will be conducted in accordance with the procedures established in this Code.
2. Academic Sanction.
 - a. If the Respondent is found in violation of academic misconduct in a course, in addition to the Action Plan imposed through the regular student conduct procedures, the faculty member may assign an appropriate academic sanction, up to and including an “F” or “N” for the course.
 - b. The Respondent may appeal an academic sanction to the designated University Official within the department, college, or school from which the academic sanction originated.
 - c. If there is a finding that the Respondent did not engage in academic misconduct, no academic sanction may be imposed.
3. Withdrawing from a Course.
 - a. A Respondent may not drop or withdraw from a course that is pending after the Respondent has been made aware of the alleged academic misconduct via notice from the Director.
 - b. If a Respondent’s academic misconduct does not result in an academic sanction, the Respondent may withdraw from the course or change the course’s grading option no later than five business days after the decision or termination of Student Conduct Code proceedings without sanction.

Section VIII: Retention of Student Conduct Records

1. **Student Conduct Records and Files.** Case reports will result in the development of a student conduct record in the name of the Respondent and Complainant, if applicable. These records will be maintained for a minimum of seven years in accordance with State of Oregon records policies and in compliance with federal legislation such as FERPA, the Clery Act, and Title IX.
2. **Petition for non-reportable records.** Respondents may, under some circumstances, petition to the Director for a conduct record to be considered “non-reportable.” The Director’s decision is discretionary and may not be appealed. If the Director is compelled to report the record by lawful order, the approved petition will not apply.

Section IX: Student Conduct Code Adoption and Revision

1. Any question of interpretation regarding the Student Conduct Code shall be referred to the Director for final determination.
2. The Student Conduct Advisory Committee provides peer perspective on matters of student conduct and academic integrity at the University of Oregon. The Committee of Students, faculty, and staff serves a tripartite purpose for supporting the university student conduct system: Advising, Advocating, and Advancing.
 - a. The Committee will assist the Director by:
 - i. Advising. Review and make recommendations for changes to the Code and related procedures.
 - ii. Advocating. Provide educational outreach to university students, faculty, and staff.
 - iii. Advancing. Explore new and innovative ways to increase student and faculty awareness of and involvement in the student conduct program.
 - b. The Director will provide the Committee with an annual report which includes:
 - i. Articulation of currently published procedures
 - ii. Overview of previous year, including the activities of the Committee, trends regarding student behavior, and recommendations for the committee's review.
3. Upon approval by the Board of Trustees of the University of Oregon, this Student Conduct Code becomes effective and supersedes all previous policies pertaining to student discipline at the University of Oregon.
4. This Code is not a contract, express or implied, between any applicant, student, staff or faculty member. This Code may be amended by the Board of Trustees of the University of Oregon, consistent with the Policy on Retention and Delegation of Authority.