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, report on career readiness efforts, changes to the student conduct code, and updates and overviews from the School of Journalism and Communication, the Vice President of Research and Innovation, UO Portland, and the Ballmer Institute.

The meeting will occur as follows:

Thursday, September 15, 10:30 a.m.
Naito Building (LCB Portland) Room 136 | 109 NW Naito Parkway, Portland

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 | Academic and Student Affairs Committee
Public Meeting | September 15, 2022 | 10:30 a.m.
Naito Building, Room 136

Convene
- Call to order, roll call

1. **Provost's Report.** Janet Woodruff-Borden, Acting Provost

2. **Next Generation Student Success: Career Readiness Report.** Kimberly Johnson, Vice Provost for Undergraduate Education and Student Success; Bruce Blonigen, Dean of the Lundquist College of Business; Paul Timmins, Executive Director of the University Career Center.

3. **Student Code of Conduct Changes (Action).** Dianne Tanjuaquio, Associate Dean of Students

Meeting recessed until approximately 1:30 p.m.*
*Time subject to change and will be announced at the time of recess.

4. **School/College in Focus: School of Journalism and Communication.** Juan-Carlos Molleda, Dean, School of Journalism and Communication; Seth Lewis, Professor and Director of Journalism; Daniel Pimentel, Associate Professor of Immersive Media Psychology; Hollie Smith, Associate Professor of Science and Environmental Communication.

5. **Research Enterprise Update.** Anshuman Razdan "AR", Vice President for Research and Innovation

6. **UO Portland Overview.** Jane Gordon, Vice Provost for UO Portland

7. **Ballmer Institute Update.** Randy Kamphaus, Interim Executive Director

Meeting Adjourns

Agenda Item #1

Provost's Report

*No Written Materials associated with this section

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Agenda Item #2

Next Generation Student Success: Career Readiness Report

UNIVERSITY OF OREGON

Next Generation of Student Success:
Transformative Student Experience Subgroup

Board of Trustees
September 2022

Kimberly Johnson, Vice Provost for Undergraduate Education and Student Success
Paul Timmins, Executive Director of the University Career Center, Division of Student Life
Bruce Blonigen, Edward Maletis Dean, Lundquist College of Business

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Student Success

UNIVERSITY OF OREGON

Definition

Our students will **graduate** from the University of Oregon having had **a positive experience** and will be **well educated**, **socially responsible**, and **career ready**.

Next Generation of Student Success Subgroups

1. Student Retention and Success

2. Transformative Student Experiences

3. Achieve Equitable Outcomes

4. Institutionalize Student Success

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Governance and Stakeholder Engagement

1 Senior Leadership — Set institutional strategic direction and priorities

2 Student Success Council — Advise on student success strategies and help identify opportunities, innovation, eliminate barriers, and ensure alignment of strategy implementation.

3 Student Success Council Subgroups — Subgroups by priority areas:
- Improve student retention and success
- Strengthen transformative student experiences that enhance academic and career success
- Achieve equitable outcomes

4 Student Success Strategic Planning Team — Coordination and project support that steer efforts forward and provides transparent communication of achieved milestones.

5 Strategic Network and Communication — Key stakeholders and entities on campus to engage and communicate student success efforts on quarterly and annual basis.

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Transformative Student Experiences

Subgroup Charges

- Assess the inventory of high impact practices at UO with an eye toward career development and success by reviewing data and conducting outreach to the campus community.
- Evaluate infrastructure, offerings and delivery of high impact opportunities and career outcomes based on best practices.
- Identify opportunities and barriers in the current systems and structures to achieve equitable career exploration, development, and success for all UO students.
- Investigate national best practices that can enhance the UO student experience and support infrastructure.
- Develop recommendations to the President for priority setting, institutional investment, infrastructure improvements to enhance student success and post-graduation outcomes.

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Transformative Student Experiences Subgroup Framework

UNIVERSITY OF OREGON

Deliverables	Research	Subgroup Work	Report	Next Steps

Deliverables	o Inventory Survey Data
	o National Best Practices
	o UO Practices
		o Brainstorm
		o Evaluate
		o Recommend:
		  ➤ Institutional Priorities
		  ➤ Investments
		  ➤ Infrastructure
			o President
			o Provost
			o Board of Trustees
			o Campus Community
				o Decision making
				o Strategic Planning
				o Implementation

Support	o Survey o Data Compilation o Data Presentation o Best Practice Invites	o Meeting Outcomes o Meeting Logistics o Facilitation o Deliverable Compilation	o Report o Presentation	
	March 2022	**June 2022**	**September 2022**	**AY 2022-23**

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Committee Membership

UNIVERSITY OF OREGON

- **Bruce Blonigen**, Dean, Lundquist College of Business (previously Dean, College of Arts and Sciences)
- **Cece Anderson**, Coordinator for Student and Alumni Relations, College of Design
- **Dennis Galvan**, Vice Provost, Division of Global Education
- **Elizabeth Raisanen**, Assistant Dean for Advising and Strategic Partnership, Clark Honors College
- **Gene Rhee**, Executive Director of Mohr Career Services, Lundquist College of Business,
- **H. Leslie Steeves**, Senior Associate Dean of Academic Affairs and Professor, Journalism and Communication
- **Hiroe Sorter**, Assistant Vice Provost for Strategic Initiatives and Administration, UESS
- **Irisa Mehta**, ASUO Senate President, Student Representative
- **Isaiah Boyd**, ASUO President, Student Representative
- **Jesse Nelson**, Assistant Vice Provost for Advising and Accessibility, UESS
- **Judy Kanavle**, Project Manager, Office of the Provost
- **Kathie Hsieh**, Interim Academic Advisor, School of Music and Dance
- **Keith Frazee**, Associate Vice President/Chief of Staff, Student Services and Enrollment Management

- **Kevin Hatfield**, Assistant Vice Provost for Undergraduate Research and Distinguished Scholarships, UESS and Housing (SSEM)
- **Kris Winter**, Associate Vice President, Division of Student Life
- **Krista Chronister**, Vice Provost for Graduate Studies, Division of Graduate Studies
- **Kristyn Elton**, Project Manager for New Initiatives and Campus Relations, Advancement
- **Lee Rumbarger**, Associate Vice Provost, Director of Teaching Engagement program, Office of the Provost
- **Leslie McLees**, Senior Instructor and Undergraduate Coordinator, Geography
- **Marcus Langford**, Dean of Students, Division of Student Life
- **Megan McKinney**, Associate Director, Duck Career Network, University Advancement
- **Paul Timmins**, Executive Director, University Career Center
- **Sarah Kutten**, Assistant Vice Provost of Students and Belonging, UO Portland
- **Will Johnson**, Assistant Vice Provost, Division of Global Education

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Transformative Student Experience Findings

- Students and families seek out universities that provide strong career pathways.
- Employers search for graduates with relevant career competencies and experiences.
- Existing systems are overly complex for students to navigate and provide inequitable access to opportunities.
- Inconsistent resources and opportunities offered by schools and colleges.

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Vision for Success

The University of Oregon will prepare students to be the next generation of professionals and leaders who will thrive in today's workforce and society.

- Students are able to graduate from UO with a strong career readiness foundation to launch their lifelong career journey.
- The institutional infrastructure effectively supports equitable access to career readiness opportunities, resources, and experience, including measuring and assessing impacts and success.
- UO curriculum and key co-curricular experiences develop students' career competencies and integrate career exploration and development early and often in their UO experiences.
- UO shares a common language, adopts national best practices and standards, and sets expectations of career education and experiences at the institutional level.

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Career Readiness

Board of Trustees
September 2022

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Developing a Career Readiness Culture

- **Clear, consistent messaging** to students about career readiness.
- Students are expected to consider careers **during their first year on campus** and to build their skills throughout their time here. Systems and incentives support this.
- Attention is given to **helping students understand how they are building career competencies** on campus – both inside and outside of the classroom.
- Students obtain **internships** or other meaningful career readiness experiences.
- **Alumni and employer networks are leveraged** to teach students about career opportunities.
- Career readiness is **woven throughout a student's experience on campus** and is not siloed in the career centers.

For further reading: *Bridging the Gap from Education to Employment: The University Innovation Alliance's Playbook for Transforming College to Career,* https://college2career.theuia.org/

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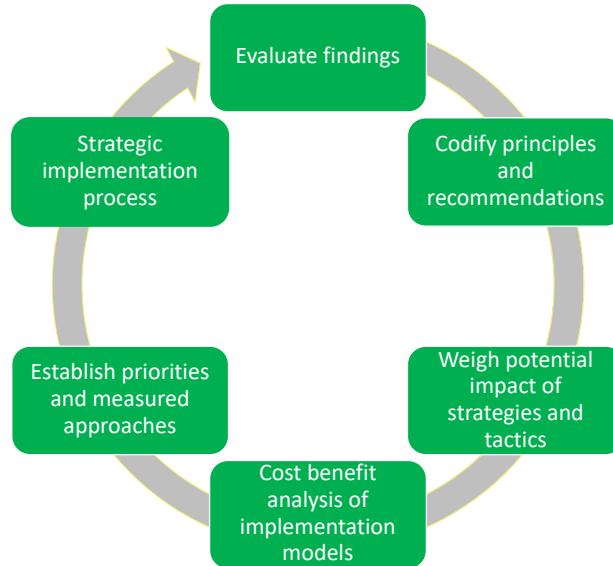# Academic Integration

Board of Trustees
September 2022

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Integrating Career Readiness Into Curriculum

- Faculty and curriculum are vital to getting our students career ready:
  - Students incentivized by grades and degree requirements
  - Faculty are key advisors to students

- Strategies include:
  - Career readiness exercises in First-Year Interest Groups (FIG) courses
  - Convening faculty to develop best-practice models and templates for adding career readiness exercises to our courses: https://teaching.uoregon.edu/career-readiness
  - Structuring career readiness into our majors and other curricular requirements
    - Lundquist Fundamentals Program
    - CAS Career Readiness Course

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Fall 2022 Senior Leadership Decision Making Process

UNIVERSITY OF OREGON

Evaluate findings

Codify principles and recommendations

Weigh potential impact of strategies and tactics

Cost benefit analysis of implementation models

Establish priorities and measured approaches

Strategic implementation process

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UNIVERSITY OF OREGON

Thank you

Kimberly Johnson | vpuess@uoregon.edu
Paul Timmins | ptimmins@uoregon.edu
Bruce Blonigen | bruceb@uoregon.edu

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Agenda Item #3

Student Code of Conduct Changes

UNIVERSITY OF OREGON

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.

2021-2022 Student Conduct Committee Membership

Student Membership:
Addie Beplate—Law Student
Katarina Finseth—Undergraduate Student
Ryan Laws—Undergraduate Student
Aaron Silberman—Undergraduate Student
McKale Walker—Undergraduate Student

Faculty Membership:
Erik Girvan—Associate Professor, School of Law and CRES Faculty Director
Ryan Hildebrand—Senior Librarian, and Special Collections and Authorities Cataloger
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
Ali Selman—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:
- October 22, 2022
- November 19, 2021
- December 10, 2021

Summary of Requested Action | Adjustments to Student Conduct Code
September 2022   Page 1 of 3

- January 28, 2022
- February 18, 2022
- February 25, 2022
- March 11, 2022
- April 1, 2022
- April 22, 2022
- May 6, 2022

Recommendations

Removal of the Faculty Resolution Process

The Committee prioritized a review of the Faculty Resolution process, which instructors have often utilized to resolve academic misconduct concerns. In this process, instructors with academic misconduct concerns are expected to reach out to the accused student and provide an opportunity to meet with them to discuss the alleged incident. An accused student who acknowledges engaging in academic misconduct through this process typically also agrees to the imposition of an academic sanction from the instructor, in the form of a grade penalty. The instructor will then report the resolution of the matter, as well as the corresponding academic sanction, to SCCS to maintain in their records. Concerns with the Faculty Resolution process were presented by all constituent subgroups represented in the Committee.

The primary concern discussed by the Committee was related to the adjudication of student conduct matters by instructors—rather than student conduct professionals—through a process that may not ensure that students are afforded the same protections and rights as in a formal student conduct review. These rights include:

- The right for information related to their student conduct matter to remain private, as delineated by the Family Educational Rights and Privacy Act (FERPA)
- The right to receive written notice of the alleged violation(s) of the Code, including the sections and corresponding definitions of the Code being used to make a finding
- The right to review all documents related to the alleged violation(s) of the Code
- The right to be accompanied by a support person
- The right to share their perspective, provide documents, and potential witness information
- The right to review and respond to all information gathered related to the alleged violation(s) through the course of an investigation

The Committee concluded that along with potentially bypassing these rights, the Faculty Resolution process may amplify inequities in the power dynamic between students and their instructors. The Committee noted that having instructors serve as both reporters and adjudicators created a conflict of interest, and feedback they received from students suggested that in some cases they felt pressure was strongly exerted on them by instructors to acknowledge violations of the Code. The feedback also suggested that instructors may have implied that acknowledging a violation through the Faculty Resolution process would result in more favorable outcomes than being referred to SCCS for a formal student conduct review.

The Committee also noted that for instructors, responsibility for administering the Faculty Resolution process—in addition to their primary academic teaching and research obligations—requires a significant time commitment, as well as a level of training that does not currently exist. The Committee found that most instructors participate in the Faculty Resolution process while unaware of the legal risk involved with imposing academic sanctions based on students acknowledging violations of the Code, under circumstances which suggest that students are not being informed of their due process rights.
The recommendation from the Committee was to eliminate the Faculty Resolution process, and for instructors to refer incidents of suspected academic misconduct directly to SCCS for review and adjudication. Responsibility for determining an appropriate academic sanction or grade penalty would remain with instructors, but only once they have been notified by SCCS that the student has acknowledged or been found responsible for engaging in academic misconduct through the formal student conduct process.

Redefining "Cheating" and Adding "Unauthorized Collaboration"
The Committee found that the inclusion of "unauthorized collaboration" as an act of "cheating" suggested that unauthorized collaboration may only occur during in-person or remotely proctored academic exercises such as exams or quizzes. The Committee recommended that "unauthorized collaboration" be defined in the Code as a distinctive type of academic misconduct that may apply to all academic course requirements, including homework assignments, papers, and projects. It is also important to note that the recommended definition for "unauthorized collaboration" requires that students not collaborate unless expressly permitted by the instructor—as opposed to allowing students to assume that they can collaborate when they have not been expressly prohibited from doing so.

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 responsibility 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		Worden	
Lo			
Madison			

Date: _____ Initials: _____

ASAC - Resolution: Adoption of Proposed Changes to Student Conduct Code
15 September 2022   Page 1 of 1

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 of 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: Accessing or using of unauthorized materials, information, tools, or study aids.
    b. Cheating: Unauthorized collaboration, 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.

f. 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.

g. Unauthorized collaboration: Collaborating or attempting to collaborate with others in fulfillment of an academic assignment, exercise, or other requirement when not expressly permitted by the instructor(s).

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 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 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. Faculty Resolution.

   a. If a faculty member suspects Academic Misconduct has occurred, that person should contact the Respondent directly. If the faculty member is unable to reach out to the Respondent for any reason, the matter must be submitted to the Director for resolution in a timely manner.
   b. **Acknowledged Case.** If the Respondent acknowledges the academic misconduct occurred, the faculty member must provide written notice of the resolution, including any academic sanction, to the Respondent. This notice, and a written report of the academic misconduct must then be sent to the Director within 5 business days. The

> ~~Director may initiate additional action based on the circumstances or Respondent's conduct history.~~
>
> c. ~~**Contested Case.** If the Respondent does not agree that academic misconduct occurred, or does not agree to discuss the matter, the faculty member, will make a written report to the Director for resolution.~~
>
>> i. ~~If the Respondent responds to the faculty member, this report must occur within 5 business days of meeting with the Respondent.~~
>>
>> ii. ~~If the Respondent does not respond to the faculty member, within 5 business days, a written report must be submitted to the Director for resolution within 5 additional business days.~~

~~2.~~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.

   a. ~~For cases which are not resolved through Faculty Resolution, and cases which are reported by other relevant University Officials, the case resolution will be conducted in accordance with the procedures established in this Code.~~

~~3.~~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.

   a. ~~If the Respondent admits, or is found, to have engaged in 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.

~~4.~~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.

   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 by the faculty member, or University Official, or after the Respondent receives 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.

Student Conduct Code
2022 revision

Presented by

Dianne Tanjuaquio

Associate Dean and Director of Student Conduct & Community Standards

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2022 Student Conduct Code revisions

During the 2021-2022 Academic Year, the Student Conduct Advisory Committee (SCAC) focused on improving and revising the process for reviewing incidents of alleged academic misconduct.

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SCAC Membership

Faculty	Students	Staff
Erik Girvan	Kat Finseth	Sandy Weintraub
Ryan Hildebrand	McKale Walker	hannah white
Michael Tomcal	Ryan Laws	Laurel Bastian
	Aaron Silberman	Kristi Patrickus
	Addie Beplate	

Student Conduct and Community Standards (SCCS) Staff
Dianne Tanjuaquio (Director)
Ali Selman (Coordinator)

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Overview of updates

- Removal of Faculty Resolution Process

- Definition of "Cheating" Revised

- Addition of "Unauthorized Collaboration" Definition

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4

Removing the Faculty Resolution option

- Provides more protection for faculty and allows them to focus on their primary responsibilities (teaching and research)
- Provides additional protections for students and ensuring that their due process rights are upheld
- Clarifies separation between student conduct appeals and academic sanction/grade penalty appeals

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Implications for Academic Sanctions and Appeals

- Determination of academic sanction will remain with instructors after SCCS had adjudicated the case
- Academic Sanctions still may not be appealed through SCCS
- Academic departments will need to determine process for reviewing grade disputes/appeals

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Questions and Discussion

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Agenda Item #4

School of Journalism and Communication

University of Oregon | School of Journalism and Communication

2021–24 Strategic Plan

March 12, 2021

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I. Mission

The UO School of Journalism and Communication is a community dedicated to excellence in learning, research and creative projects. We are scholars, professionals and students studying issues that champion freedom of expression, dialogue and democracy in service to current and future generations.

While our Pacific Northwest home inspires our explorations of media, technology and the human condition, our work at the undergraduate and graduate levels has global impact—researching, advocating for and reporting on critical issues such as diversity and equity, the environment, and social and economic justice. Along the way, we facilitate relationships across media professions that promote public advocacy, social responsibility, transparency and civic engagement.

By integrating theory and practice, we advance communication and media scholarship and prepare students to become professional storytellers, critical thinkers, thought leaders and responsible citizens in a global society.

Come to Oregon; change the world.

<u>Simplified version</u>

The School of Journalism and Communication is a community dedicated to excellence in learning, research and creative projects. We study issues that champion freedom of expression, diversity and equity and democracy in service to current and future generations.

By integrating theory and practice, we advance scholarship and prepare students to become professional communicators, critical thinkers and responsible citizens in a global society.

II.   **Five-Year Vision**

The UO School of Journalism and Communication excels as a professional and research program for forward-thinking, equity-minded and diverse students who hone the skill sets necessary to succeed in our increasingly interconnected and multicultural democracy.

SOJC faculty and students advance knowledge through critical thinking and experiential learning. We inspire action for the public good by creating ethical, innovative and effective stories and strategies.

We teach and mentor resilient, adaptable and skilled future professionals and scholars who will shape media and creative industries and academia through cutting-edge knowledge and practice.

We seek to strengthen our connections with the people and professions that inspire our students to do ground-breaking work in the fields of advertising, journalism, media studies and public relations.

III.   **Values**

- We commit to addressing systemic and historical inequities that have adversely affected people from underrepresented communities and to creating a welcoming and inclusive educational and work environment where diversity is honored and celebrated.

- We embrace our responsibility to foster curiosity, critical thinking, and resilience in the education of future scholars and professionals. These qualities will help prepare our graduates to contribute evidence-based innovations, thought leadership, engaging storytelling, and research to the media and communication fields while finding meaningful solutions to local, national, and global challenges.

- We are dedicated to truth, accuracy, and the foundations of our fields, and commit to teaching, research, creative work, and professional outreach that furthers the greater good through ethics, innovation, and intentional action.

- We are transparent, equitable, and act with integrity in our professional and research practices, administration, and governance.

- We build internal community by creating rich experiences for our students, staff, and faculty while elevating the voices of underserved groups.

- We work to strengthen society and communities; build trust; advance media, science, and data literacy; and facilitate public debate and engagement.

- We provide students with the transferable skill sets necessary to gain employment and succeed in their chosen endeavors.

IV. **Goals**

SOJC Brand, Identity, and Impact

Introduction: In the last 10 years, the fields of journalism, communication, and media production have undergone rapid technological and economic changes, all within an increasingly polarized political climate that highlights the crucial role the communication industries and research play in an engaged civic society. In that same period, SOJC undergraduate and graduate enrollment has grown from 1,523 to 2,481 students, yet faculty growth has not kept up (from 54 to 68; ir.uoregon.edu). Concurrently, the SOJC has been under the leadership of three deans and four university presidents, each with differing priorities and agendas. Moving forward, our first step must be to strengthen the school's community culture by clarifying who we are, what we do, and the impact of our research and professional outreach/creative activity.

Goal 1: Help faculty and staff thrive by strengthening the school's collaborative culture and addressing structural barriers to collaboration.

Rationale: Faculty and staff are the bedrock of the school. The SOJC is known for having a strong community of teachers, scholars, and service providers. As the school has grown, there is a need to clarify roles and responsibilities while increasing the spirit of collaboration and identification. An identity and branding exercise must be based on a strong and thriving community.

Goal 2: Develop a distinct SOJC brand identity and shared purpose across areas, programs, and locations.

Rationale: The SOJC should stand above and apart from competitors, distinguished by its values, program offerings, faculty, students, and setting in the Pacific Northwest. A strong, unified sense of purpose will attract a wide array of students, faculty, and staff who are committed to advancing the SOJC's shared ideals. By establishing a clearer sense of who we are and what we stand for as faculty in diverse areas, we can strengthen our culture, sense of community, and diversity.

Goal 3: Magnify the visibility, reach, and reputation of SOJC undergraduate and graduate offerings to diverse audiences on and off campus.

Rationale: At a time of great division and distrust in this country, more than ever we need the accurate, accessible, relevant, and independently produced media upon which our democracy and society depend. The SOJC situates itself as a leader both in the fight to protect journalism and communication's fundamental values and in the development of innovative ways to make news and strategic communication more inclusive, more responsive to community needs, and more financially viable.

To better answer the question *Why should students choose our programs in 2021 and beyond?*, the SOJC will focus on developing critical thinking and skills-based educational opportunities for students that emphasize ethical communication, innovative ways to tell stories and conduct research, and diverse voices to the process of strengthening democracy and public life. This requires outreach not just to our students but to our university, local, state, Pacific Northwest, national, and international communities.

Goal 4: Increase support for, and promotion of, research, high-impact professional projects, and public scholarship that informs teaching, enhances student career success, contributes to the scholarly and professional communities we serve, and serves society.

Rationale: The SOJC is a professional school that values high-impact academic and applied research, professional work, evidence-based teaching that is enhanced by industry connections, and the interdisciplinary projects and activities of our centers and labs in Eugene and Portland. As such, our school depends on maintaining a balance of career and tenure-track faculty to fulfill its mission and create space for meaningful research, teaching, and engaging public outreach.

Goal 5: Advance interdisciplinary research collaborations and teaching across campus, with particular focus on collaborations that align with the university's academic initiatives.

Rationale: The complex problems the world faces require the convergence of minds from a variety of fields. University leadership encourages interdisciplinary collaborations among schools and colleges. The recently announced Office of the Provost's initiatives aim to foster and support the exchange of curricular and co-curricular, research, and entrepreneurial activities. SOJC faculty and staff have a strong history of collaboration across campus. Building on this tradition, new alliances may result in the allocation of resources and enhanced visibility, teaching innovations, and research productivity.

Goal 6: Realize the full potential of our centers and labs in Eugene and Portland while actively participating in the conceptualization and creation of additional interdisciplinary initiatives.

Rationale: Agora Journalism Center, Center for Science Communication Research (SCR), and Oregon Reality (OR) Lab are already partnering with various units and programs across the

university and beyond. The potential for increased partnership between Eugene and Portland exists. One such opportunity is to use the emerging successes of the Portland-based OR Lab as a model to support the continued development and direction of the Experience Hub facilities: Immersive Media Lab and Social Media Analytics Lab. Our current and future centers and labs should be at the core of interdisciplinary work internally and externally.

Undergraduate Education and Student Success

Introduction: In an era of "alternative facts," hedge-fund takeovers of traditional news media institutions, disinformation campaigns, and political polarization, the SOJC must communicate the value of a degree in media and communication to current and prospective students and their parents, as well as to faculty and colleagues in cognate areas, while strengthening the school's community, its sequences, and programs. The ultimate purpose is to make our curricula and program offerings more relevant in a rapidly evolving economy and industry.

Goal 1: Reshape the understanding of what an SOJC education prepares students for among UO and external audiences.

Rationale: A degree in media and communication gives students a highly transferable skill set, including critical thinking, writing and editing, technological prowess, and multicultural and teamwork skills. In today's information-dependent world, it is increasingly crucial for all members of society to have the media literacy, science and data literacy, and other skills to fact-check information over varied traditional and emergent media channels and to be conscientious producers and sharers of stories and information. This goal comprises three prongs: increasing entrepreneurial thinking and preparation, strengthening interdisciplinary and multicultural opportunities with cognate programs, and establishing an alumni network to demonstrate the variety of careers possible while helping students find their paths.

Goal 2: Grow student resilience, opportunity, diversity, and shared community beyond our obligation to ensure student success.

Rationale: We need to meet our students where they are. For each of them, this includes an intersection of racial, ethnic, religious, gender, age, geographical, and economic identities, and other constraints. The COVID-19 pandemic has also disrupted business as usual, requiring students to be more resilient and flexible in the face of increasing economic uncertainty and physical isolation. Additionally, students are navigating their coursework and career choices in an increasingly polarized political atmosphere that has placed renewed scrutiny on systemic racism, xenophobia, and other ingrained social inequities. This goal comprises four prongs: ensuring equal access to experiential learning opportunities; weaving structural diversity, equity, and inclusion throughout the fabric of the SOJC; encouraging flexibility and support to remove current and future barriers to student success; and ensuring we are working to bridge digital divides.

Goal 3: Continuously improve four-year graduation rates.

Rationale: As a school that does not accept first-year admits, has a student population with 16 percent (AY 2020) transfer students, and is often a found major, we are at a disadvantage when trying to ensure that our students complete their degrees in four years. Besides these structural barriers, this plan also addresses curriculum and communication barriers that affect our graduation rates by working with four audiences: UO admissions, community colleges, faculty/curriculum, and advising.

Goal 4: Devote resources, develop curriculum, and foster collaboration between faculty and student advising staff to create robust career readiness and improve career pipelines for our students.

Rationale: The success of our graduating seniors and alumni provides compelling evidence for the value of our undergraduate programs. Career preparation, professional networking, and job placement are interconnected and require close coordination among staff, faculty, and students. Investing in career advising within Student Services and positioning career readiness at the center of learning outcomes will likely increase students' success after graduation and, therefore, the SOJC's impact and reputation as a legacy professional school.

Graduate Education

Communication and Media Studies MS, MA, and PhD Programs

Introduction: As a school with a doctoral program in an AAU Research I university, our ongoing goal is to cultivate strong scholar-teachers who will contribute new knowledge to the field of communication and media studies. The COVID-19 pandemic has presented new challenges to our graduate students. In the short term, doctoral students lack the mobility to conduct their fieldwork or present their research at globally recognized conferences. These travel restrictions have a tremendous impact on our program, as international students account for a significant portion of our student cohort. Soon, our students will enter a job market that will continue to be severely constrained as universities worldwide confront their financial realities. Finally, as we increasingly recognize the racial and other intersecting inequities that persist within the academy, we must prioritize ways to improve equity and inclusion in recruitment, teaching, and curricula.

Goal 1. Help faculty and students increase research productivity and publications by offering internal grants, workshops, and other training activities throughout the year.

Rationale: We need to position the SOJC Communication and Media Studies PhD/MA program as a top-tier graduate program in the field to attract top scholars and experienced professionals from around the world. To do so, we will foster a research and professional environment where

doctoral students and faculty can collaborate on projects that expand new knowledge and evidence-based practices about communications media and their impact on society.

Goal 2. Update curriculum and advising practices to prepare our graduate students to succeed in their respective fields across the areas of intellectual inquiry or in professions outside academia.

Rationale: The Communication and Media Studies graduate program will train students to become experts in key theories and methods and provide the skills necessary for students to develop active research profiles that will have a global impact in the academy and beyond.

Goal 3: Attract a range of applicants that reflect faculty areas of strength, both theoretically and methodologically.

Rationale: Research faculty greatly benefit from a focused and competent doctoral student body. The first step in securing strong cohorts during annual admission cycles is attracting and recruiting academically trained and professionally experienced applicants. These doctoral students, in turn, will become active participants in faculty members' research agendas, which should be at the core of their individualized education and career development plans.

Professional Master's Programs

Introduction: The SOJC aims to increase the number of talented professional master's program applicants from diverse backgrounds, geographical locations, and degrees. Current and future programs in Eugene and Portland must continue building and strengthening connections among professionals, the industries, and our current and future centers and labs. Our programs will continue to evolve, driven by the school's priorities and areas of faculty expertise.

Goal 4: Increase the size and strengths of the applicant pipeline, especially from underrepresented groups.

Rationale: One of the most effective ways to evaluate the success and impact of professional master's programs is attracting, retaining, graduating, and placing diverse, highly trained professionals with competitive credentials. They will be the best stewards and ambassadors of the programs that reflect our values of excellence as future leaders of the field. Highly qualified graduate students and graduates will also continue to challenge us to maintain quality of instruction, experiences, and an environment of inclusion and community.

Goal 5: Use faculty expertise and SOJC professional networks to build high-quality curricula that are distinctive to the school.

Rationale: We have professional master's programs that are informed by the vision, leadership, scholarship, and professional expertise of our faculty with the support and engagement of networks of experts and supporters. High-quality curricula will continue to innovate as our industries, professional work, and research evolve, along with new and continued partnerships with community collaborators and the participation of new faculty members.

Goal 6: Improve opportunities for students to get professional experience, strengthening their job-market readiness.

Rationale: Some graduate students come to the SOJC with minimal, none, or unrelated professional experience. Whatever their level of experience, the increasingly competitive job market demands well-trained students with a professional portfolio of accomplishments. Our most successful graduates and alumni represent what it takes to succeed in the media, journalistic, and creative sectors today. Given the rapid changes in each of these industries we must closely monitor the job market via industry engagement, continue to place our graduates in competitive positions, and not only prepare our students for jobs today but produce innovative thinkers who drive the changes of tomorrow.

Goal 7: Identify areas of SOJC strengths to develop new professional master's, 4+1s, and/or certificate programs.

Rationale: The emerging portfolios and specializations of our faculty, centers, and labs create opportunities for new graduate offerings. The professions and areas of study inform this work, which is in radical transition due to cultural and technological change. Also, junior and senior undergraduate students from the SOJC and across campus increasingly seek an additional year of instruction, especially in areas that will improve their job placement in an increasingly competitive environment. Another growth opportunity may target alumni and various professionals who will also benefit from continued education or retraining activities such as graduate certificates.

Remote and Online Education

Introduction: The shift to online instruction spurred by the pandemic provides an opportunity for the SOJC to sharpen and improve its online education offerings. Although the shift was not planned, moving forward we have the opportunity to strategically evaluate our curriculum and programs for this mode of delivery and identify the areas, courses, and instructors that best lend themselves to online instruction. This process must be evidence-based and research-driven to ensure we are meeting student learning outcomes and needs and that the programs

we offer are available to all students, do not widen digital divides, and grow our SCH by addressing Oregon-specific priorities and strengths. We must leverage in-house, university-wide, and external resources if we are to adequately support this growth.

Goal 1: Identify priority programs, areas, and courses for development based on market research, faculty expertise, faculty/staff bandwidth, and existing online assets and infrastructure.

Rationale: Much of this work is already underway, and most of this goal should be accomplished this academic year, before the actual plan start date, to provide the foundation necessary for further development and improvement of remote and online instruction.

Goal 2: Create more faculty opportunities and incentives for online course training and development.

Rationale: To date, resources for online course development have been made available to instructors from a number of sources that often have differing expectations and levels of support. A coordinated approach to providing instructional support and training is necessary to develop a robust set of online education courses and programs within the SOJC that takes advantage of our existing resources while identifying and coordinating UO and external resources.

Goal 3: Launch a fully online or hybrid professional master's program, based on market research and insights into industry trends and innovations.

Rationale: Many universities already occupy this space, which gives us an opportunity to learn from their successes and failures while identifying a niche that draws on Oregon's strengths and priorities. Given the proliferation of master's programs and other online forms of professional development, we should also explore ways of serving students aside from full programs, such as graduate certificates.

Goal 4: Expand the current assessment plan to include measures for online education.

Rationale: Growing our high-quality online offerings allows us to reach our students where they are, meet their learning needs and styles, and prepare them for careers that increasingly use multimodal channels to accomplish everyday tasks. We will not know how well we are achieving these aims without assessment.

UO School of Journalism and Communication
Overview and Strategic Priorities

Juan-Carlos Molleda, Ph.D.

Edwin L. Artzt Dean and Professor

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1

SOJC Mission

The UO School of Journalism and Communication is a **community** dedicated to excellence in learning, research, and creative projects. We are scholars, professionals, and students studying issues that **champion freedom of expression**, **dialogue**, and **democracy** in service to current and future generations.

While our Pacific Northwest home inspires our explorations of media, technology, and the human condition, our work at the undergraduate and graduate levels has global impact—researching, advocating for, and reporting on critical issues such as **diversity and equity**, the **environment**, and **social and economic justice**. Along the way, we facilitate relationships across media professions that promote **public advocacy**, **social responsibility**, **transparency,** and **civic engagement**.

By integrating **theory and practice**, we advance communication and media scholarship and prepare students to become professional **storytellers**, **critical thinkers**, **thought leaders**, and **responsible citizens** in a global society.

Come to Oregon; change the world.

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2

Facts and Figures I

- Third oldest journalism program in the United States (1916)
- Only accredited school in the PNW (2018 AEJMC, 2019 PRSA)
- Endowment $80+ million
- More than $700,000 in scholarships each year

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Facts and Figures II

- Undergraduate majors and pre majors
    - Advertising (773)
    - Journalism (698)
    - Media Studies (92)
    - Public Relations (509)

- Undergraduate minors
    - Media Studies
    - Science Communication
    - Game Studies (2023)

- Participation in four interdisciplinary programs
    - Cinema Studies (major)
    - General Social Science (major)
    - Film Studies (certificate)
    - Multimedia (minor)

- Master's programs
    - Advertising and Brand Responsibility
    - Communication and Media Studies
    - Immersive Media Communication (PDX 2023)
    - Multimedia Journalism (PDX)
    - Journalism
    - Sports Media Innovation (2023)
    - Strategic Communication (PDX)

- Doctoral program
    - Communication and Media Studies

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Facts and Figures III

As of July 1, 2022

- **Total student pop 2,223**
    - Undergraduate (2,072)
        - Retention rate (82% 3-year)
        - Graduation rate (78% 5-year)
    - Master's (89)
    - PhD (62)

- **Faculty 63 (40 tenure track)**
    - 11 endowed professorships
    - Faculty/student ratio 1:35

- **Staff 36**
- **Graduate employees 28**

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Facts and Figures IV

Undergraduate demographics
- 61% female
- 32% BIPOC
- 49% residents
- 21% first generation

Undergraduate degrees awarded
- 2018-19: 646 (SOJC) / 656 (LCB)
- 2019-20: 630 (SOJC) / 633 (LCB)
- 2020-21: 694 (SOJC) / 585 (LCB)
- 2021-22 (projected): 625 (SOJC) / 630 LCB

- **Inaugural direct admit program**: selected 50 first year students. Projecting 44, Fall 2022 cohort

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Administration & Budget Management

- CBSO = shared services, including HR
- Balanced budget and effective quarterly reporting
- Investments in facilities and feasibility study for the expansion of Allen Hall
- Strategic resource allocation
  - in academic/career advising
  - Experience Hub production staff
  - professional master's programs recruiter
  - assistant director of development
  - communication/marketing digital advertising/analytics and social media strategist

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7

Student Success

- New faculty hires
- Research and practice balance
- Emphasis on experiential learning
- Funded and guided internships
- Global engagement
- Resilient and innovative community
- Transferable skills

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Emphasis on Experiential Learning I

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Emphasis on Experiential Learning II

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Emphasis on Experiential Learning III

SOJC Students Take on the Worlds | Journalism and Communication (journalism.uoregon.edu)

11

Emphasis on Experiential Learning IV

12

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Research in Action

Oregon Reality (OR) Lab

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Professional Outreach and Best Practices in Action

Agora Journalism Center

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Lightning Research Talks

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Seth Lewis

- Professor of Journalism
- Shirley Papé Chair in Emerging Media
- Director, Journalism Area
- PhD, University of Texas at Austin

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Strategic Planning

- SOJC 2021–24 Strategic Plan adopted in March 2021
- Organic and inclusive process to establish the direction and priorities for future development
- Faculty and staff provided quantitative and qualitative feedback on the components of the plan in February 2021
- Implementing a strategic plan metrics tracking project over the course of the next three years

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School Goals: Brand, Identity, and Impact

- Strengthen school's collaborative culture.
- Develop a distinct SOJC brand identity and shared purpose.
- Magnify the visibility, reach, and reputation of undergraduate and graduate offerings.
- Increase support for research, high-impact professional projects, and public scholarship.
- Advance interdisciplinary research collaboration and teaching across campus.
- Realize the full potential of centers and labs while participating in the creation of interdisciplinary initiatives.

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22

School Goals: Undergraduate Education and Student Success

- Reshape the understanding of what an SOJC education prepares students for.
- Grow student resilience, opportunity, diversity, and shared community beyond our obligations.
- Continuously improve four-year graduation rates.
- Devote resources, develop curricula, and foster collaboration between faculty and student advising staff to create robust career readiness and improve career pipelines for our students.

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School Goals: Graduate Education

- Help faculty and students increase research productivity and publications.
- Update curriculum and advising practices to prepare our graduate students to succeed in their respective fields.
- Increase the size and strengths of the applicant pipeline.
- Use faculty expertise and professional networks to build high-quality curricula.
- Improve opportunities for students to get professional experience.
- Identify areas of strengths to develop new professional master's, 4+1s, and/or certificate programs.

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School Goals: Remote and Online Education

- Identify priority programs, areas, and courses for development.
- Create more faculty opportunities and incentives for online course training and development.
- Launch a fully online or hybrid professional master's program.
- Expand the current assessment plan to include measures for online education.

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UNIVERSITY OF OREGON
SCHOOL OF JOURNALISM AND COMMUNICATION

EXPANSION FEASIBILITY STUDY

December 12, 2021

PIVOT

UNIVERSITY OF OREGON | School of Journalism and Communication
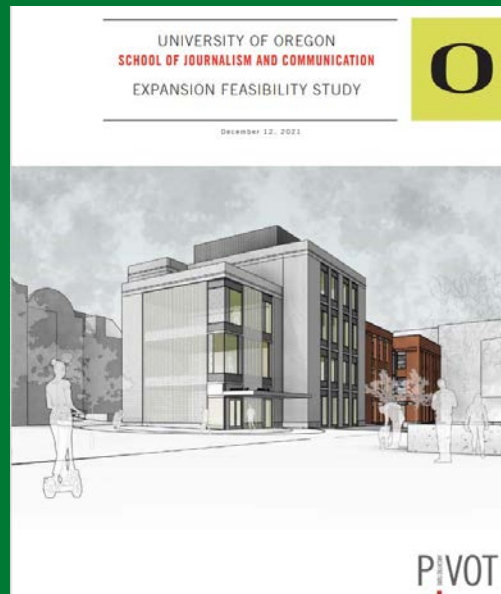
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¡Gracias!

Juan-Carlos Molleda, Ph.D.

Edwin L. Artzt Dean and Professor

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Agenda Item #5

Research Enterprise Update

Office of the Vice President for Research and Innovation
Board of Trustees Report – August 31, 2022

Anshuman "AR" Razdan, joined the university as Vice President for Research and Innovation (VPRI) at the end of June 2022. As he only recently began his tenure, this report provides a high-level overview of the current state of research and innovation and offers insight into opportunities on the horizon, particularly with new legislation at the federal level. In addition, this report shares year-end data on key metrics for the university's research enterprise for fiscal year (FY) 2022.

OVPRI: Who We Are and How We Engage
The Office of the Vice President for Research and Innovation (OVPRI) supports researchers and research infrastructure at the university:
- Enable research through funding opportunities, proposal ideation, teaming, and collaboration.
- Provide grants management by interfacing with sponsors for proposals, awards, and contracts, as well as financial management and closeouts.
- Manage core facilities including state-of-the-art research infrastructure and labs, which provide equipment and techniques to support researchers.
- Ensure research integrity such that the university and its employees abide by federal, state, and local laws and mandates. Research integrity includes Institutional Review Board (IRB) and Animal Welfare Services (AWS), as well as oversight of researcher financial and commitment conflicts of interest.
- Engage with external industry partners and philanthropic foundations who sponsor research, as well as oversight of disclosures and patents, licensing, economic development, and startups and spinouts.
- Provide enterprise business support across the UO involving research, as well as Human Resources and technical IT support.

OVPRI staff furthers university priorities and frequently engages with units external to the unit, including the president's research priorities, the Provost's Office and graduate division, colleges and departments, research institutes, Advancement, Finance and Administration, Information Services, and others.

Extraordinary Research Expenditures
The research awards and expenditures for the past fiscal year reflect the next wave of "impact" from the COVID-19 pandemic. In FY20 and FY21, faculty submitted a record number of proposals, as many pivoted to publication and grant development due to disruptions to research activity. Hence, researchers were extremely successful at securing external funds to support research during this period. As such, FY22 witnessed an increase in overall research expenditures (which had been depressed during research shutdown periods) and a related decrease in proposal submissions (as faculty focused on executing funded projects and generating new preliminary data for future submissions once research operations returned closer to "normal"). More robust data on awards, expenditures, and facilities and administrative returns are detailed later in this report.

What is less easily captured in these metrics are the stories of research achievements and impacts by the UO's outstanding research community, from undergraduate and graduate students through highly active researchers and faculty. Highlighted here are some exceptional achievements by our students, postdocs, and faculty:

1. **Early-career achievements**: A significant aspect of our mission in the OVPRI is to support new assistant professors in establishing themselves as independent researchers, through start-up commitments, outreach and training in developing competitive grant submissions, and building networks of collaborators. The number of prestigious early-career awards secured this year demonstrates the UO's ability to recruit and support stellar scholars poised to become leaders in their fields:
   a. Four faculty (Jayson Paulose, Physics; Ben Farr, Physics; Don Daniels, Linguistics; and Ram Durairajan, Computer and Information Science) secured NSF CAREER awards, the agency's most competitive early-career grant program.
   b. Three faculty (Dan Grimes, Biology; David Garcia, Biology; Marian Hettiaratchi, Knight Campus) received the NIH Maximizing Investigator's Research Award for Early-Stage Investigators.
   c. Two faculty (Parisa Hosseinzadeh and Calin Plesa, both Knight Campus) won the NIH Director's New Innovator Award.
   d. In addition, Isabel Milan (Women's, Gender, and Sexuality Studies) received the Woodrow William National Fellowship Foundation Career Enhancement Fellowship, Stilianos Louca (Biology) received the Simons Foundation Early Career Investigator Award, and Julia Widom (Chemistry and Biochemistry) received the American Heart Association Career Development Award.

2. **Career recognition honors**: One of the important metrics for AAU 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. Chuck Kimmel (Biology) was elected to the National Academy of Science.
   b. Paul Slovic (Psychology) received the 2022 Bower Award and Prize for Achievement in Science for his contributions to the field of decision science.
   c. Susan Sokolowski (Product Design) was elected to the National Academy of Inventors.
   d. Four faculty (Brendan Bohannan, Biology; Jon Erlandson, Anthropology; Mike Pluth, Chemistry and Biochemistry; and Lynn Stephen, Anthropology) were elected as fellows of the American Association for the Advancement of Science.

3. **Undergraduate experiences:** The OVPRI is committed to advancing student engagement and research through high-impact, mentored research experiences. The Undergraduate Research Opportunities Program (UROP) facilitates undergraduate research and creative scholarship in all the academic disciplines included in the UO's eight undergraduate schools and colleges. This program has a strong track record of engaging students underrepresented in research, typically recruiting cohorts with greater diversity than the overall UO undergraduate population. For example, in academic year 2021-22, 65% of UROP participants in natural science research projects identified as female; more than 37% of all participants identified as students of color. Undergraduate research is also facilitated through many summer programs, including a newly funded research experiences for undergraduates program, "Increasing Native American Perspectives in Field and Experimental Linguistics," which seeks to make STEM education more accessible to and inclusive of American Indian/Alaska Native students through research experiences in native language revitalization.

4. I**nnovation & economic development:** OVPRI launched the Women's Innovation Network (WIN), a nine-month program that helps UO faculty, graduate students, and entrepreneurs in

our community to overcome gender-based barriers and bring their research to market or to launch and sustain their businesses. WIN graduated its first cohort of 20 in June 2022 and is building a mentor network to support our innovation ecosystem. Eighty-eight percent of WIN mentors had not served in a formal mentoring role before. Innovation Partnership Services (IPS), OVPRI's unit responsible for accelerating the impact of UO innovation through licensing intellectual property and spinning out companies anchored by UO research innovations, provided training and monthly guidance to all mentors, which has the additional benefit of expanding the pool of qualified mentors for other programming. A potential program expansion into Portland, with strategic use of the UO Portland campus, furthers the UO's footprint and boosts WIN's potential to support change across the state. One of our female co-founders, Professor Emeritus Joan Hibbard, saw her UO research spinout, Insignia Health, acquired by Phreesia (New York Stock Exchange: PHR) last year. Her work in patient activation is now a standard in the healthcare industry.

Strategic Outlook

Given our diverse areas of faculty research excellence, combined with recent investments in the Ballmer Institute and Provost's Initiatives, the University of Oregon is poised to grow the research enterprise in the coming years. Federal funding for research (through basic science, applied, and mission-driven agencies) continues to grow under the Biden administration. Recent legislation, including the Infrastructure Bill, the CHIPS and Science Act and the Inflation Reduction Act offer immense new opportunities for significant research investment that align with UO research strengths.

Sponsored Project Revenue and Expenditures (FY22)

FY22 reached a new record in expenditures and awards, measured in both number and dollar value. Our expenditures increased to their highest level, and by that measure we have substantially recovered from the COVID-19 impact on research. For the coming year, proposals have dropped and may signal a decrease in awards; however, it is important to note that reduced proposal submission activity is a response to a very successful previous year.

The University of Oregon was awarded $221.4 million in sponsored projects in FY22. Excluding Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and COVID-19 related projects, $180 million was awarded — an increase of 4.4% ($7.5 million) over FY21. Most funding (73%) came from federal sources, including subawards also originating from federal sources. Approximately 44% of these federal funds are from the National Institutes of Health (NIH), 19% are from the National Science Foundation (NSF), 17% are from the Department of Education (USDE), and the remaining 20% are from other agencies. Seventy-one percent of the awarded funds were for research projects, 2% for instruction, and the remaining 27% were designated for other uses, such as public service.
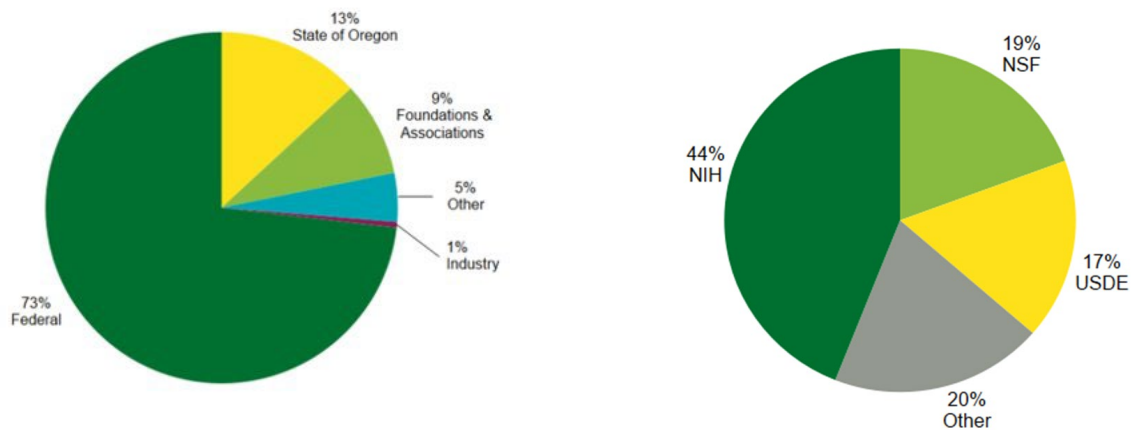
Figure on left shows FY22 funding sources and figure on right shows FY22 federal funding sources.

Non-COVID-19 related expenditures from sponsored projects grew to $153 million, a 12% increase over FY21. An additional $50.5 million in expenditures are attributed to CARES and COVID-19 related projects. Both research and other sponsored activities were up over FY21 by 16% and 3.7% respectively.

Some of this increase is attributable to a resumption of research activity after reducing or shutting down research activities due to the pandemic. More importantly, increasing expenditures are also attributable to the large number or awards received in FY21.

Research core facility recovery and growth.
FY22 revenue (internal and external) grew 28% over FY21 totals to just under $6 million. These values indicate that growth remains strong and that delays due to the pandemic did not fundamentally change the trajectory of growth in our core facility network overall. We expect to continue to see double-digit growth in revenue for FY23 and must prepare for the similarly expected increases in costs to ensure long-term sustainability and growth for the cores.

The University of Oregon recovered $28 million in facility and administrative (F&A) costs in FY22, an increase of 8%. The increased F&A cost recovery is in line with the increasing expenditures noted above. A proposal to adjust the federal F&A rate was submitted in FY21, with the expectation that the revised rate would be implemented in FY22. Due to delays in the review process by the federal government, a new rate has been delayed and we currently expect to implement new rates in late FY23.

Innovation Metrics
The UO saw a record innovation income of $10.3 million in FY22. UO ranked number 1 nationally in licensing according to Heartland Forward's "Research to Renewal: Advancing University Tech Transfer" report. There were 13 more disclosures than the previous year and UO innovators filed for 24 patents. UO research led to one startup company (NatureQuant) co-founded by Professor Chris Minson of Human Physiology. The UO continues to lead the nation in licensing volume anchored in its successful College of Education assessments and interventions reaching millions of students in tens of thousands of schools. The OVPRI is developing a strong pool of potential spinouts as noted in Table 1.

Spinout Name	Description	UO Research Unit
Aluna Learning	KinderTek- early math concepts taught through animal adventures	Center on Teaching and Learning, College of Education
KeyBiome	Developing a therapeutic for ulcerative colitis	Institute of Molecular Biology, OVPRI
Emerald Bioscience	Novel anti-microbial compounds for use as therapeutics against gastrointestinal infections	Institute of Molecular Biology, OVPRI
Evergreen Bioworks	TARDIS-high volume genetic line creation for research tool organisms	Institute for Ecology & Evolution, OVPRI
True Motif	Motivational Boost uses insights from human neuroscience to help clients engage with behavioral health services (perinatal version)	Center on Translational Neuroscience, Psychology
Open Home	Produce affordable, high-quality housing and deploy it where it is needed	College of Design

Table 1: Potential FY23 spinouts Anticipated spinouts launching in FY23 assisted by the UO's Mentor Network Catalyst that was funded by a US Economic Development Agency grant for the UO to build a robust innovation network and increase mentoring capacity.

As we begin the post-pandemic recovery the OVPRI staff continues to serve the research stakeholders and we anticipate FY23 will be another successful year. In the following Appendix are key metrics associated with this report.

Appendix
Figures Summarizing Key Sponsored Project Trends, FY22

Proposals, Awards & Expenditures from July 1st through June 30th of FY21 & FY22

FY22 EXCLUDING COVID-relief

FY22 Proposals

		% Change
Number of proposals	1,024	-20%
First year budget proposed	$ 193,423,006	-21%
Total budget proposed	$ 537,055,268	-18%

FY22 Awards

		% Change
Number of awards	671	11%
Award budget	$ 180,042,486	4%

FY22 Expenditures

Expenditures	Federal	non-Federal	Total	% Change
Instruction	2,848,650	544,626	3,393,276	13%
Organized Research	96,661,513	8,199,136	104,860,650	16%
Other Sponsored Activity	17,877,075	26,842,681	44,719,757	3%
Total	**117,387,239**	**35,586,443**	**152,973,682**	**12%**

FY22 Facilities & Administrative (F&A)

		% Change
Collected Year-To-Date	$ 28,009,841	8%
Projected	$ 28,475,000	0%

COVID-relief Expenditures Excluded Above

Covid Expenditures	Federal	non-Federal	Total
Instruction	0	0	-
Organized Research	0	0	-
Other Sponsored Activity	50,016,573	538,548	50,555,121
Total	**50,016,573**	**538,548**	**50,555,121**

FY21 EXCLUDING COVID-relief

FY21 Proposals

Number of proposals	1,275
First year budget proposed	$ 243,558,165
Total budget proposed	$ 656,365,112

FY21 Awards

Number of awards	602
Award budget	$ 172,498,084

FY21 Expenditures

Expenditures	Federal	non-Federal	Total
Instruction	2,701,848	302,442	3,004,290
Organized Research	81,797,518	8,623,649	90,421,167
Other Sponsored Activity	18,610,879	24,799,900	43,410,779
Total	**103,110,244**	**33,725,991**	**136,836,235**

FY21 Facilities & Administrative (F&A)

Collected Year-To-Date	$ 25,891,375
Projected	$ -

COVID-relief Expenditures Excluded Above

Covid Expenditures	Federal	non-Federal	Total
Instruction	0	0	-
Organized Research	0	0	-
Other Sponsored Activity	35,319,539	159,480	35,479,020
Total	**35,319,539**	**159,480**	**35,479,020**

Figure 1: Sponsored Projects Metrics Dashboard for FY22 (excludes COVID-19 related activities)

Description	FY22	% change from previous year
Number of Proposals Submitted	1024	-20%
Dollar Amounts of Proposals Submitted	$193.4 million	-20%
Number of Awards	671	11%
Value of Authorized Spending	$180.0 million	4%
Total Expenditures	$153.0 million	12%
Total Research Expenditures	$104.9 million	16%
F&A Recovered	$28.0 million	3%

Figure 2: Summary of Key Metrics (excludes COVID-19 related activities)
Summary of FY22 performance, excluding COVID-related funds as shown in the dashboard in Figure 1.
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.
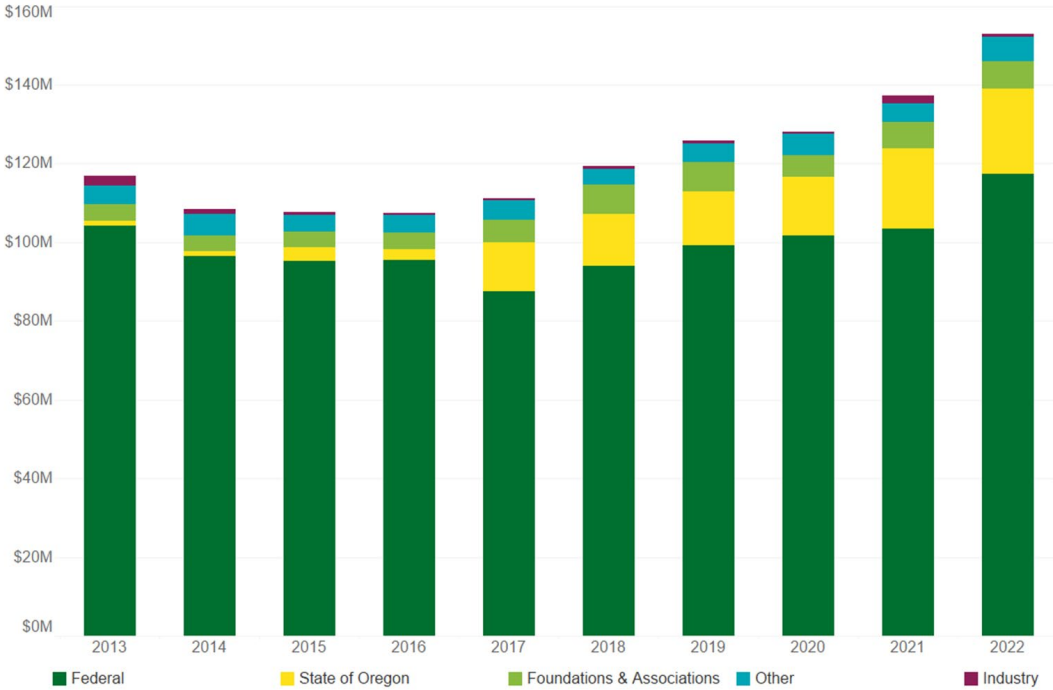
Figure 3: FY13-FY22 Total Sponsored Project Expenditures (in millions of dollars)
This figure summarizes the total amount of sponsored project expenditures between FY2013-2022. This
includes expenditures for organized research, instruction, and other sponsored activities. COVID-19
related expenditures are excluded.
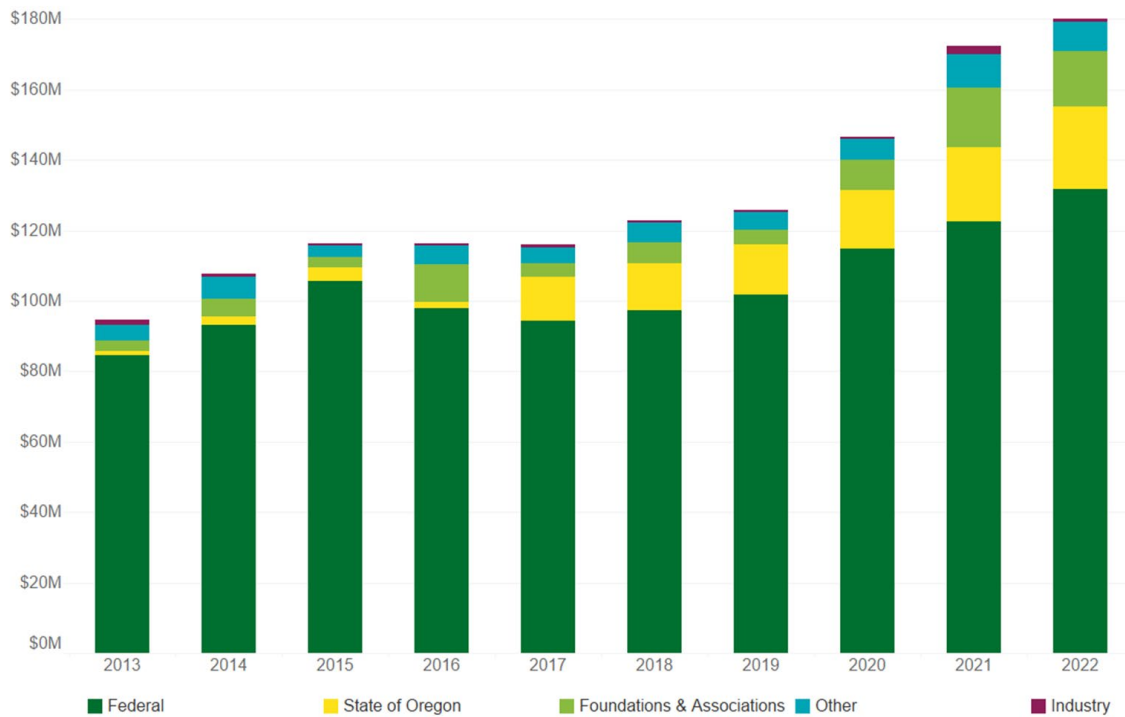
Figure 4: FY13-FY22 Awards Received (in millions of dollars)
This figure summarizes awards data during the past 10 years. This includes awards for organized research, instruction, and other sponsored activities. COVID-19 related awards are excluded.

FY22 Innovation Metrics	
Description	**FY22**
Licensing revenue	$10.3 million
National licensing ranking (# of licenses)	#1
Innovations disclosed*	54
Patent filings	24
Total # of active startups	32
Startups launched in FY22	1

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.

UO Research and Innovation

Anshuman Razdan "AR"

September 15, 2022

UNIVERSITY OF OREGON | **Office of the Vice President for Research and Innovation**

1

My Journey to O

- **Early Influence:** Grew up in India on an ag campus. *Learning from Living* - from my father in making socio-economic impact as a university faculty and administrator

- **My Dream:** Mechanical engineer in the U.S. and work for a Big 3 auto company

- **What Happened:** Fell in love with computer graphics in grad school (1980s)

- **Industry:** Motorola and others, left → PhD in computer science (1995)

- **Academic and Research:** 20 years at ASU
  - Three interdisciplinary centers, served as Associate Dean of Research and Global Engagement
  - Successful research career: ~$40M in grant funding (PI/Co-I), 4 patents, 1 spinoff, and 1 startup

- **Research Administration:** University of Delaware AVP Research Development (2016-2022)

- **VPRI:** Joined UO in July 2022

Office of the Vice President for Research and Innovation

2

Approach to Research

- **Think big and broadly**

  Setting big (and) strategic goals is important for the institution

- **Impact community — socially and economically**

  Locally, regionally and globally

- **Act collaboratively**

  Within and across organizations

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OVPRI Mission

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

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4

OVPRI: Who We Are and How We Engage

Enabling Research
- Funding opportunities, proposal ideation, teaming, and collaboration
- University contributions, seed grants and UG research

Grants Management
- Interface with sponsors for proposals, awards, and contracts
- Financial management and closeouts

Core Facilities
- State-of-the-art shared research infrastructure and labs
- New equipment and techniques to support researchers

- President's Research Priorities
- Provost Office & Graduate Division
- Colleges & Departments
- Research Institutes
- Advancement
- Finance, Information Services & others

Research Integrity
- Abiding by federal, state, and local laws and mandates
- Research integrity, IRB, AWS, financial and commitment conflicts of researchers

External Engagement
- Industry sponsored research and engagement
- Disclosures and patents, licensing, economic development, startups and spinouts

Business Support
- Enterprise business support across the UO involving research
- Human resources and Technical IT support

- Federal and state agencies
- Industry & business organizations
- Foundations supporting research
- Philanthropic gifts & donors
- Nonprofits & other higher education
- Community engagement

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5

From Ideation to Research and Beyond!

Knowledge, Discovery, and Innovation

Impacts
- Research
- Students
- Institutional
- Social & Economic

Community and industry engagement for translational research – licensing, spinouts, and new ventures

Research awards, grants, and honors

Ideation and teaming using UO strengths

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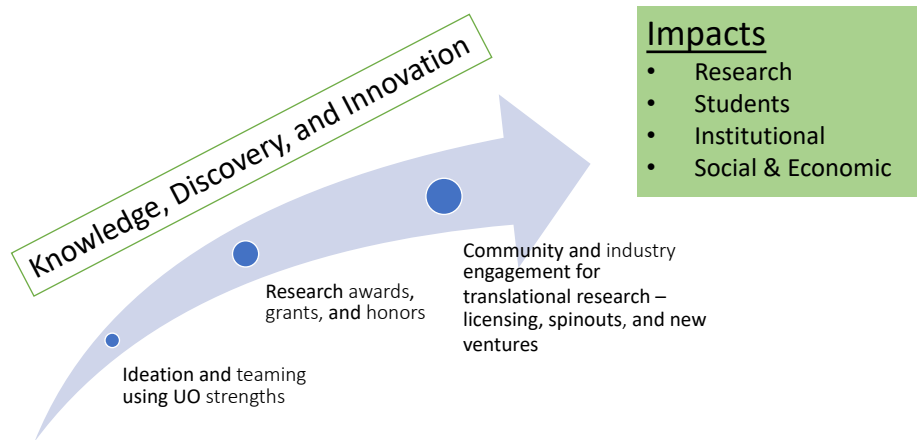
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Research Impact

Early Career Faculty Achievements
- NSF CAREER awards
  - Paulose and Farr (Physics), Daniels (Linguistics) and Durairajan (CIS).
- NIH early-stage investigator awards
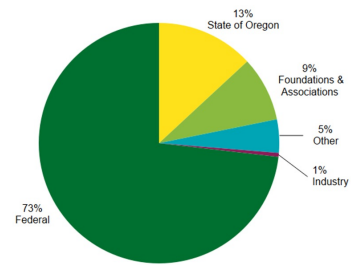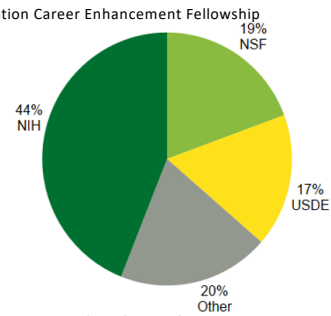 - Grimes and Garcia (Biology) and Hettiaratchi (Knight Campus)
- NIH's Director's New Innovator Award
  - Hosseinzadeh and Calin Plesa (Knight Campus)
- Other notables
  - Isabel Milan (Women's, Gender, and Sexuality Studies) - Woodrow William National Fellowship Foundation Career Enhancement Fellowship
  - Stilianos Louca (Biology) - Simons Foundation Early Career Investigator Award
  - Julia Widom (Chemistry and Biochemistry) - American Heart Association Career Development Award

Faculty Honors
- Chuck Kimmel elected to National Academy of Sciences
- Paul Slovic received the Bower Award
- Susan Sokolowski elected to National Academy of Inventors
- Brendan Bohannan, Jon Erlandson, Mike Pluth, and Lynn Stephen elected to AAAS

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13% State of Oregon
9% Foundations & Associations
5% Other
1% Industry
73% Federal

FY22 Funding Sources

19% NSF
44% NIH
17% USDE
20% Other

FY22 Federal Funding Sources

7

UO Students Making an Impact

Drew McLaughlin
- BA (UO 2017) in Linguistics, MA (2019), PhD (2022) from Washington University in St. Louis
- UO mentor, Melissa Baese-Berk, credits McLaughlin's UG Research Fellowship as life-changing
- Now a post-doc at Basque Center on Cognition, Brain, and Language in Spain. Her research examines the perception of accented speech.

Theodore LaGrow
- 2016 Presidential UG Research Scholar
- BS (2017), Applied Mathematics and Computer and Information Science
- MS (2019), MBA (2022), PhD (2022) from Georgia Tech
- Co-Founder/Director of R&D at Insight Optics, an Atlanta startup that works to improve eye care.

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Institutional Impacts

- **Notable Higher Ed Research and Development (HERD) rankings:**
  - **#7** in federally funded psychology research
  - **#18** in federally funded education research
  - **#25** in federally funded non-science and engineering research

- Leslie Leve and Monte Westerfield recognized by Portland Business Journal for their significant NIH funding

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Social and Economic Impact

- UO Ranked #1 nationally in licensing*
- 2023 spinout potentials:

Spinout Name	Description	UO Research Unit
Aluna Learning	KinderTek- early math concepts taught through animal adventures	Center on Teaching and Learning, College of Education
KeyBiome	Developing a therapeutic for ulcerative colitis	Institute of Molecular Biology, OVPRI
Emerald Bioscience	Novel anti-microbial compounds for use as therapeutics against gastrointestinal infections	Institute of Molecular Biology, OVPRI
Evergreen Bioworks	TARDIS-high volume genetic line creation for research tool organisms	Institute for Ecology & Evolution, OVPRI
True Motif	Motivational Boost uses insights from human neuroscience to help clients engage with behavioral health services (perinatal version)	Center on Translational Neuroscience, Psychology
Open Home	Produce affordable, high-quality housing and deploy it where it is needed	College of Design

*Source: Heartland Forward's "Research to Renewal: Advancing University Tech Transfer" report

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AroundtheO

Academics & Research | Campus News | Student Life | Workplace | Oregon Quarterly

UO startup is purchased by health care software company

January 23, 2022 - 8:00am   Twitter   Facebook

A UO health care startup launched to improve health outcomes for patients has been acquired by Phreesia, a publicly owned company that automates and manages patient intake.

Insignia Health uses a copyrighted and trademarked tool known as the Patient Activation Measure, developed by a team of researchers led by UO professor emerita Judith Hibbard. The research was part of Hibbard's decades-long work to bring patients' needs and participation to the forefront of health care.
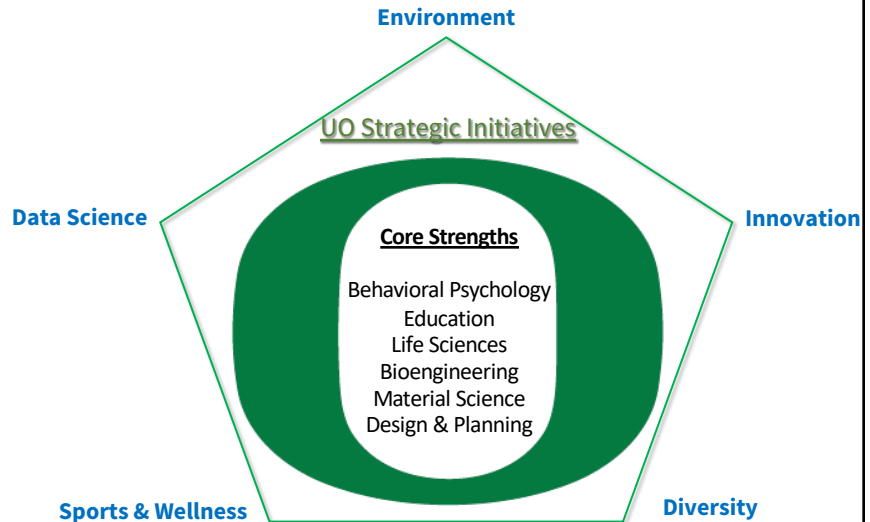
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Looking to the Future

- Infrastructure Bill (Fall 2021)
- CHIPS and Science Act (2022)
- Inflation Reduction Act (2022)
- Increased funding for NIH, NSF, DOE, and other agencies.

- EDA Build Back Better Regional challenges – Mass Timber Coalition
- NSF Regional Innovation Engines
- Education – UO competitive if a call for new IES research center
- National Quantum Initiative
- Hydrogen Hub (Pacific) and other renewable energy research
- Climate change – regulatory and policy

Environment

UO Strategic Initiatives

Data Science

Innovation

Core Strengths

Behavioral Psychology
Education
Life Sciences
Bioengineering
Material Science
Design & Planning

Sports & Wellness

Diversity

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EDA Build Back Better: Forthcoming UO Projects

- Oregon Acoustic Research Lab (VPRI – COD Faculty)
  - Project costs: $18,750,000, EDA request: $14,596,800
  - Cost sharing: $4,153,200: UO, HIOP: $403,200 UIRF: $3,750,000
  - Collaboration with Port of Portland – Terminal 2

- Mass Timber Prefabricated Panels for Affordable Housing Prototype Development (Judith Sheine)
  - Project costs: $2,500,000, Total EDA: $2,000,000
  - Cost sharing: $500,000
  - UIRF: $279,000, OVPRI: $141,720 and UO College of Design: $79,280

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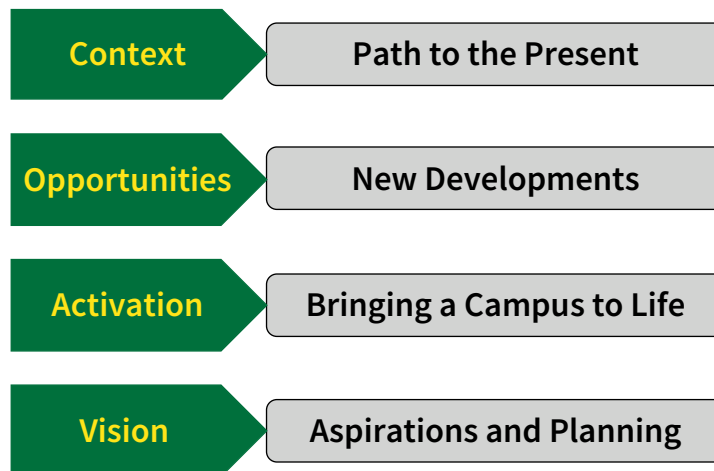**PAGE INTENTIONALLY LEFT BLANK**

Agenda Item #6

UO Portland Overview

1

Topics for Today

Context	Path to the Present
Opportunities	New Developments
Activation	Bringing a Campus to Life
Vision	Aspirations and Planning

2

Path to the Present

Downtown Portland in the 1930s

- The University of Oregon has a long history in Portland that started in the 1880s when the law school first opened.

- The UO has had academic and research programs in the region ever since.

- The UO has long-established connections to alumni, donors, government officials, business, non-profits and community organizations.

- A five-year vision for UO Portland was created in 2016.

3

UO Portland Vision

In the fall of 2016, a vision was developed for UO Portland. It was written as a series of "bridges," because Portland is known as "Bridgetown," and because our vision spans diverse opportunities, inter-disciplinary study, and partnerships, as well as innovative and impactful research and teaching. The connections between people, ideas, and innovations are described as a series of bridges that promote movement in both directions.

Learning ⟷ *Doing*

Students ⟷ *Alumni*

Inquiry ⟷ *Impact*

University ⟷ *Community*

Portland ⟷ *The World*

EUG ⟷ *PDX*

4

New Developments

- Portland Internship Experience

- School of Journalism and Communication -- Master's in Immersive Media Communication

- College of Education -- Master's in School Psychology

- The Ballmer Institute for Children's Behavioral Health

- Northeast Portland Campus

Portland Internship Experience 2022

5

Bringing a Campus to Life

Library

Information Technology

Buildings & Systems Management

Student Support

Advancement, Community & Comms

Events

Housing & Dining

Safety & Risk Services

White Stag & Naito

Space programming with architectural firm

6

Aspirations and Planning

The 100-Year Campus

7

Aspirational Goals from Portland Visioning Retreat

1 Re-imagine our model for the academy centered in societal challenges.

2 Create a global innovation hub to catalyze entrepreneurial problem solving.

3 Center institutional mission on community. Listen to what is needed, conduct mutually beneficial research that supports and enhances, and provide access and opportunity to life-long learning for all.

4 Be a university that is embedded in a neighborhood. Understand the history and together we will create relationships that honor and build upon that history; be engaged, listen and give back.

5 "The PDX-Factor" – leverage the uniqueness of Portland to develop new opportunities, such as internship and outreach/bridge programs and partnerships focused on local issues.

6 Ballmer first – create a new profession and be a national leader in children's behavioral health.

7 Ensure high-quality services that create belonging and support student success, retention and graduation.

8 Build world-class infrastructure that is well-coordinated, scalable and inclusive.

8

Portland Visioning Retreat – July 2022

Next Steps

Questions?

9

Agenda Item #7

Ballmer Institute

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**"Not everything that is faced can be changed
But nothing can be changed until it is faced."**

- James Baldwin

1

A Bold Vision for Workforce Innovation

Create a new profession that meets the behavioral health needs and improves the lives of children and adolescents.

A Larger Workforce

Child behavioral health specialists are bachelor-level professionals who promote the behavioral health and wellness of children and adolescents across identities and abilities, from a variety of family structures and backgrounds, in schools, public health, and other health care settings.

A Workforce for Promotion & Prevention

Promotion includes managing emotions and stress, developing positive interpersonal relationships and social media habits, responsible decision-making, and goal setting.

Prevention involves the early detection of the development of behavioral health problems in children and adolescents and implementing evidence-based individual, family, or group interventions to alleviate problems before they become severe.

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2

Addressing the Challenge of Behavioral Health Risk

Ballmer Institute CBHS Workforce

20% of children between Kindergarten and the 12th grade will have a mental health condition this year, such as depression, anxiety, substance abuse, or attention deficit.

10% will have several early symptoms of a mental health condition – "pre-depression" or "pre-substance abuse"

70% of children and adolescents will have, on average, 1.5 symptoms of a mental health condition, or a "normal" amount of behavioral risk

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3

An Undergraduate Program in Child Behavioral Health

20+ new courses drafted by faculty and wending their way through the university governance process

6 course series centering on diversity, equity, and inclusion developed, in partnership, with local culturally-specific organizations

Over 700 hours of supervised practice training in schools, community and healthcare settings

Applied practice training opportunities in the Portland Public, Parkrose, and David Douglas Schools

A world-class faculty to support the Institute

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4

A Graduate Course Sequence in Child Behavioral Health for Educators

3 course sequence that provides educators with knowledge and skills they can apply immediately in their classrooms

Evidence-based practices in self-regulation, trauma-based support, and healthy relationships

90 educators enrolling from across Lane and Multnomah Counties at no direct cost to the educator

Supporting a culture of behavioral health knowledge and support across classrooms, buildings, and districts

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5

Co-Creation through Outreach
(Partial list of Stakeholder/Partner Meetings)

Educational Institutions/Schools
- Portland Public Schools
- Superintendents for Lane ESD, Bethel, Springfield, and Eugene 4J
- Parkrose Schools
- David Douglas Schools
- Clackamas Community College
- Mount Hood Community College
- Portland Community College
- Serendipity Center
- PSU School of Social Work
- The Muslim Education Trust
- OHSU Pediatrics and Psychiatry
- Kairos PDX

Faculty Curriculum Development Team Guest Speakers
- OHSU School of Nursing
- Children's Institute
- Portland Public Schools, Student Success and Health Department
- Muscogee County (GA) Schools Prevention Services
- Northwest Portland Area Indian Health Board
- Teacher Standards and Practices Commission
- UO Autism Advocacy Group
- HEDCO Institute

Health/Research/Community Organizations
- Behavioral Health for Multnomah County
- OYEN Emotional Wellness Center
- Edvance Life Skills
- Oregon Research Institute
- Unity Center for Behavioral Health at Legacy Emanual
- Lines for Life
- Multnomah Youth Commission
- Concordia Neighborhood Association
- Adelante Mujeres
- Asian Pacific American Network of Oregon
- Coalition of Communities of Color
- Black Parenting Initiative

Professional Groups/Societies
- Oregon School Psychology Association
- Oregon Association of Social Workers
- Council of Oregon School Administrators (COSA)
- International Dyslexia Association – Oregon Branch
- Oregon School Counseling Association
- Oregon Education Association
- American Psychological Association

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The Scale of the Work

$425 Million

Gift from Connie and Steve Ballmer

Year One	Year Three	Year Five
- 90 graduate students enrolled in the certificate program - Recruiting 50 sophomores for fall 2023 in Portland - Hiring 4 tenure-related faculty and 6 clinical professors (est.) - Hire a permanent executive director - Move to new campus Summer '23 - Clinical training partnership plan developed with PPS, Parkrose, and David Douglas	- 200 graduate students enrolled in the certificate program - 150 CBH students in Portland (100 juniors and 50 seniors) - 400 CBH lower division students in Eugene - Hired remaining 6 tenure-related faculty and 9 clinical professors - Service delivery programs are serving children in PPS, Parkrose, and David Douglas - State licensure pathway established	- 300 graduate students enrolled in the certificate program - 150 graduates entering the workforce - 800 CBH students across Eugene and Portland campuses - Externally funded research and outreach programs established - Service delivery programs expand across Oregon - National accreditor identified - Planning under way for additional graduate programs

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7

"When we act together, all children can thrive, but we have to address the systemic racial and geographic disparities as we do so to make sure that everyone has the opportunity to reach their full potential and live their best life."

- Jenifer Wagley, Executive Director of Our Children Oregon

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