

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; annual report on student enrollment and financial aid; changes to the student conduct code, updates and overviews from the School of Music and Dance and the university's accreditation process; and consideration of a new bachelor degree in Environmental Design.

The meeting will occur as follows:

Monday, December 5 at 1:15 p.m. Pacific Time

Ford Alumni Center, Giustina Ballroom

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

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

BOARD OF TRUSTEES

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

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

Board of Trustees | Academic and Student Affairs Committee
Public Meeting | December 5, 2022 | 1:15 p.m.
Ford Alumni Center Ballroom | Eugene Campus

Convene

- Call to order, roll call

- 1. Provost's Report.** Janet Woodruff-Borden, Acting Provost and Executive Vice President.
- 2. School/College in Focus: School of Music and Dance.** Sabrina Madison-Cannon, Dean, School of Music and Dance.
- 3. Annual Report on Student Enrollment and Financial Aid.** Roger Thompson, Vice President for Student Services and Enrollment Management, and Jim Brooks, Associate Vice President for Student Services and Enrollment Management and Director of Financial Aid and Scholarships
- 4. Student Code of Conduct Changes (Action).** Marcus Langford, Dean of Students; Dianne Tanjuaquio, Associate Dean of Students.
- 5. University Accreditation Overview.** Ron Bramhall, Associate Vice Provost for Academic Affairs.
- 6. Program Approval (Action).** BA/BS in Environmental Design. Adrian Parr, Dean, College of Design; Rich Margerum, Professor of Planning, Public Policy, and Management, Associate Dean for Faculty and Academic Affairs.

Meeting Adjourns

Agenda Item #1

Provost's Report

***No Written Materials associated with this section**

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Agenda Item #2

School of Music and Dance



UNIVERSITY OF OREGON

THERE'S ROOM TO PLAY AT THE
UNIVERSITY OF OREGON



SCHOOL OF MUSIC AND DANCE

Board of Trustees Meeting

December 5, 2022




UNIVERSITY OF OREGON School of Music and Dance

1

Who we are...

- ▶ Mission:
 - ▶ **The University of Oregon School of Music and Dance has a threefold mission:**
 - ▶ **To identify and attract** a diverse pool of the highest level of dedicated and striving musicians, dancers, and scholars and assist them in reaching their full potential;
 - ▶ **To enrich students' lives** with the arts of music and dance, offering a dynamic curriculum for those seeking a robust liberal arts education;
 - ▶ **To serve as an educational and cultural resource** for the University of Oregon, the local community, and the state of Oregon.



2

What we aspire to...

▶ Vision:

▶ Our teaching is engaged, inclusive, and research-led

- ▶ We look to cultivate a synergy between academic and creative pursuits.

▶ We welcome risk-takers

- ▶ We strive to experiment and invest in new creations while critically examining existing work.



3

What we aspire to...

▶ Vision:

▶ We look for opportunities:

- ▶ **To share** music-dance knowledge
- ▶ **To value all lived experience**, all forms of education, and all fields of study that inform our artistic pursuits.
- ▶ **To build and maintain a supportive environment** so that our musicians and dancers feel safe to explore and flourish.



4

What we aspire to...

▶ Vision:

▶ **The community is our classroom.**

- ▶ Our area is full of off-campus arts organizations, performance venues, and creative opportunities, connecting student artists with the skills and information they need to effect positive change within their communities and move the fields of music and dance forward.



5

We have...

▶ **Faculty**

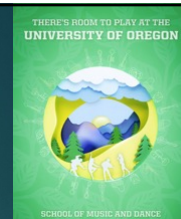
- ▶ 56 Full-time
- ▶ 12 Part-time
- ▶ 71 Graduate Employees

▶ **Staff**

- ▶ 33

▶ **Students** – Fall '22

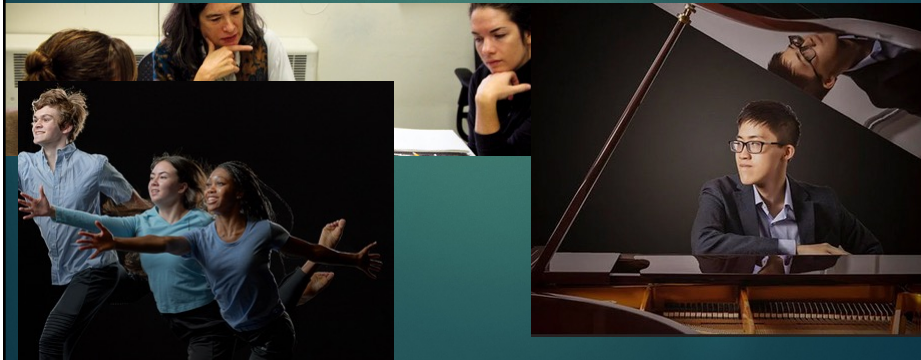
- ▶ 835 (undergrad, grad, minors)



6

We have...

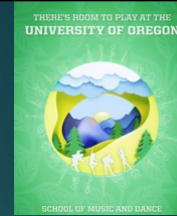
- ▶ Three Departments
 - ▶ Academic Music
 - ▶ Dance
 - ▶ Music Performance



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How we're organized...

- ▶ Department of Academic Music:
 - ▶ Composition
 - ▶ Music Education
 - ▶ Music Technology
 - ▶ Music Theory
 - ▶ Musicology and Ethnomusicology



*Degrees offered: BA/BS, BM, BMME, MA, MM, PhD

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How we're organized...

- ▶ Department of Dance:
 - ▶ Liberal Arts
 - ▶ Performance
 - ▶ Teaching Certificate



*Degrees offered: BA/BS, BFA, Cert. (MFA on pause)



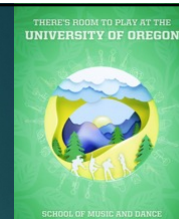
9

How we're organized...

- ▶ Department of Music Performance:
 - ▶ Brass
 - ▶ Conducting
 - ▶ Jazz Studies
 - ▶ Keyboard
 - ▶ Percussion
 - ▶ Popular Music
 - ▶ Strings
 - ▶ Voice, choral and opera
 - ▶ Woodwinds



*Degrees offered: BA/BS, BM, MM, Cert., DMA



10

What we're proud of...

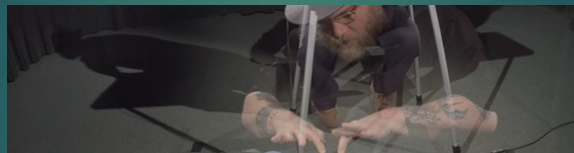
- ▶ Recent Unit Accomplishments (just a few):
 - ▶ Launched a new BFA in dance program – in year 2



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What we're proud of...

- ▶ Recent Unit Accomplishments (just a few):
 - ▶ Proposed a new PhD in Data Driven Instruments

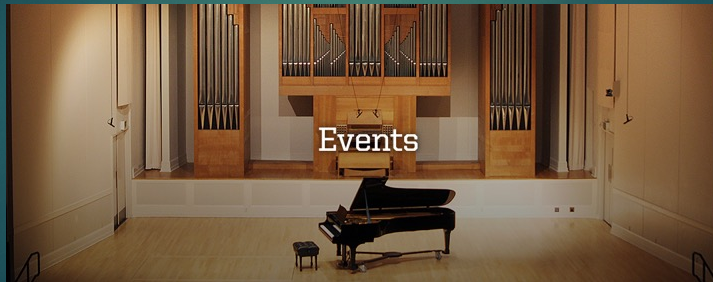
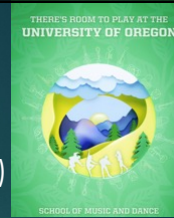


* Recruiting in process...

12

What we're proud of...

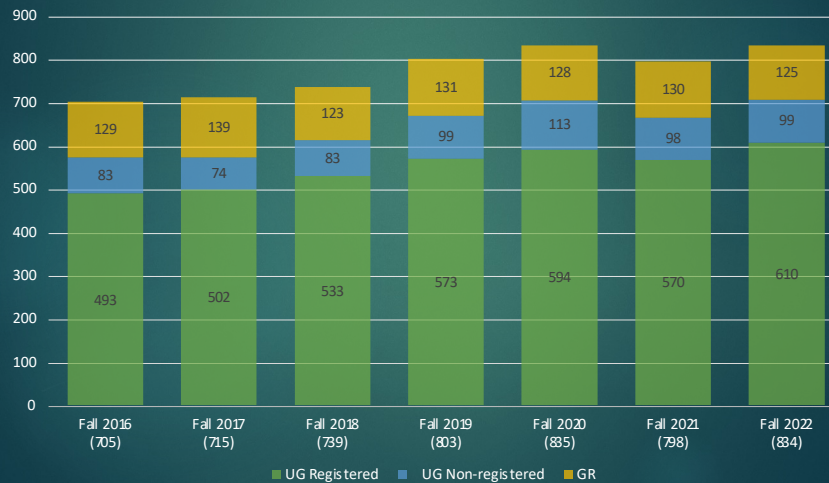
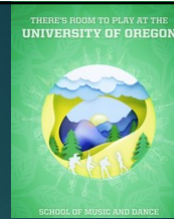
- ▶ Recent Unit Accomplishments (Post-Covid)
 - Back to scheduling over 300 events per year



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What we're proud of...

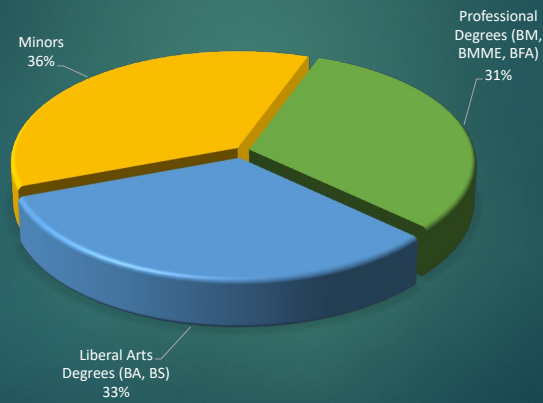
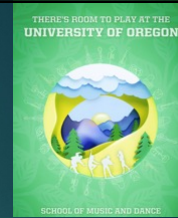
- ▶ Maintained Steady Enrollment



14

What we're proud of...

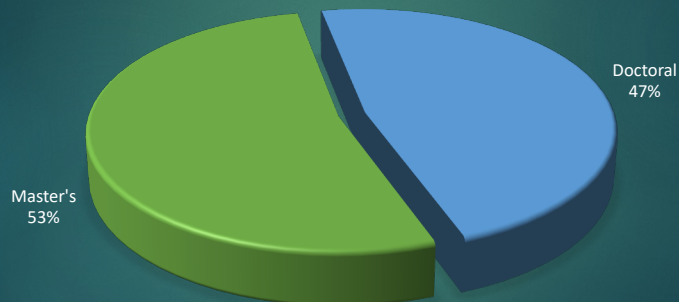
► Undergraduate Breakdown:



15

What we're proud of...

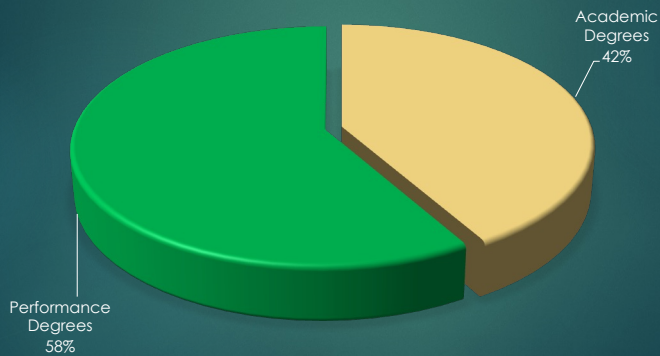
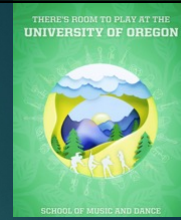
► Graduate Breakdown:



16

What we're proud of...

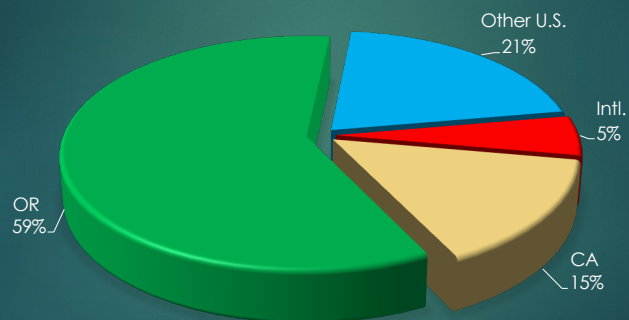
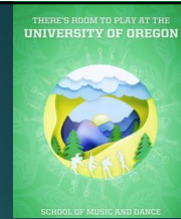
► Graduate Area Breakdown:



17

What we're proud of...

► Where we come from:

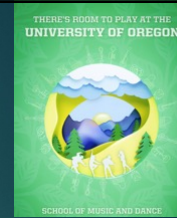


18

What we're proud of...

▶ Additional Unit Accomplishments

- ▶ Music Education – placement rate near 100%



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What we're proud of...

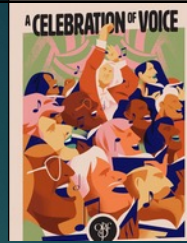
▶ Additional Unit Accomplishments

- ▶ Community Music



20

What we're proud of...



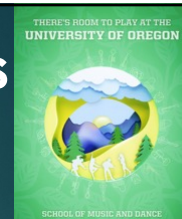
- Integrated Oregon Bach Festival into SOMD
 - Operations – budget, communications, production, development (in progress)
 - Programming
 - Chamber Music @ Beall
 - New position created

Associate Director of Performance Practice and Instrumental Programs.

- Teaches SOMD courses in HPP
- Supports OBF programs including Berwick Academy & Organ Academy
- Serves as the Director of Musicking Conference

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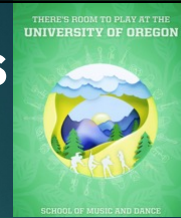
Updates/Accomplishments



- ▶ Ended FY '22 with a surplus!
- ▶ Hosted NASM site-visit
 - ▶ Submitted optional response
 - ▶ Received NASM Commission Report
 - ▶ Follow-up submission needed regarding
 - ▶ Internal Governance Policies completion
 - ▶ Facilities concerns

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Updates/Accomplishments



Activity:

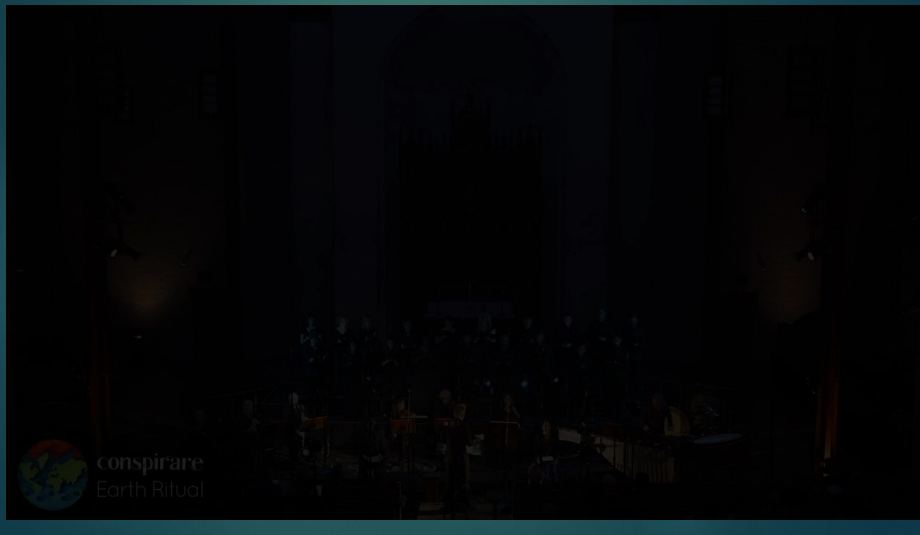
▶ Academic Department Faculty:

- ▶ **34 publications** (books, journal articles, chapters, etc.)
 - ▶ Books: 7
 - ▶ Articles, Chapters: 27
- ▶ **60 presentations** (national and international)
 - ▶ National: 39
 - ▶ International: 21
- ▶ **25 performances and recordings** (Music Composition and Music Technology)
 - ▶ National: 16
 - ▶ International: 9
- ▶ **35 Grants/Awards** (incl. NSF ASL pilot grant)

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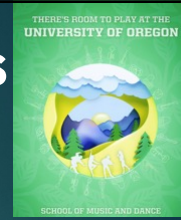
Earth Ritual: Scene 3, "Hail, One Life!"

Composer – Robert Kyr



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Updates/Accomplishments



Activity:

▶ Performance Department Faculty:

▶ 527 Performances

- ▶ 486 – National Performances
- ▶ 41 – International Performances

▶ 25 – Commercial Recordings Releases

▶ 38 – Conference Presentations

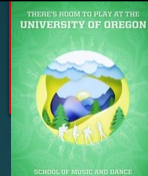
▶ 156 – Masterclasses (National and International)

▶ 12 – Publications (books and journal articles)

25

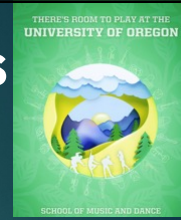
Dennis Llinás
Conductor

The Planets (1914-17)
Composer – Gustav Holst



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Updates/Accomplishments



Activity:

▶ Dance Department Faculty:

- ▶ **20 Choreography/Compositions** (Regional and National)
- ▶ **10 Performances** (Regional and National)
- ▶ **6 Presentations** (National)

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... and not faint

Choreography: Hannah Victoria Thomas



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Faculty/Staff Introductions



Keith Brown
Assistant Professor of Jazz and
Contemporary Piano

MM University of Tennessee

Faculty/Staff Introductions



Jesús Ramos-Kittrell
Assistant Professor of
Musicology

PhD University of Texas - Austin

Faculty/Staff Introductions



Mikio (Miki) Sasaki
Assistant Professor of Trumpet

DMA University of Texas - Austin

Faculty/Staff Introductions

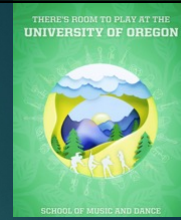


Gustavo Castro
Vocal Coach and Accompanist

DMA University of Texas - Austin

2022-23 Faculty Searches

- ▶ Assistant Professor of Piano
- ▶ Assistant Professor of Violin
- ▶ Assistant Professor and Director of Jazz Studies



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Goals and Aspirations...

- ▶ Refine Governance/Faculty Workload Policies
- ▶ Clarify SOMD Values and Guiding Principles
- ▶ More Meaningful Engagement
 - ▶ Community Arts Partners
 - ▶ Alumni
 - ▶ Campus
- ▶ Launch SOMD Scholarship Fundraising Campaign
- ▶ Pursue Feasibility of New Performance Hall



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Our Biggest Challenges...

- Lack of student support
 - Scholarships
- Facilities limitations
- Recruiting a diverse student population



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Our Pride and Joy...

- SOMD Students...

<https://vimeo.com/762323694/663a12890b>



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Questions?



Agenda Item #3

Annual Report on Student Enrollment and Financial Aid

The 2022 Freshman Class

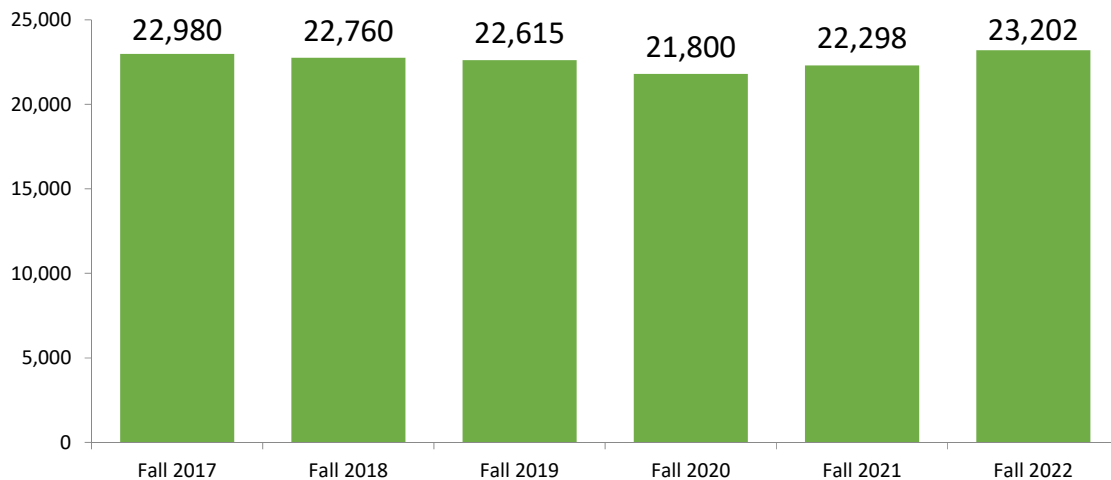
Student Services and Enrollment Management

Roger J. Thompson
SSEM Vice President

Jim Brooks
SSEM Senior Associate Vice President, Director of Financial Aid and Scholarships

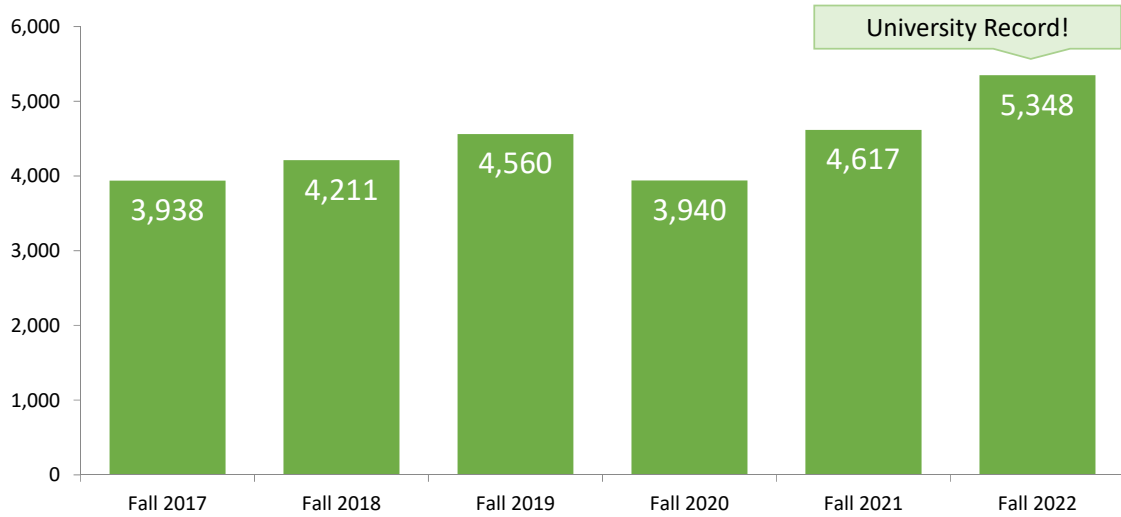


Total University Enrollment



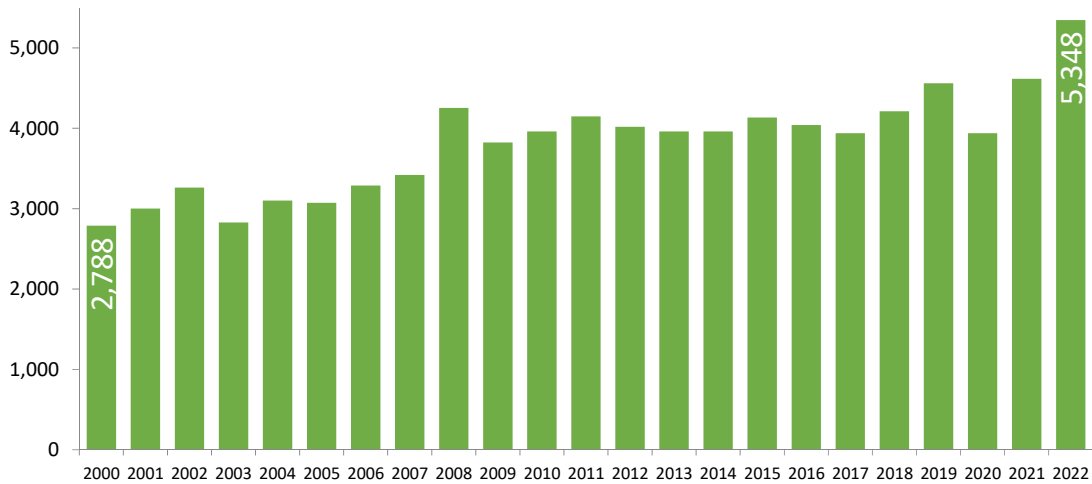
Fall fourth week census. Includes graduate enrollment.
UO SSEM Research and Assessment, 11/9/2022

New Entering Freshman—Class Size



Fall fourth week census. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

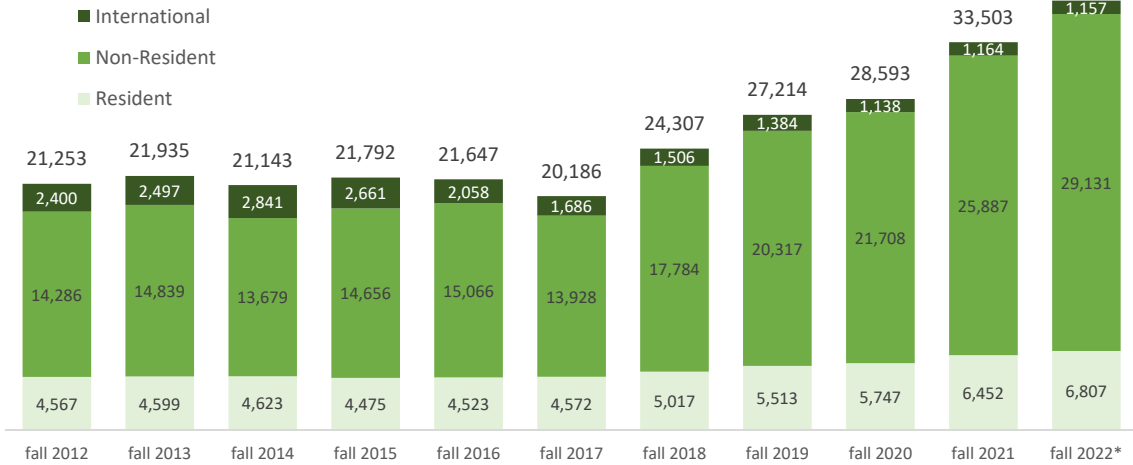
New Entering Freshman—Class Size



Fall fourth week census. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

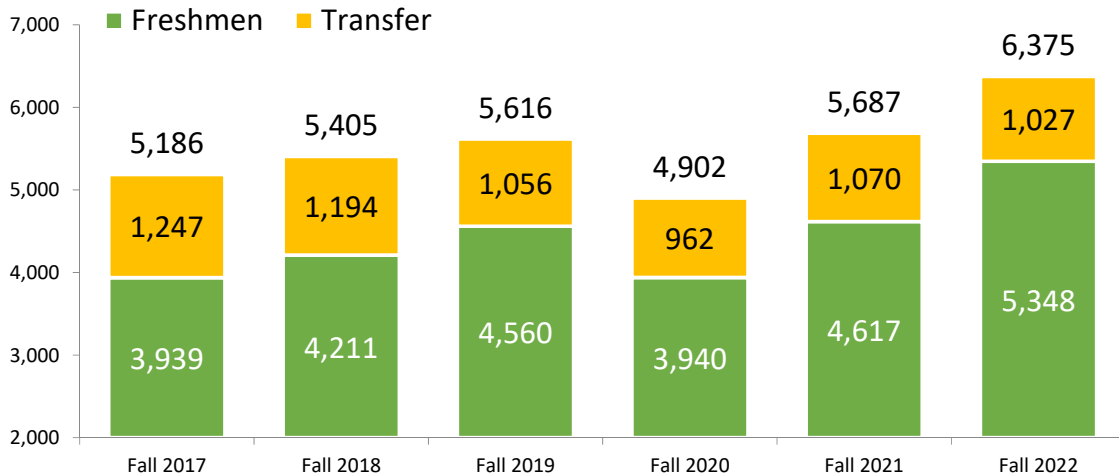
Freshman Application Growth

by Residency, Fall 2012 to Fall 2022



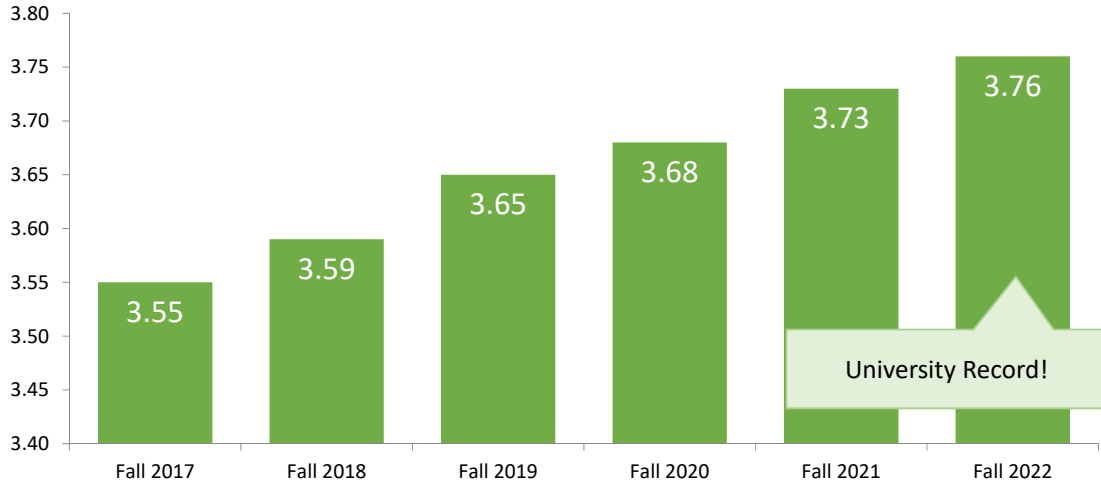
*Fourth week data for all cycles.
 Uses production data for many terms which may differ slightly from census data.
 Source: SSEM Research and Assessment

New Undergraduate Students—Class Size



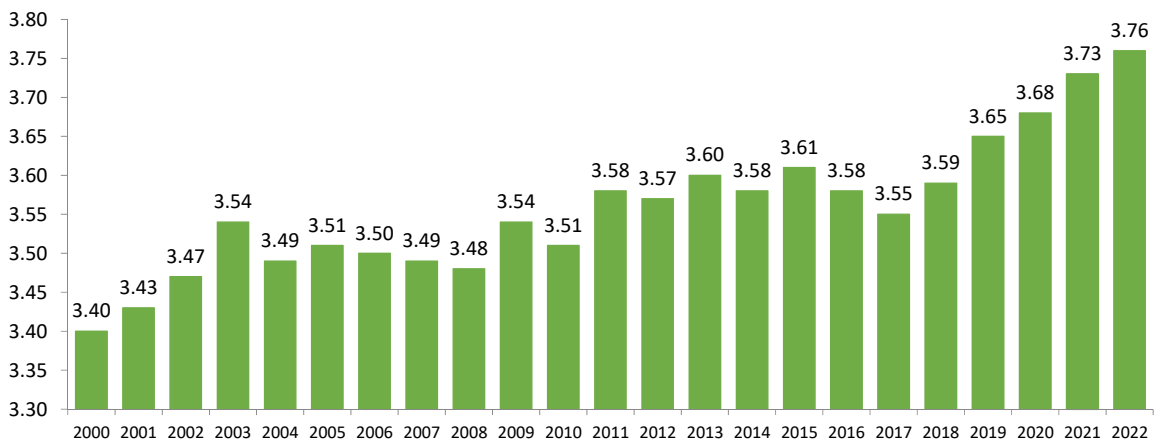
Fall fourth week census.
 Includes fall and summer freshman starts. Transfer includes exchange.
 UO SSEM Research and Assessment, 11/9/2022

New Entering Freshman: High School GPA



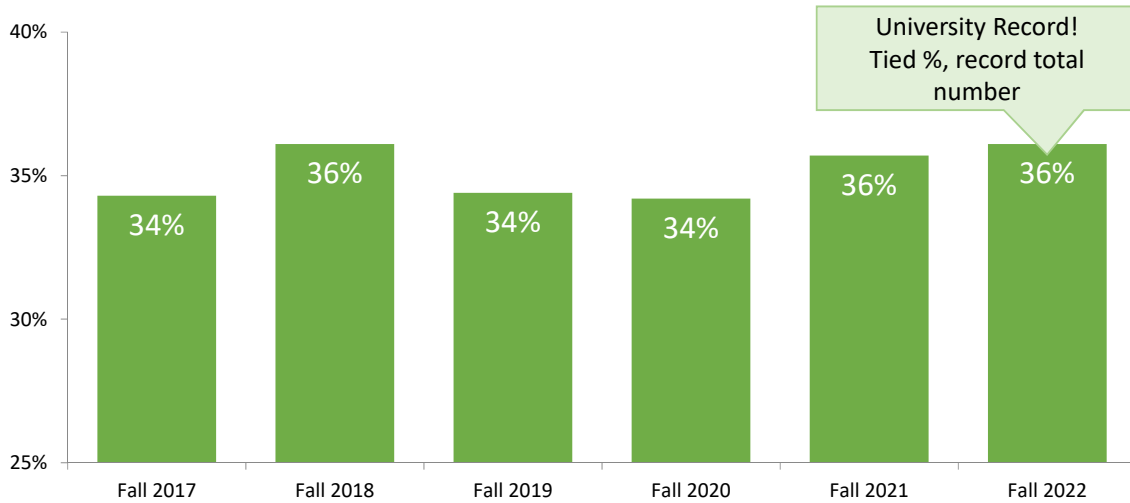
Fall fourth week census. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

New Entering Freshman: High School GPA



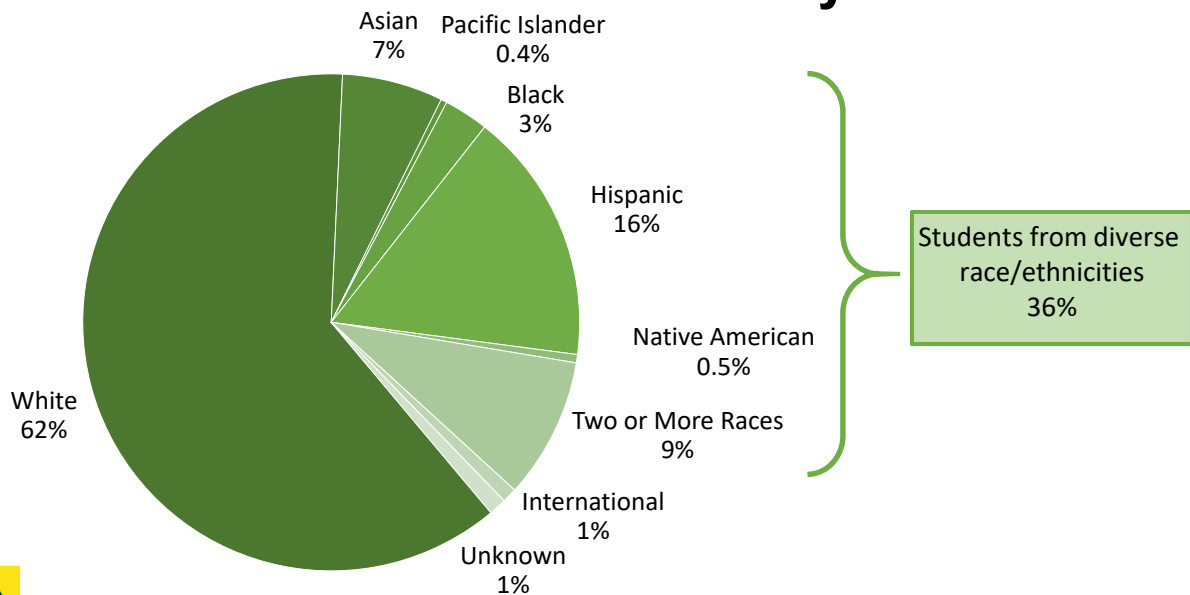
Fall fourth week census. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

New Entering Freshman: Domestic Minorities



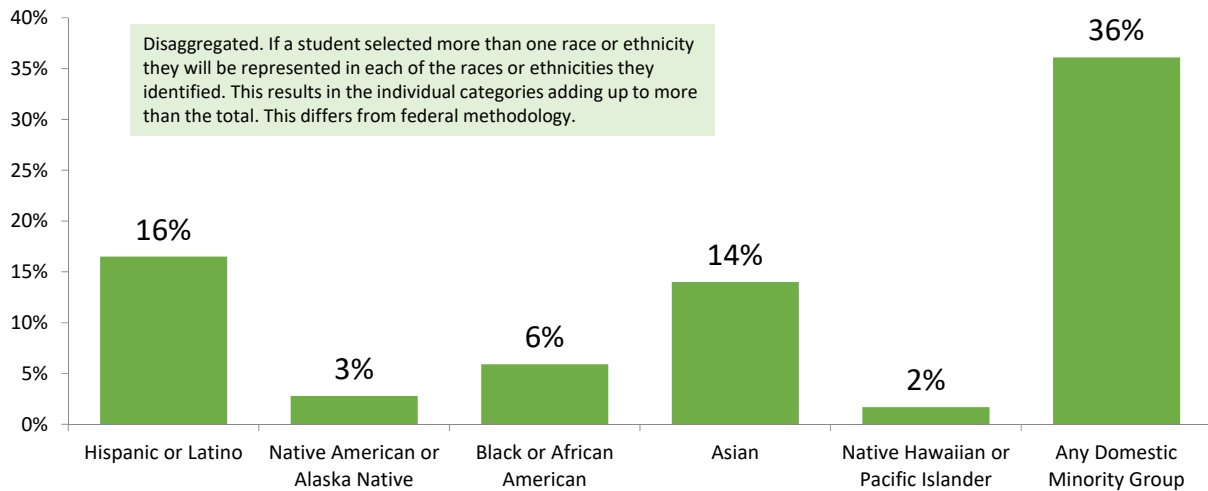
O Fall fourth week census. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

Freshman Racial/Ethnic Diversity Fall 2022



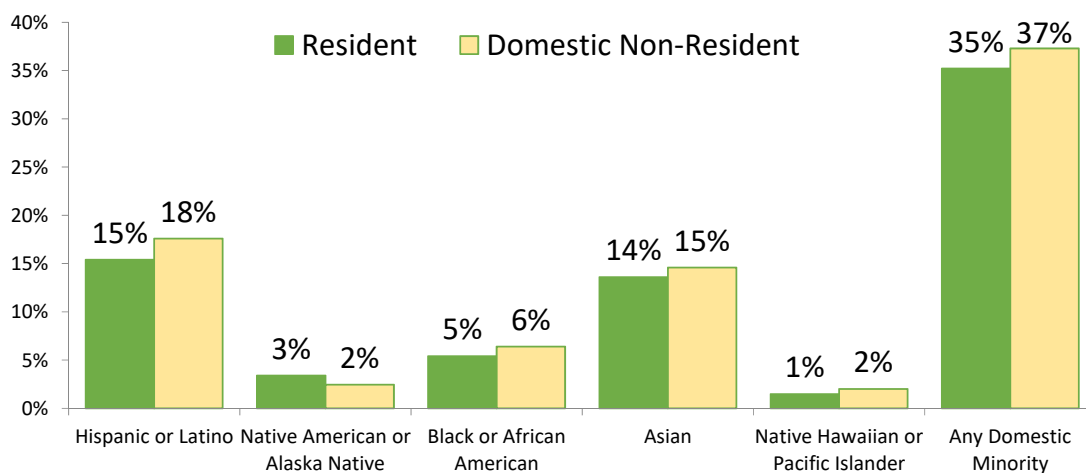
O Fall fourth week census. Federal methodology. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

Racial/Ethnic Diversity – Freshman Total



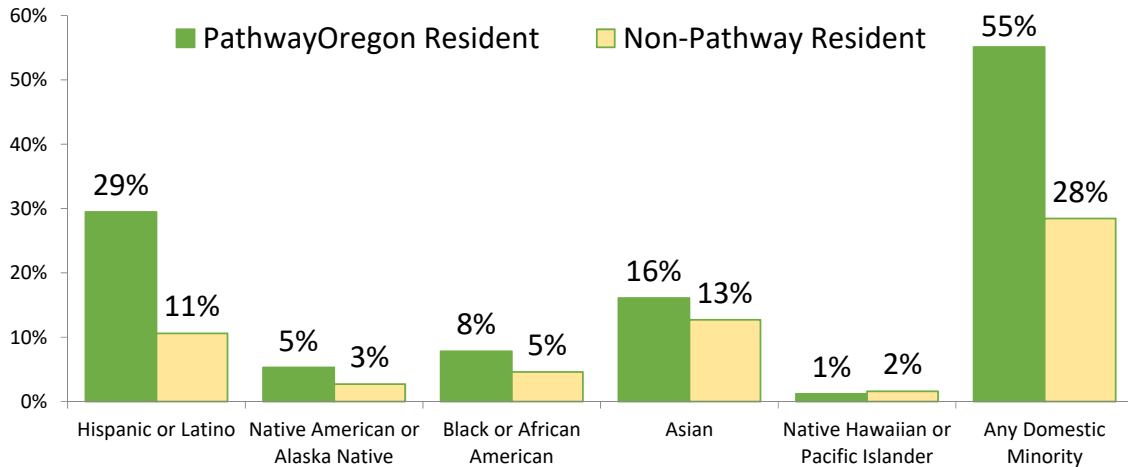
Fourth week census - fall 2022 UO freshmen
 Individual racial/ethnic groups add up to more than 36% because many students identify with more than one race or ethnicity.
 UO SSEM Research and Assessment, 11/9/2022

Diversity – Freshman by Residency



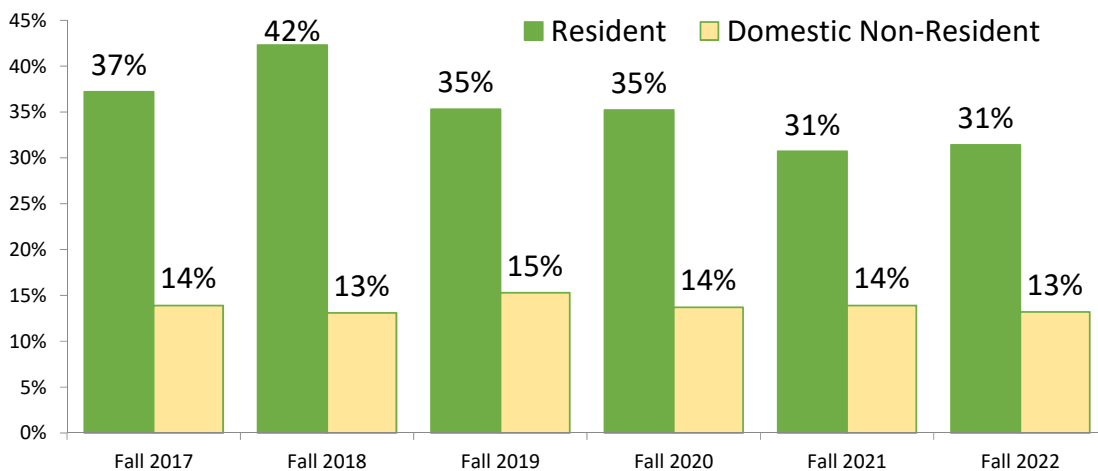
Fourth week census - fall 2022 UO freshmen
 Individual racial/ethnic groups add up to more than the total as many students identify with more than one race or ethnicity.
 UO SSEM Research and Assessment, 11/9/2022

Diversity – Freshman Residents by Pathway



Reflects day one enrollment for new fall 2022 UO freshmen
 Individual racial/ethnic groups add up to more than the total as many students identify with more than one race or ethnicity.
 UO SSEM Research and Assessment, 11/9/2022

New Freshman: Percent Pell by Residency



Fall 2018 we had 844 PathwayOregon students – the largest Pathway class by more than 100.
 Fall fourth week census. Includes fall and summer freshman starts.
 UO SSEM Research and Assessment, 11/9/2022

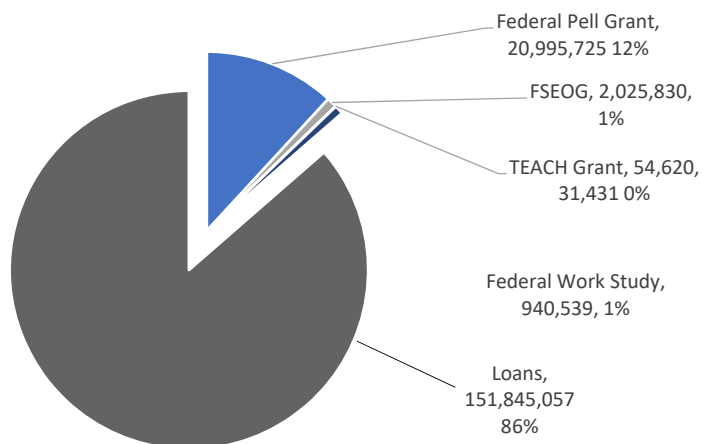
Financial Aid & Scholarships

Jim Brooks

SSEM Senior Associate Vice President, Director of Financial Aid and Scholarships



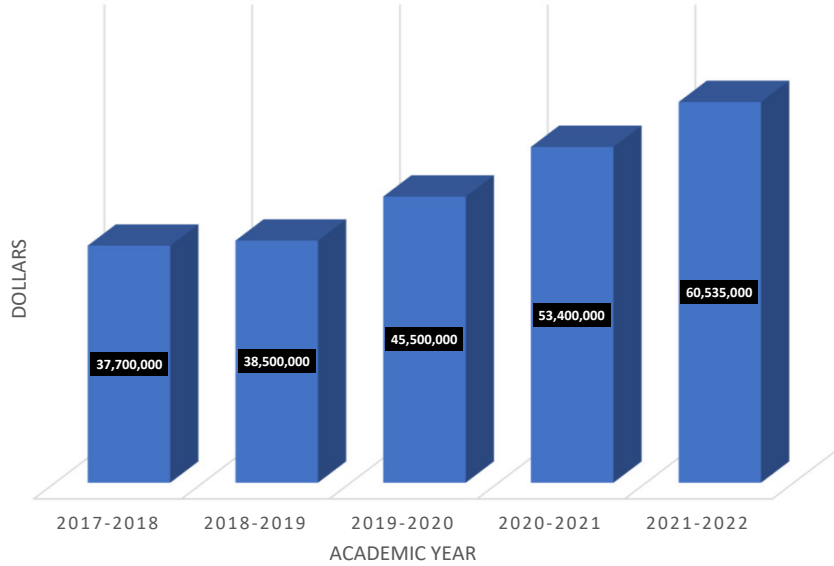
Federal Student Aid Snapshot



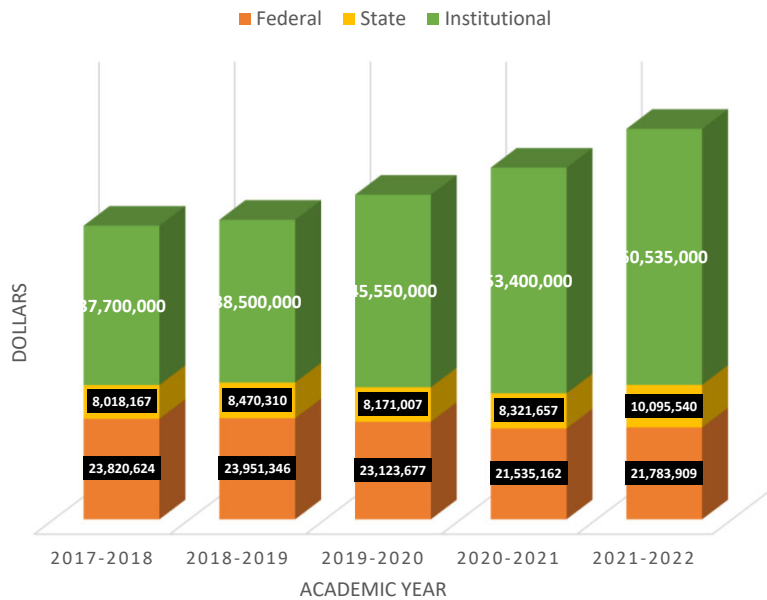
■ Federal Pell Grant ■ FSEOG ■ TEACH Grant ■ Federal Work Study ■ Loans

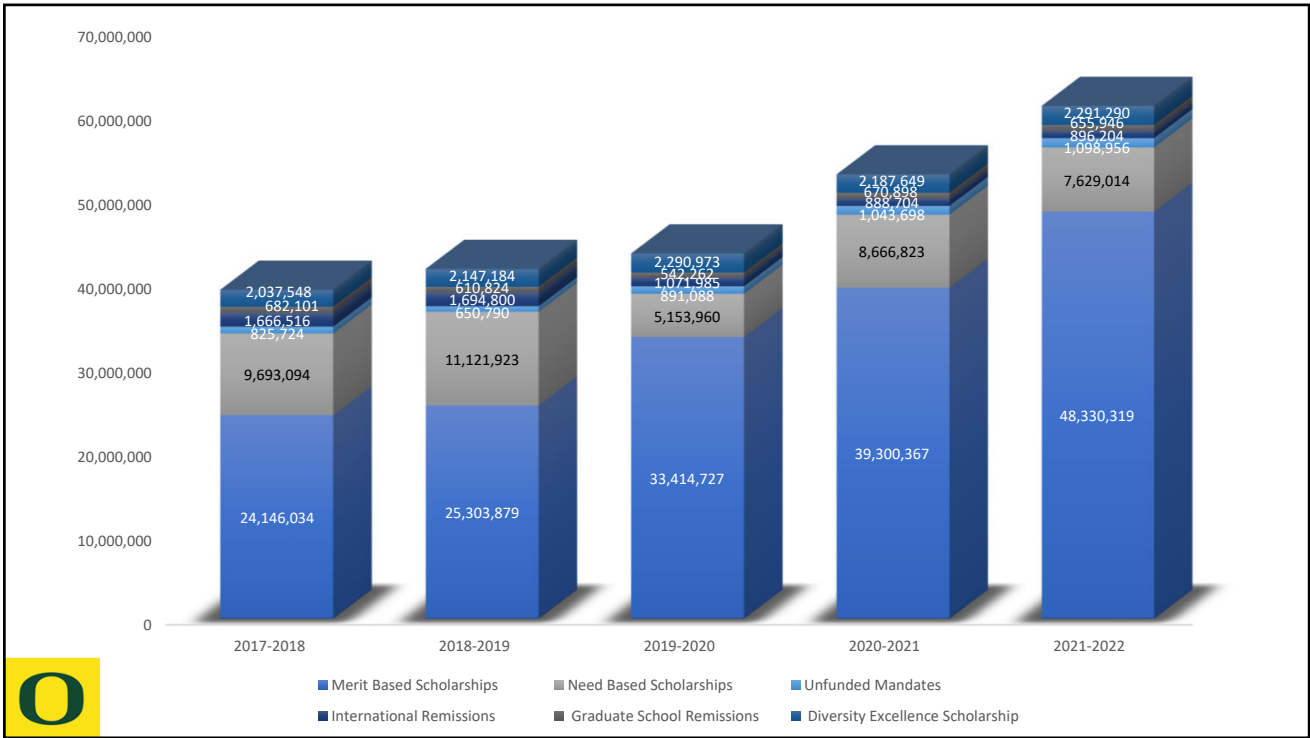


Institutional Aid Budget



Institutional, Federal, State, Grants





Questions and Discussion

Jim Brooks

SSEM Senior Associate Vice President, Director of Financial Aid and Scholarships

Roger J. Thompson

Vice President for SSEM



About the Freshman Admit Survey

31,412 University of Oregon freshman admits to fall 2022
Sent to all admits whether or not they have deposited at the UO.

Survey Dates:
May 10 to June 1

6,567 responses
21% response rate

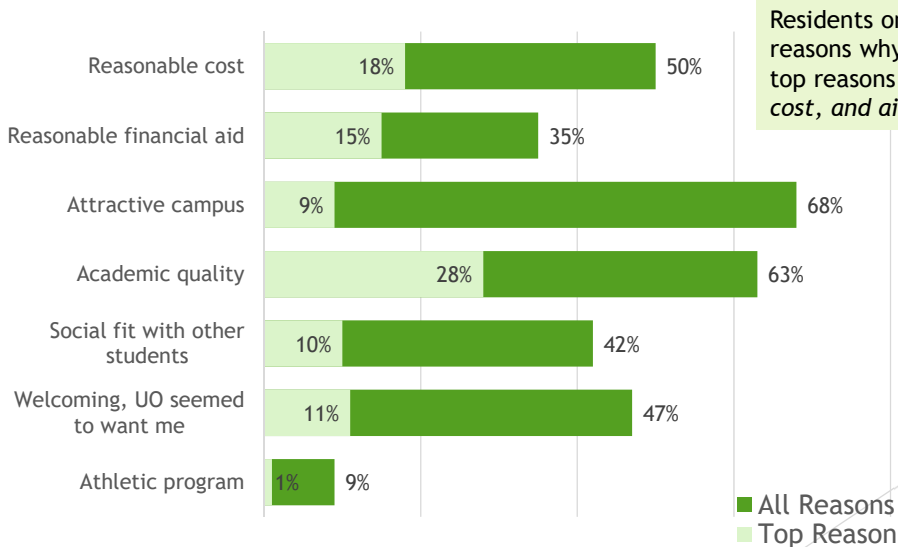
Primary Assessment Outcomes

1. Understand why students are and are not choosing the University of Oregon
2. Understand which recruitment efforts have the biggest positive impact on the decision to enroll.
3. Understand the impact cost has on the decision to enroll at the University of Oregon
4. Understand the competitive differences between University of Oregon and specific competitors.



Program improvement only. Survey results are not to be published.

Why Did You Choose UO? (Residents)

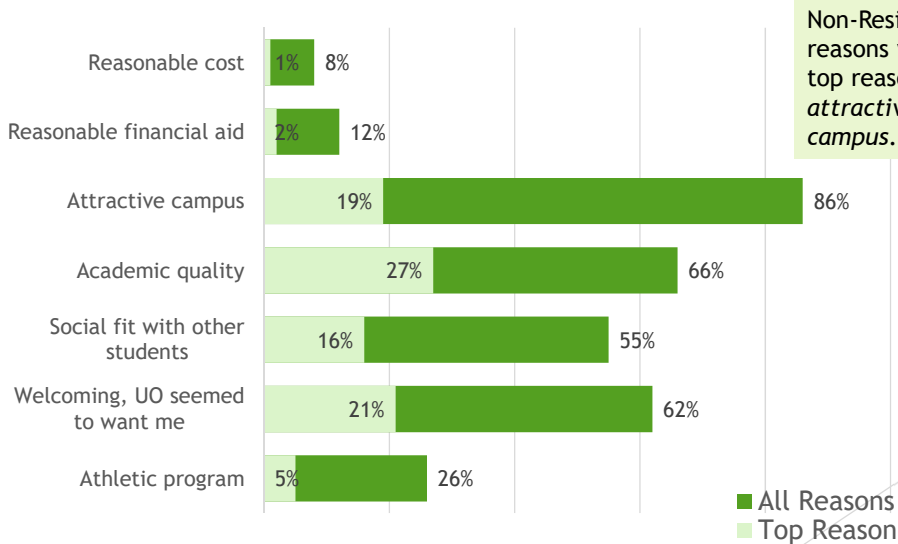


Residents on average choose 3.1 reasons why they chose the UO. The top reasons are *academic quality, cost, and aid.*

RESIDENTS

Source: Freshman Admit Survey 2022, SSEM Research and Assessment

Why Did You Choose UO? (Non-Residents)

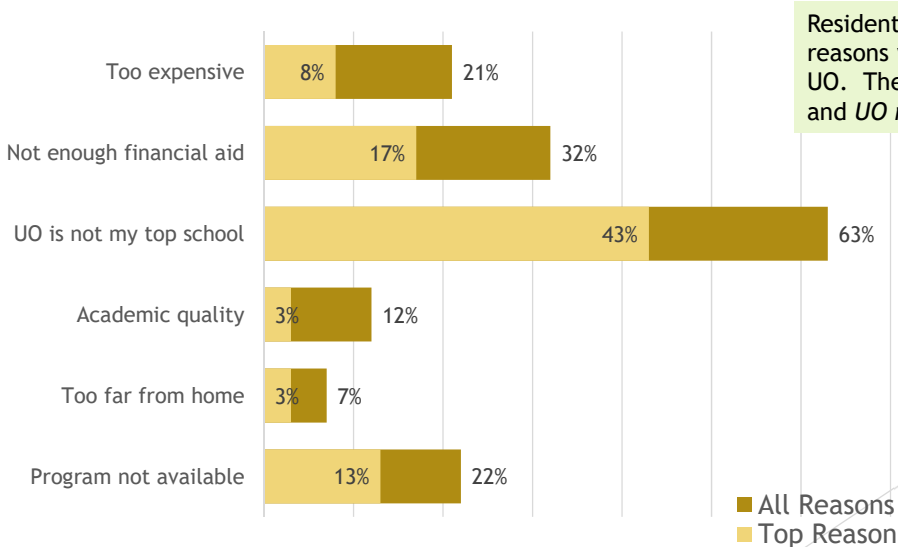


Non-Residents on average choose 3.1 reasons why they chose the UO. The top reasons are *academic quality*, *attractive campus*, and *welcoming campus*.

NON-RESIDENTS

Source: Freshman Admit Survey 2022, SSEM Research and Assessment

Why Did You **NOT** Choose UO? (Residents)

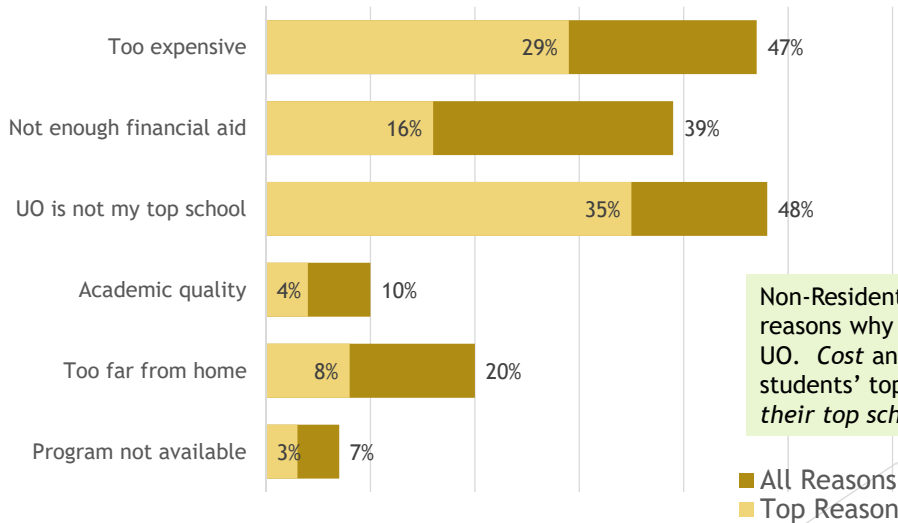


Residents on average choose 1.6 reasons why they did not chose the UO. The top reasons are *cost*, *aid*, and *UO not being their top choice*.

RESIDENTS

Source: Freshman Admit Survey 2022, SSEM Research and Assessment

Why Did You **NOT** Choose UO? (Non-Residents)

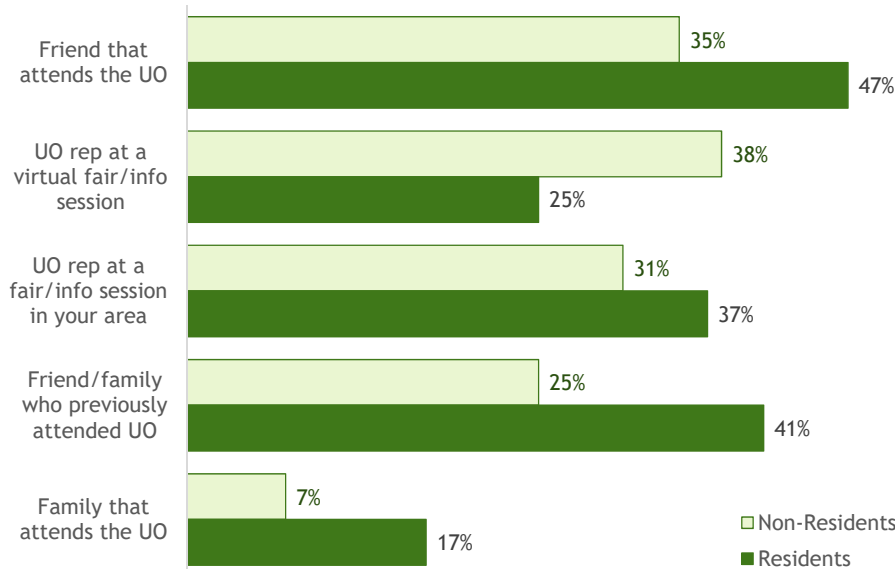


Non-Residents on average choose 1.7 reasons why they did not chose the UO. *Cost* and *aid* represent 45% of students' top choice, and *UO not their top school* was another 35%.

NON-RESIDENTS

Source: Freshman Admit Survey 2022, SSEM Research and Assessment

Who did you speak with to learn about UO?



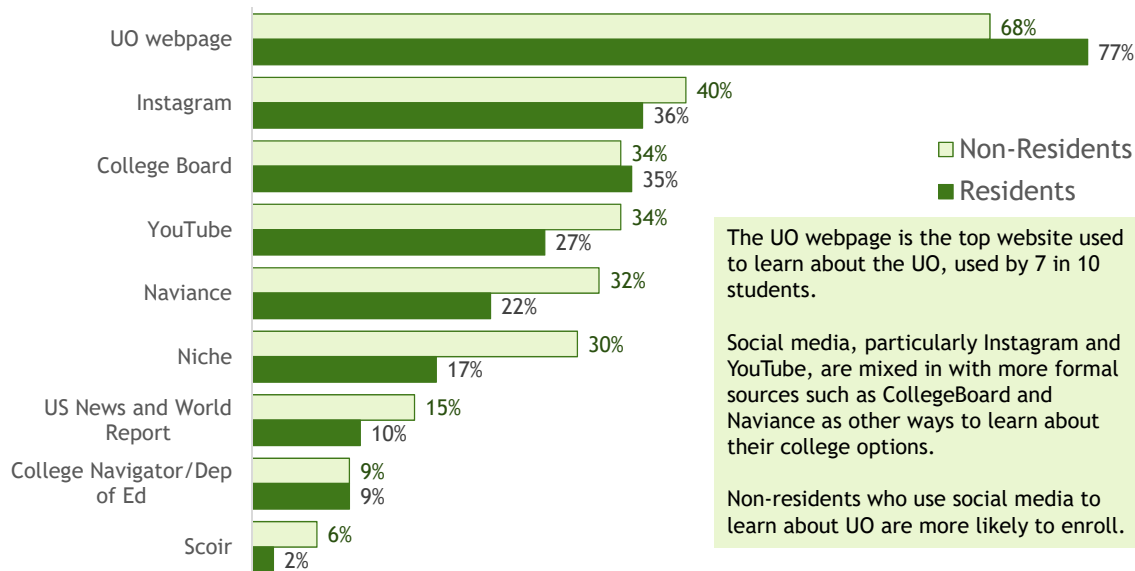
Changing Behavior:

recent cohorts are more likely to learn about UO from a friend that currently attends the UO.

This is different from historic patterns where students were more likely to have friends and family who previously attended the UO. This is likely due to the influence of social media.

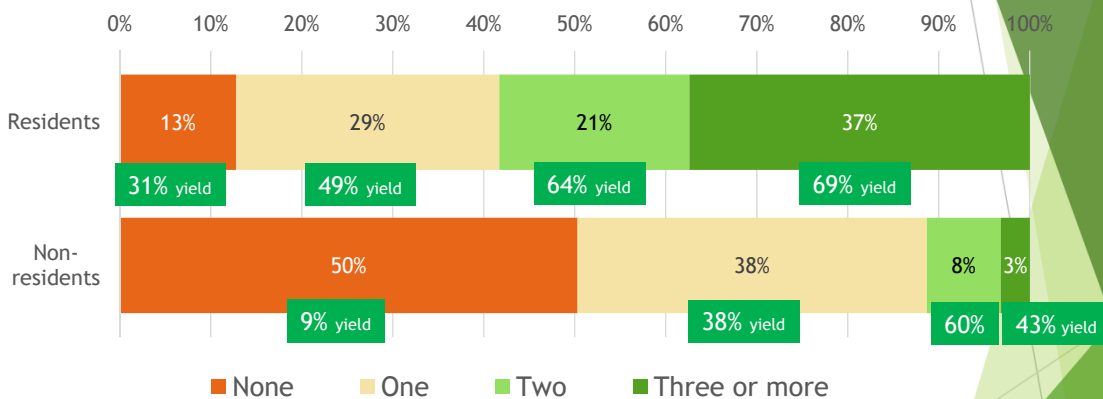
Source: Freshman Admit Survey, 2022

What websites did you use to learn about UO?



Source: Freshman Admit Survey, 2022

How many times did you visit the UO campus?



Any visits to campus have a strong correlation with intent to enroll, particularly for out-of-state students.

For the purposes of this slide, yield = percent identifying in the survey they are coming to the UO
 Source: Freshman Admit Survey 2022, SSEM Research and Assessment

Questions and Discussion

Jim Brooks

SSEM Senior Associate Vice President, Director of Financial Aid and Scholarships

Roger J. Thompson

Vice President for SSEM



Agenda Item #4

Student Code of Conduct Changes

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 (Appointed by ASUO):

Addie Beplate—Law Student

Katarina Finseth—Undergraduate Student

Ryan Laws—Undergraduate Student

Aaron Silberman—Undergraduate Student

McKale Walker—Undergraduate Student

Faculty Membership (Appointed by Senate):

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 (Appointed by OA Council)

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

Recommendations

Changes to Academic Misconduct 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.

Proposed changes are provided in EXHIBIT A.

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

Resolution: Adoption of Proposed Changes to Student Conduct Code

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

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

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

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

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

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

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

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

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

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Madison	
Fick		Ulum	
Lo		Worden	

Date: _____ Initials: _____

Policy

Section 1: Introduction

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

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

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

Section II: Definitions

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

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

Section III: Scope, Authority, and Jurisdiction

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

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

Section IV: Prohibited Conduct

1. **Academic Misconduct**
 - a. Assisting in the commission of academic misconduct: Helping another engage in academic misconduct.
 - b. Cheating: Unauthorized collaboration, 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.

2. Substance Use Misconduct

- a. Alcohol.
 - i. Possession or consumption of alcohol by those under the legal drinking age.
 - ii. Furnishing of alcohol to a person under the legal drinking age.
 - iii. Possession or consumption of alcohol by a person of the legal drinking age in unauthorized areas or furnishing of an alcoholic beverage to any person in unauthorized areas.
 - iv. Causing another to ingest alcohol without consent.
- b. Cannabis.
 - i. Use, possession, or procurement of cannabis except as expressly permitted by both State and Federal law. Per Oregon law, possession of cannabis by someone under the age of 21 includes possession by consumption, permitted the consumption occurred within the past 24 hours.
 - ii. Furnishing, cultivation, manufacturing, distributing, or selling cannabis except as expressly permitted by both State and Federal law.
 - iii. Causing another to ingest cannabis without consent.
- c. Other controlled substances.
 - i. Use, possession, or procurement of a Controlled Substance except as expressly permitted by both State and Federal law.
 - ii. Furnishing, cultivation, manufacturing, distributing, or selling of a Controlled Substance, except as expressly permitted by both state and federal law.
 - iii. Causing another to ingest a controlled substance without consent.
- d. Smoking and tobacco.
 - i. Smoking and tobacco use, including “vaping,” is prohibited on University owned or controlled property by University Policy.
 - ii. Possession of tobacco products and inhalant delivery systems (“e-cigarettes”) by those under 21 years of age on University Premises or at a University Sponsored Activity, is prohibited in accordance with state law. This does not prohibit the use or possession of products that have been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, provided the product is marketed, sold, and used solely for the approved purpose.

3. General Misconduct

- a. Attempts, threats, or inciting others: Attempting to, threatening to, or inciting others to engage in any of the conduct prohibited by this Code.
- b. Damage and/or destruction: Damage to or destruction of University property or the property of another.

- c. Disruptive behavior: Engaging in behavior that could reasonably be foreseen to cause, or that causes, the disruption of, obstruction of, or interference with:
 - i. the process of instruction, research, service, administration, administering the Student Conduct Code, or any other University Sponsored Activities,
 - ii. an environment conducive to learning, or
 - iii. freedom of movement on University Premises, either pedestrian or vehicular.
- d. Failure to comply: Failure to comply with any reasonable directive of University or public officials in the performance of their duties. This includes but is not limited to, failures to: adhere to no-contact-directives, remove oneself from University Premises, complete conduct outcomes and/or sanctions, and cease and desist.
- e. Falsification: Knowingly providing/presenting, creating, or possessing falsified or forged materials, records, or documents. Additionally, intentionally initiating any false report or providing false or misleading information to a person acting in their capacity as a University or public official.
- f. Gambling: Any activity not approved by the University in which a person stakes or risks something of value upon the outcome of a contest of chance or a future contingent event not under the control or influence of the person, upon an agreement or understanding that the person or someone else will receive something of value in the event of a certain outcome, except as permitted by law.
- g. Harassment: Engaging in behavior that is sufficiently severe, pervasive, and objectively offensive to a degree that it interferes with a reasonable person's ability to work, learn, live, or participate in or benefit from the services, activities, or privileges provided by the University.
- h. Hazing: Intentionally subjecting another to a situation or action that a reasonable person would foresee as causing mental or physical discomfort, embarrassment, injury, or ridicule. Individual acceptance of or acquiescence to any activity does not affect a determination of whether the activity constitutes hazing. This includes compelled participation in behavior which would violate the law and/or University Policy. Hazing may include, but is not limited to, sleep deprivation or causing excessive fatigue, physical or psychological shock, compelled ingestion of a substance, and other activities not consistent with the parent organization's rules and regulations.
- i. Physical contact: Physical contact that endangers or harms the health or safety of any person. This may include "Violent Behavior" as defined by the Campus Violence Prevention Policy.
- j. Public Urination or Defecation: To urinate or defecate in any public location not specifically designated as a restroom.
- k. Retaliation or Obstruction: Any adverse action taken toward a person who is, or is perceived to be, engaged in an investigation, a report, or student conduct process, because that person participated in the University's process, or to deter a person from

participating in the University's process. Includes retaliation as defined by the Discrimination Complaint and Response Policy.

- I. Safety hazard: Tampering with firefighting equipment or smoke detectors, causing a false alarm, or endangering the health or safety of others.
- m. Theft: Unauthorized taking or possession of property of another, including goods, services, and other valuables.
- n. Threatening behavior: Behavior that constitutes a threat, as defined by the Campus Violence Prevention Policy.
- o. Unauthorized access or use: Unauthorized access to, entry to, or use of physical or virtual space, including misuse of access privileges. Unauthorized use of University property or services, or the property of others. This includes conduct which violates the Access Control Policy and the Facilities Scheduling Policy.
- p. Unwanted contact: Repeated contact or communication to another person when the contacting person knows or should know that the contact or communication is unwanted by the other person and:
 - i. The contact would cause a reasonable person fear of physical harm; or
 - ii. The contacting person knows or should know that the contact or communication significantly impacts the other person's ability to perform the activities of daily life.
- q. Misuse of computing resources: Violation of UO acceptable use of computing resources policy pertaining to use of computing or network resources, including:
 - ii. Unauthorized access to, or sharing of information necessary to access, accounts, courses, course materials, or computer labs;
 - ii. Commercial or illegal use of electronic or computer resources; or
 - iii. Violation of copyright law.
- r. Violation of law: Any action or behavior that violates federal, state, or local law.
- s. Violation of University Policy: Any action or behavior, by a Student that violates University Policy.
- t. Weapons.
 - ii. Possession of explosive materials, firearms, ammunition or other dangerous weapons is prohibited on University Premises and at University Sponsored Activities, unless expressly authorized by law and applicable University Policy. Includes violation of the Firearm Policy.
 - ii. Use of explosive materials, firearms, ammunition, other dangerous weapons, or any object or substance used as a weapon is prohibited on University Premises and at University Sponsored Activities, unless expressly authorized by law and applicable University Policy.
 - iii. Weapons, possessed, used, or handled off-campus in a manner that is unlawful or contributes to any other violation of the Code is also prohibited.

4. Discriminatory Misconduct

1. Any action or behavior prohibited by the University of Oregon Prohibited Discrimination and Retaliation Policy.

Section V: Resolution Process

1. **Report.** The Director determines within a reasonable time whether a report alleges a potential violation of the Student Conduct Code and whether the matter should proceed through the conduct process.
2. **Student Rights.** If the matter will proceed through the conduct process, the Respondent will:
 - a. Be informed of the alleged violation(s) and the alleged misconduct upon which the report is based.
 - b. Be informed of the process.
 - c. Have the opportunity to meet, in person or virtually, with a Case Manager to review the report, the process, and options for disposition of the case in advance of an administrative conference.
 - d. Have the opportunity to access, prior to an administrative conference, any documentation in possession of the Director that may be relied upon in decision making, subject to limitations from policies, regulations, and State and Federal law. What documentation is available, and how it may be accessed, is defined by written procedure.
 - e. Have the opportunity to respond to the allegations to the Director or their designee in an administrative conference and
 - i. Have a reasonable amount of time to prepare for the conference;
 - ii. Have the opportunity to propose relevant witnesses;
 - iii. Have the opportunity to submit questions to the Director for witnesses involved; and
 - iv. Have the opportunity to be accompanied by a Support Person
3. **Notice and Administrative Conference.**
 - a. The Director assesses whether an informal resolution, alternative resolution, formal student conduct action, or other process is appropriate. If the Director deems formal student conduct action to be appropriate, the Director will issue a written notice to the Respondent via Respondent's official University of Oregon e-mail address. All communications sent by the Director are considered received when sent. In cases involving Student Organizations, the notice will be emailed to the organization's representative (normally the president on file with ASUO, the Office of Fraternity & Sorority Life, or the Center for Student Involvement).
 - b. **Notice.** The notice will identify whether the Respondent may be subject to suspension, expulsion, or negative transcript notation. If the Director receives additional information which could elevate the potential sanction to suspension, expulsion, or transcript notation, the Director will issue a new notice to the Respondent informing them of the additional information and potential sanction(s).
 - c. The Case Manager will schedule an informational meeting as a part of the above notice. The informational meeting is a meeting between a Respondent and a Case Manager to

review the report and relevant information, explain the student conduct process, and review possible options for resolving the matter. Respondents need not provide a response to the allegation(s) in this meeting.

- d. After the informational meeting, the Case Manager will determine whether the case requires an administrative conference. The Respondent may also request an administrative conference. A Student who agrees to resolve violations without an administrative conference may waive their right to appeal. Such a waiver will be knowing, voluntary, and explicit.
 - e. If the Respondent, after receiving notice of the administrative conference does not appear for the conference, the conference will proceed without the Respondent.
 - f. Following the administrative conference, the Case Manager, applying a preponderance of the evidence standard, will determine if any violation of the Student Conduct Code occurred. The Case Manager will determine any sanctions(s) to be imposed for violation(s). In cases involving allegations of Discriminatory Misconduct, the sanction decision will be made by the Director.
 - g. In determining if a Student Organization is in violation, in addition to the above, the Case Manager may consider whether:
 - i. The violation arises out of a group-sponsored, organized, financed, or endorsed activity or event;
 - ii. The organization provides the impetus for the violation;
 - iii. The violation occurs on the premises owned or operated by the group;
 - iv. A group leader has knowledge of the violation being likely to occur before it occurs and fails to take corrective action; or
 - v. A pattern of individual violations is found to have existed without proper and appropriate group control, remedy, or sanction
4. **Alternate Dispute Resolution Processes.** The Director and Respondent may determine that an alternate dispute resolution process (facilitated dialogue, mediation, etc.) is appropriate. Any case resolved through an alternate dispute resolution process may not be appealed and does not result in a finding of a conduct violation.
5. **Accommodations for Students with Disabilities.** A Student requesting an accommodation must follow the appropriate process for requesting an accommodation through the Accessible Education Center. The Accessible Education Center will make a determination regarding the request and notify the appropriate parties.
6. **Action Plan.** When a Student or Student Organization is found to be in violation of the Student Conduct Code, the Director will develop an action plan intended to promote personal reflection and growth, repair any harm caused, and help the Student or Student Organization realign with institutional values. The following describes the outcomes and sanctions that may be imposed, individually or in various combinations, on any Student or Student Organization as part of an action plan. An administrative sanction may be deferred for a designated length of time.
- a. Outcomes.
 - i. Educational Outcome: The Student or Student Organization is required to complete a project or activity designed to promote learning and prompt changes to Student behavior and prevent further misconduct. Educational

outcomes may include, but are not limited to, workshops, seminars, meetings, assignments, and substance abuse assessments.

- ii. Reflective Outcome: The Student or Student Organization is required to complete a project or activity designed to promote self-reflection on one's actions and the impact of those actions on others.
- iii. Restorative Outcome: The Student or Student Organization is required to complete a project or activity designed to address the impact of the behavior and repair harm caused to any person and/or community.

b. Administrative Sanctions.

- i. Conduct Warning. The Student or Student Organization is given written notice that the conduct engaged in is inconsistent with University standards and expectations and informed that future violations of the Student Conduct Code may result in the imposition of more serious sanctions.
- ii. Disciplinary Probation. A period of probation may be imposed during which any violations of the Student Conduct Code will result in more serious sanctions than might be otherwise imposed. A Student or Student Organization on probation may lose designated privileges during the period of probation.
- iii. Suspension.
 - 1. Individual Suspension. The Student is separated from the University for a specified period. A Student who has been suspended from the University shall not be permitted to reside in University-owned or operated facilities and may not participate in any University Sponsored Activity.
 - 2. Group Suspension. A Student Organization loses University recognition or registration and all associated privileges for a specified period.
- iv. Expulsion. The Student is permanently separated from the University. A Student who has been expelled from the University shall not be permitted to reside in University-owned or operated facilities.
- v. Revocation of Degree. An academic degree previously awarded by the University may be revoked if it was obtained by fraud or a significant part of the work submitted in fulfillment of, and indispensable to, the requirements for such degree constitutes academic misconduct. The Academic Requirements Committee may, upon appeal, stipulate the requirements for obtaining a degree.
- vi. University Housing Transfer or Eviction. As a result of a Student Conduct Code violation, the University may administratively transfer a resident to an alternate housing assignment, or may evict the resident from their housing assignment. Students who are evicted due to a conduct violation are no longer eligible for University Housing.
- vii. Negative Notation on Transcript. Entry of the fact of violation on the Student's permanent academic record may be imposed at the discretion of the Director. After the expiration of the period of time, if any, set by the Director, the notation is removed.
- viii. Exclusion. The Student is not permitted to participate in University Sponsored Activities, or appear at or be present on all, or a specified portion of, University Premises without advance written permission from the Director.

- ix. Loss of Privileges. The Student or Student Organization is denied specified privileges normally associated with Student status or recognized Student Organization status, such as participation in or sponsorship of University activities, use of University facilities or services, or living in University-owned or supervised housing.
 - x. Restitution. The Student or Student Organization is required to replace or restore damaged, stolen, or misappropriated property.
7. **Appeals.** A Respondent may choose to appeal an administrative conference decision within ten business days. The appeal goes to the designated University Appellate Body. In cases involving Discriminatory Misconduct, the Complainant may also appeal the decision to the designated University Appellate Body. Faculty may appeal an academic misconduct finding when they are the Person Reporting or the instructor of record. Appeals must be in writing, state the basis for the appeal, and be delivered as directed to the Office of Student Conduct and Community Standards.
- a. Except for new information, an appeal is limited to the case file. An appeal will only be accepted for one or more of the following purposes (Basis for Appeal):
 - i. To determine whether there was any procedural irregularity that affected the outcome of the matter;
 - ii. To determine whether the action plan imposed was appropriate for the violation(s);
 - iii. To determine whether the finding is not supported by the preponderance of the evidence; and/or
 - iv. To consider new information that could alter a decision, only if such information could not have been known to the appealing party at the time of the administrative conference.
 - b. After considering an appeal, the University Appellate Body may either modify the action plan or send the matter back to the Director with a recommendation for additional fact finding, other resolution, or dismissal of the case. If the University Appellate Body grants an appeal on the basis of “new information” the only action the University Appellate Body may take is to send it back to the Director with a recommendation for additional fact finding, other resolution, or dismissal of the case.

Section VI: Interim Action

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

- 1. Interim action may include, but is not limited to:
 - a. Interim removal/suspension of the Student from the University;
 - b. Interim removal from, or relocation within, University-owned or operated housing facilities;
 - c. Restrictions on the Student’s presence on University Premises or at University Sponsored Activities; and/or

- d. An administrative hold which would prevent registration and the Student from obtaining an official copy of the Student's transcript.
2. When the interim action takes place, the Director will:
 - a. Inform the Respondent of the reason for the interim action;
 - b. Schedule a preliminary meeting and inform the Respondent of its date, place, and time. At the preliminary meeting, Respondent has the opportunity to explain why interim action should or should not be taken.
 3. Within two business days of the interim action, the preliminary meeting takes place. The Respondent may have a Support Person in attendance.
 4. Based on the reasonable evaluation of the information presented at the preliminary meeting, the Director will notify the Respondent of the decision, no later than the following business day, to:
 - a. Dissolve the interim action and take no further action;
 - b. Dissolve the interim action but proceed to an administrative conference; or
 - c. Sustain or modify the interim action until such time as a resolution is reached following an administrative conference.
 5. An interim action is reviewed by Vice President for Student Life's Designee at the request of the Respondent. The review provides an opportunity for the requesting party to explain in writing why an interim action need no longer be imposed, or should be altered. Subsequent review of the same emergency action may be requested, at most, every ten business days.

Section VII: Academic Misconduct Procedures

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

~~1. 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 Proposed Revisions

Presented by

Dianne Tanjuaquio

Associate Dean of Students and

Director of Student Conduct & Community Standards (SCCS)

Marcus Langford

Dean of Students

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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.



2

SCAC Membership

(All appointments approved by the President)

Faculty (Appointed by the Senate)	Students (Appointed by ASUO)	Staff (Appointed by OA Council)	SCCS
Erik Girvan	Kat Finseth	Sandy Weintraub	Dianne Tanjuaquio (Director)
Ryan Hildebrand	McKale Walker	hannah white	Ali Selman (Coordinator)
Michael Tomcal	Ryan Laws	Laurel Bastian	
	Aaron Silberman	Kristi Patrickus	
	Addie Beplate		



3

Changes to the Academic Misconduct Process

The current process allows students and faculty to resolve allegations of academic misconduct outside of the formal student conduct process, when the student acknowledges a violation AND agrees to an outcome—which usually includes a significant grade penalty.

The proposed Code change modifies this informal process and requires allegations of academic misconduct—particularly in cases where a finding of responsibility will result in a grade penalty—to be reported to SCCS for adjudication.

This policy change does not eliminate a faculty member’s discretion on whether to refer a case to SCCS.



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Positive Impact for Faculty

- Faculty and students retain the ability to resolve academic misconduct concerns informally—as long as the resolution does not include impactful grade penalty.
- Diverts potential grievance claims/legal liability from faculty to student conduct professionals, who can review concerns objectively and using a standardized process.
- Reduces faculty burden in adjudicating instances of misconduct directly. Additionally, Student conduct staff already meet with all students with reported academic misconduct, so case load will not increase for SCCS.

Positive Impact for Students

- Ensures that protections and rights embedded in the formal student conduct process are afforded to students.
- Minimizes impact of unbalanced power dynamic between faculty member and student during the review and adjudication of alleged misconduct.

Questions and Discussion

O

Agenda Item #5

University Accreditation Overview

Accreditation Update

Fall 2022

Presented by
Ron Bramhall

Associate Vice Provost for Academic Affairs
Accreditation Liaison Officer

Regional Accreditation by Northwest Commission on Colleges and Universities (NWCCU)

Accreditation applies to the institution as a whole and is an ongoing status that must be reaffirmed periodically through self-study and onsite visitations by peer evaluation committees. Required to participate in Federal Financial Aid programs.

- Continuously accredited since 1918
- Reaffirmed in July 2017
- Initiated a new 7-year accreditation cycle in 2018

UO Accreditation site: <https://provost.uoregon.edu/accreditation>

Standards of Accreditation (2020-)

Standard 1: Student Success and Institutional Mission and Effectiveness

- Institutional Mission and Effectiveness
 - *Goals, objectives and indicators*
 - *Planning processes*
- Student Learning
 - *Assessment of Core Education and program learning outcomes*
- Student Achievement
 - *Retention, graduation and post-graduation success*
 - *Emphasis on addressing equity gaps*

Standard 2: Governance, Resources, & Capacity

- Governance
- Policies and Procedures
- Institutional Integrity
- Financial Resources
- Human Resources
- Student Support Resources
- Library and Information Resources
- Physical and Technology Infrastructure

NWCCU Standards - <https://nwccu.org/accreditation/standards-policies/standards/>

Accreditation Cycle (2017-2024)

Year 1: Mission and Core Themes
(Spring 2018)

Self evaluation of mission, strategic priorities, and indicators of mission fulfillment.

No onsite visit
(No longer required)

Year 3: Mid-Cycle Evaluation
(Spring 2020)

Self evaluation intended to ascertain readiness to provide evidence of mission fulfillment in year 7.

Onsite peer evaluation

Year 6: Standard 2 - Policy, Regulations, and Financial Review
(Spring 2023)

Peer assessment of financial performance, policies, and regulations. Relevant findings reported to Year 7 evaluators for follow up.

Offsite peer review

Year 7: Standard 2 - Mission Fulfillment
(Spring 2024)

Comprehensive self study addressing all standards and eligibility requirements, including evidence of mission fulfillment

Onsite peer evaluation

Annual Reports



Accreditation Advisory Board

Advises the Office of the Provost on accreditation activities

Kimberly Johnson – Vice Provost for Undergraduate Education and Student Success (UESS)

Julia Pomerenk – Associate Vice President and University Registrar

Dan Tichenor – Professor of Political Science and University Senate President

Austin Hocker – Director of Research and Assessment, Teaching Engagement Program

Claire Matese – Assistant Director of Institutional Research

Karen Ford - Dean for Faculty, College of Arts and Sciences

Kris Winter – Interim Vice President, Student Life

Erin Hays – Assistant Vice President, Director of Admissions

Current cycle reports here: <https://provost.uoregon.edu/current-accreditation-cycle-2018-2024>

2020 Mid-Cycle Report Highlights

Essential elements of report

- Overview of institutional assessment plan
- Representative example of assessment activities
- Planning for Year 7 comprehensive evaluation
- Core education learning outcomes (Methods of Inquiry)
- Teaching evaluation changes

Current cycle reports here: <https://provost.uoregon.edu/current-accreditation-cycle-2018-2024>

Standard 1 Emphasis

Standard 1: Student Success and Institutional Mission and Effectiveness

“1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.”

“1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.”

“1.D.4 The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.”

NWCCU Standards - <https://nwccu.org/accreditation/standards-policies/standards/>

Program Assessment Revision to address Standard 1

- Redesigned to create a continuous improvement system that links annual assessment with decennial program review
- Annual assessment goals and Decennial program review self-study intentionally linked to University priorities around student success

<https://provost.uoregon.edu/program-assessment>

Program Assessment



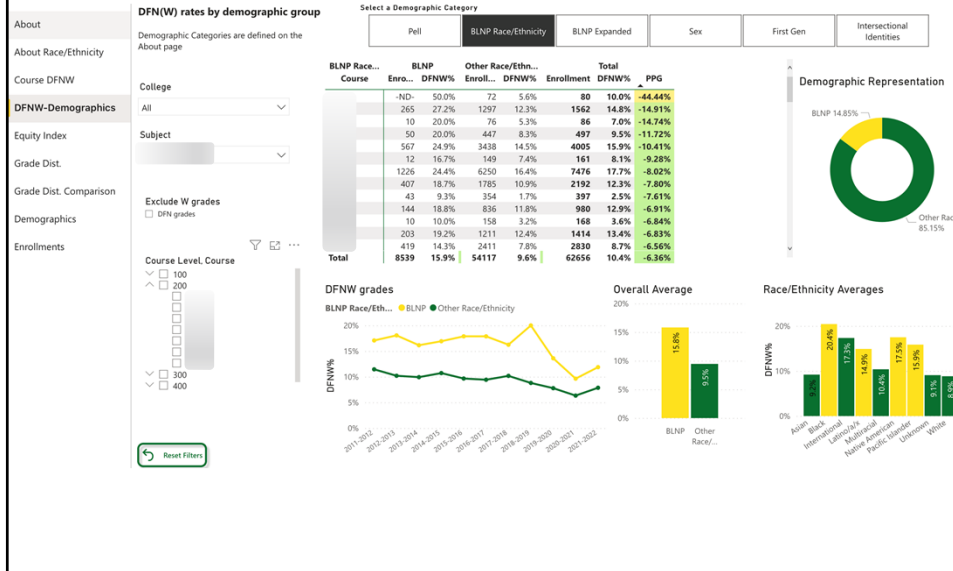
*External Review Committee (ERC) / Internal Review Committee (IRC); Student Learning (SL); Student Achievement (SA)

<https://provost.uoregon.edu/program-assessment>

Program Assessment – This Year

- All units reaffirming program learning outcomes
- All units setting Student Achievement Goals, focusing on equity gaps where they exist
- Developing infrastructure to provide robust and dynamic data sets to units annually

Department Course Dashboard



Next Steps

- Submit Policy, Regulations, and Financial Review (Standard 2) Report to NWCCU by March 1, 2023
- Continue preparations for Year 7 reporting (Standard 1) requirements (due late Winter 2024) and peer evaluation visit (Spring 2024)

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Agenda Item #6

Program Approval - BA/BS in Environmental Design

The UO seeks approval from the Board of Trustees for a Bachelor of Arts/Bachelor of Science in Environmental Design, administered by the Department of Landscape Architecture and containing coursework from several departments within the College of Design. The new program would take effect Fall 2023.

Board approval is required before this new program is submitted to the Higher Education Coordinating Commission (HECC), and the Academic and Student Affairs Committee may act on behalf of the Board when appropriate.

The information below is provided by the program and the Office of the Provost. All appropriate University committees, the University Senate, and the Provost have approved the proposed program. Detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) was provided to these bodies, and will be provided to the HECC upon request.

Describe the purpose and relationship of the proposed program to the institution's mission and *strategic plan*.

The College of Design proposes to offer a multidisciplinary BA/BS in Environmental Design focusing on the visual and spatial design skills applied to the context of environmental sustainability. Administered in the Department of Landscape Architecture, this degree – the only undergraduate degree of its kind in the Pacific Northwest – will combine coursework from landscape architecture, architecture, interior architecture, planning, public administration, nonprofit management, art, art history, product design, historic preservation, geography, environmental studies, and law.

The unique multidisciplinary structure will equip students with cross disciplinary skills related to environmental challenges for a range of careers related to:

- Public and private sector open space design
- Design of green streets and urban infrastructure
- Data visualization and mapping analysis
- Parks and open space design
- Restoration and land management specialists
- Environmental justice and food security advocacy

The program will also enable more diverse populations to enter the pipeline into design professions. The courses will develop student skills for careers in visual modeling of environmental amenities, challenges,

and solutions; conceptualizing, planning and implementing design solutions for the built environment; exploring sustainable options in materials and materiality; and producing compelling visual/spatial communications for environmental action. The degree will offer natural opportunities for double majors with environmental studies; environmental science; product design; art; interior architecture; and planning, public policy and management.

The Bachelor of Environmental Design degree aligns with University of Oregon's commitment to exceptional teaching, discovery, and public service. Applied projects woven into the required curriculum will hone students' ability to assess environmental issues critically, formulate creative and appropriate solutions, and effectively articulate these with the broadest range of audiences.

The focus on environmental challenges will utilize Oregon's reputation for ecological diversity and innovative sustainability practices. In addition, we will harness Oregon's ecologically fragile settings to study and apply a solutions-based curriculum. Climate crises, population migration, inequality of environmental amenities, and other issues require creative, cost-effective responses that are humane, ecologically-based, and sensitive to communities' social needs and ways of life. Our efforts, often applied locally, will have transferrable lessons for other regions of the nation and world.

What evidence of need does the institution have for the program?

The program will attract students who are interested in sustainable design, visual and spatial design skills. It will appeal to students interested in careers ranging from urban and rural design, ecological restoration, natural hazards, visual modelling, and design solutions for the built environment.

A Persona Analysis of the College of Design's fall enrollment of freshmen showed that students who applied to a College of Design degree (primarily architecture) gravitated toward a different university if they did not attend the UO. In the 2021-22 admissions cycle, there were over 1,000 applicants for 120 spots in the Architecture program.

Furthermore, many exploring students who discover environmental design are usually unable to pursue studies in Architecture and Landscape Architecture because accredited undergraduate programs require a sequence of studios over four to five years. This degree allows students to explore an interdisciplinary major, specialize in one of five career-oriented tracks, and enter the workforce. Students interested in a licensed professional degree will be well positioned for accredited professional programs such as Masters degrees in Landscape Architecture, Architecture, and Community and Regional Planning.

Given this untapped source of potential students, the trajectory of majors is likely very conservative, and we believe the actual enrollment will be very strong. UC Boulder, for example, had 140 degree conferrals in 2019 (Hanover report). Overall, the Hanover report found that a Bachelor of Environmental Design degree would be viable as part of a multidisciplinary program, particularly given the UO reputation for innovation, sustainability, and environmental design.

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

This would be the first Environmental Design program in Oregon and the Pacific Northwest. Portland State University and Portland Community College both offer environmental design certificates, but no institutions offer a full bachelor's in environmental design. The landscape architecture department has collaborated with OSU faculty in the past, and one potential track in the BEND degree could provide a pathway to the MS in Horticulture degree at Oregon State University. In developing this degree, College of Design leadership has received positive feedback from Portland State University, Oregon State University, and Southern Oregon University.

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

The program will utilize existing capacity in courses across the University and add capacity within existing courses in the College of Design, the College of Arts and Science, and the Law School. Almost all of the core courses already exist and enroll students in programs like Landscape Architecture and Planning, Public Policy, and Management.

In terms of staffing, the Landscape Architecture department was awarded two new faculty positions through the 2021-22 IHP process in anticipation of this program (and due to recent retirements). Additional Pro Tem/NTTF resources will be needed to increase the capacity in some of several courses that are at or near capacity. The program will require a faculty coordinator for the degree, which typically comes with a one course release. These anticipated recurring costs are outlined in a budget spreadsheet.

Based on the recommendations of the Undergraduate Council, the College has also proposed adding a student advising position as soon as possible to prepare advising materials and assist students interested in transferring into the program.

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

Resolution: Program Approval – BA/BS in Environmental Design

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

WHEREAS, the College of Design wishes to offer a multidisciplinary Bachelor of Arts and Bachelor of Science in Environmental Design focusing on the visual and spatial design skills applied to the context of environmental sustainability;

WHEREAS, the proposed program will be the only undergraduate degree of its kind in the Pacific Northwest and will combine coursework from landscape architecture, architecture, interior architecture, planning, public administration, nonprofit management, art, art history, product design, historic preservation, geography, environmental studies, and law;

WHEREAS, the program has been approved by relevant departments, the College of Design, relevant academic committees, and the University Senate; and,

WHEREAS, the Board of Trustees’ approval is required before the program can be considered by the Higher Education Coordinating Commission.

WHEREAS, the Policy on Committees authorizes the Academic and Student Affairs Committee to submit items to the full Board as a seconded motion, recommending passage.

Now, therefore, the Academic and Student Affairs committee of the Board of Trustees of the University of Oregon hereby refers to the full Board of Trustees of the University of Oregon the approval of the Bachelor of Arts and Bachelor of Science in Environmental Design as proposed in the associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Hornecker		Madison	
Fick		Ulum	
Lo		Worden	

Date: _____ Initials: _____



BA/BS Environmental Design

Undergraduate Major Proposal

Department of Landscape Architecture
College of Design

1



Overview of Program

- Interdisciplinary core in College of Design
 - Landscape Architecture
 - Architecture
 - Urban planning
 - Interior design
 - Product design
 - Art history
 - Historic preservation
- Focused Interdisciplinary Tracks
 - Emphasis on career readiness
 - Required portion plus electives (including ENVS, GEOG)

2

Four Year Degree Progression

BA/BS of Environmental Design



3



Relation to UO Mission

- Emphasis on job readiness
 - Applied learning
 - Professional orientation
- Emphasis on interdisciplinary skills
- Flexible pathways for exploring students
- **Additionally**
 - 3rd star in UO environmental constellation
 - Increasing diversity of design professionals

4

3rd Star of UO Environmental Credentials

- **Environmental Studies:** prepares students for business, government, or non-government careers through courses in the sciences, social sciences, humanities, management, policy, design, and law. [ENVS Web Site]
- **Environmental Science:** for students who want to focus on scientific careers in fields such as conservation biology; climate and the atmosphere; pollution prevention and abatement; aquatic environments; or ecosystem protection restoration. [ENVS Web Site]
- **Environmental Design:** provides students with visual and spatial design skills to work in careers related to urban and rural design, parks and natural area design, visual communication of environmental concepts, and developing design solutions for the built environment.

5

Increasing diversity in design

- Degree is open to all
- Access to students who do not come from well-resourced schools
- Develops multiple potential career trajectories
- Focus on skill building benefits students with limited prior exposure to design fields



6



Evidence of Need

- First degree of its kind in the Pacific Northwest
- Hanover Report: Demonstrated demand at other institutions
- Meet demand for interdisciplinary professionals
 - Ecological restoration
 - Natural hazards/Utilities
 - Public and private sector space design
 - Green streets and stormwater design
 - Parks and natural area management
- Meet demand for students interested in design with environmental emphasis
- Provide students with pathway to graduate programs for students seeking licensure or professional accreditation

7



Resources from UO

- 2 TTF hires for Landscape Architecture
 - Searches underway
 - Slated to start Fall 2023
- Proposed
 - 1 new full-time student advisor
 - Course release for faculty director
 - Funding for new sections of high demand courses (*Pro-tem* or GE funding)

8



Thank You

INPUT ON PROGRAM

- College of Design Departments
- College of Design Advisors
- Environmental Studies Program
- Geography Department
- School of Law
- Undergraduate Council

SUPPORT FOR PROGRAM

- Dean Adrian Parr
- President Patrick Phillips
- Provost's Office Staff

QUESTIONS?:

Rich Margerum, Liska Chan, Renee Irvin