

Packet Updated on March 8th,
with updated slides on pages
8-13.

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: an overview of UO's Clark Honors College, a report from the Provost, a presentation on the Cascadia Region Earthquake Science Center; and a report on international student engagement.

The meeting will occur as follows:

Monday, March 11 at 1:00 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 | Academic and Student Affairs Committee
Public Meeting | March 11 | 1:00 p.m.
Ford Alumni Center | Eugene Campus**

Convene

- Call to order, roll call

- 1. Provost's Report.** Karen Ford, interim Provost and Executive Vice President.
- 2. School/College in Focus: Clark Honors College.** Carol Stabile, interim Dean, Clark Honors College.
- 3. Cascadia Region Earthquake Science Center.** Diego Melgar, Associate Professor, Earth Sciences, and Director, Cascadia Region Earthquake Science Center.
- 4. International Student Engagement.** Dennis Galvan, Vice Provost for the Division of Global Engagement.

Meeting Adjourns

Agenda Item #1

Provost's Report

THERE ARE NO MATERIALS FOR THIS AGENDA ITEM

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Agenda Item #2

Clark Honors College

Clark Honors College

BY THE NUMBERS

- 6% of UO undergraduate student body
- 746 Oregon residents (all time high)
- 39% non-residents
- 70% White, 28% Students of Color, 2% Intl/unk
- 10% First gen
- 13% Pell-eligible

DID YOU KNOW?

- Over 5,800 applications for Fall 2024, up 47% since the Fall 2021 admissions cycle, for ~ 400 spots
- 72% of applicants have a HS GPA of 4.0 or higher
- 14% of CHC students are double or triple majors
- 41% pursue Natural Science majors (psychology, human physiology, biology and neuroscience)
- 22% pursue Social Science majors (political science, environmental studies, history)
- 25% pursue majors in professional schools (business, design, education, journalism, music and dance)
- 84% of 4th-year CHC students pursue at least one minor. Most popular: chemistry, legal studies, Spanish, global health, psychology and art
- 100% of UO Board of Trustee student members are CHC students
- Of the most recent 14 ASUO Presidents, 6 are CHC students
- 26% of the 2023 Phi Beta Kappa electees were CHC students and five of the Oregon Six
- 73% of students CHC admits graduate in 4 years vs. 57% of UO undergraduate admits
- Distinguished Scholarship recipients during 2020-2024: 1 Rhodes, 3 Goldwater, 2 Fulbright, 2 Gilman, 2 Udall, 1 Boren, 1 Gates Cambridge, 1 Marshall, 1 Newman Civic, and 1 Scoville Peace. Eleven additional CHC students advanced to finalist rounds for the Gates Cambridge, Marshall, Mitchell, Rhodes and Truman



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STUDENT CLASS SIZE

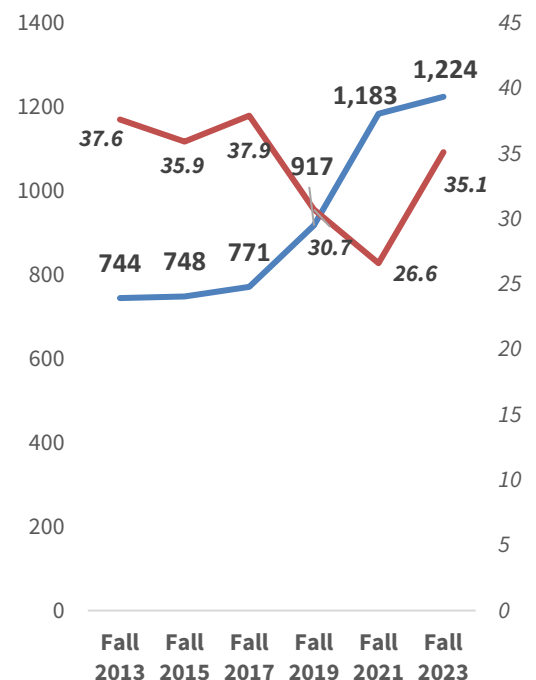
77%

COURSES TAUGHT BY CORE FACULTY

87%

RECENT GRADS WHO CAME TO UO BECAUSE OF CHC

CHC Student Body and Faculty/Staff FTE



TO BETTER SERVE STUDENTS

The Clark Honors College has undergone a series of changes in recent years to better serve students. These include a new faculty model, combining excellent teachers from across UO as Faculty-in-Residence who serve 3 years in the CHC and additional career faculty to significantly broaden faculty disciplinary diversity; revising the curriculum to balance Arts & Letters, Natural Science and Social Science topics; and making strategic staff hires to provide services and meet students where they are post-pandemic. During this period, the CHC student body grew by 48% requiring significant rethinking and revision of internal processes and policies created when the student body was only 750.

Physical facilities, both academic learning environments (Chapman Hall) and residential life were either renovated or built. New faculty and staff hires have significantly improved diversity – 43% of CHC staff are of color (vs. 19.6% of UO staff). The success of our online reunion book enables alumni networking and mentoring of current students. We overhauled our advising model to focus professional advisors on first-year students and enable faculty to focus on second through fourth year students with whom they closely work during each student's thesis/capstone project.

CHALLENGES AHEAD

While CHC has taken several steps forward, many challenges remain. These include: removing obstacles to remaining in the CHC and timely completion of degrees; enhancing personalized college to career pathways for our students; assessing our interventions and sharing successes with the wider university community; supporting our faculty and staff so that they can better serve our students; making additional hires to support students who experienced significant learning loss during the pandemic; improving our First-Year Experience and career preparation which encompasses alumni connections, experiential learning and internships, thesis/capstone project and advising; and securing a long-term funding method that addresses HC differential tuition, currently the highest in the nation.

AY2023-24 SAMPLE COURSES

- Syzygy: The History and Science of Eclipse
- Poetry of Black Liberation
- Neuroethics
- Louis Armstrong: The Sound of a Century
- Latine Testimonios
- The Art and Science of Human Flourishing
- Play Ball! A Social History of America
- 12,000 Colors
- Coral Reef Acoustic Ecology
- How the West Was Spun: Myth and History in the American West






1

5 WAYS WE SERVE STUDENTS WELL

1. Attract high-achieving students and enhance UO's reputation
2. Foster connections
3. Courses taught by award-winning faculty
4. Dynamic curriculum
5. Capstone/thesis project



O Robert D. Clark Honors College

The slide features a green header with the text '5 WAYS WE SERVE STUDENTS WELL'. Below this is a list of five points. To the right of the list is a photograph of a group of approximately ten diverse students standing on the steps in front of a large, ornate wooden double door set in a brick building. Above the door is a stone archway with the words 'CHAPMAN HALL' inscribed on it. The students are dressed in casual attire, and some are wearing green shirts. In the bottom left corner of the slide is the Robert D. Clark Honors College logo, which consists of a green 'O' followed by the text 'Robert D. Clark Honors College'.

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1. ATTRACT HIGH-ACHIEVING STUDENTS AND ENHANCE UO'S REPUTATION

- Students attend UO because of CHC
- GPA
- Distinguished scholarships
- Support of research mission
- Alumni highly successful in careers
- Alumni attend grad school at prestigious institutions
- Alumni leaders



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2. FOSTER CONNECTIONS

- Friendships
- Collaborations
- Faculty mentors
- Disciplines and ideas



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3. COURSES TAUGHT BY AWARD-WINNING FACULTY

- CHC core faculty focused on teaching
- More than half have won teaching awards
- All faculty teach AND advise students
- Dedicated and innovative
- Interdisciplinary faculty



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4. DYNAMIC AND EVOLVING CURRICULUM

- CHC required courses taught as distinct topics:
 - 100-level: “The Art and Science of Human Flourishing,” “Syzygy: The History and Science of Eclipse,” “Misinformation”
 - 400-level: “Neuroethics,” “Solutions to Our Wicked Problems,” “Verifying the Viral: Investigating Science on Social Media”
- Allows us to respond to changing needs and interests



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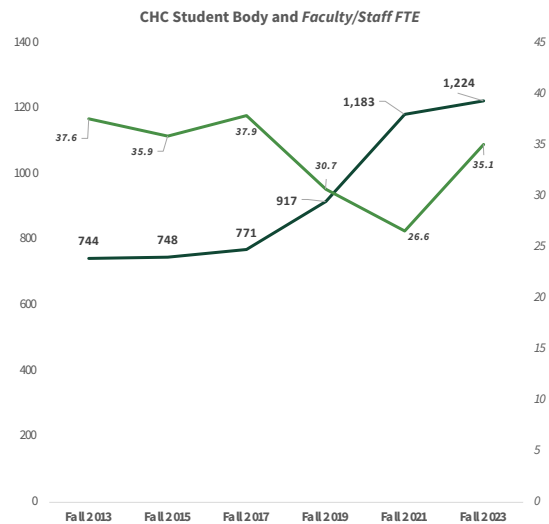
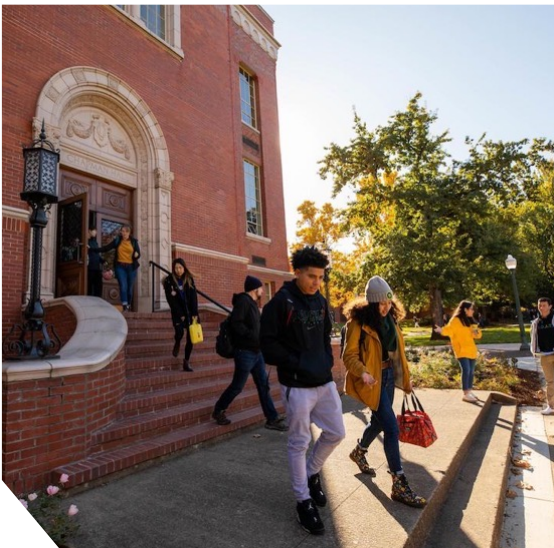
5. CAPSTONE : THE THESIS PROJECT

- Personalized project
- Career preparation: builds skills employers want
- Differentiator



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5. CHALLENGE #1: Growth



8

CHALLENGE #2: Differential Tuition



- Roughly \$3,000 per year
- Barrett at ASU \$2,000; OSU: \$1,500; Hutton at Indiana University: \$0
- Students leave the CHC because of expense

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CHC faculty and student perspectives

Anita Chari, Associate Professor, Political Science

Lindsay Hinkle, Instructor of Chemistry

Charles Petrik, Global Studies major

Sofia Rodriguez Baquero, Journalism major

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Agenda Item #3

Cascadia Region Earthquake Science Center



1

CRESCENT and its 3 pillars

- A new \$15M NSF-funded center **headquartered at the University of Oregon**
- 6 **center staff** for program management and cyberinfrastructure
- Senior personnel from 14 universities include over **40 researchers**
- 3 objectives or “pillars”
 - The **science** behind earthquakes and their hazards
 - Connecting the science to meaningful societally relevant outcomes through **partnerships** and development of **applications**
 - Expanding access to careers through **geoscience education and inclusion**

SCIENCE PLANNING COMMITTEE (SC)

- SIG1 Offshore geophysical observations
- SIG2 Frontiers in ground motion modeling
- SIG3 Liquefaction, landslides and failure
- SIG4 Fluids in Cascadia
- WG1 CTM Community fault model
- WG2 DEY Dynamic ruptures, EQ cycles & tsunamis
- WG3 CVM Community velocity model
- WG4 CSSS Coupling, slow slip & seismicity
- WG5 CPAL Cascadia Paleo-seismology

GEI (Geoscience Education and Inclusion Committee)

- High School STEM pathways
- cores2code summer school
- Undergraduate internship program
- Technical short courses
- Graduate fellowship

PA (Partnerships and Applications Committee)

- Community events
- Facilitated stakeholder meeting
- Social media strategy
- Community bidirectional communication

EXECUTIVE COMMITTEE oversees all pillars and manages:

- Programmatic center activities
- Blennial meetings
- Seed grants program
- Target of opportunity funds
- External reviewers
- Technical committee (community members)

EXTERNAL ADVISORY BOARD and **EXTERNAL EVALUATION** provide oversight.

2

Unreinforced masonry:
Illegal in most of California since 1933
Widespread in OR, WA, and BC





"Soft stories"
Common across Cascadia
in medium density housing



Widespread tsunami
inundation
throughout coast






3

3

Impacts

- Over **13 million** people live above the Cascadia Subduction Zone
- An earthquake like the 1700 Great Cascadia event would have **generational consequences**
- Ongoing efforts to improve preparedness and resilience but our region is **very far behind** compared to other parts of the world

 <p style="font-size: 1.2em; font-weight: bold;">30,000+</p> <p>Casualties</p>	 <p style="font-size: 1.2em; font-weight: bold;">1,000,000</p> <p>Damaged or destroyed buildings</p>
 <p style="font-size: 1.2em; font-weight: bold;">\$81 Billion</p> <p>Economic Impact</p>	 <p style="font-size: 1.2em; font-weight: bold;">2,000</p> <p>Damaged or destroyed bridges</p>

Stats from Cascadia Rising Exercise Scenario on a catastrophic earthquake and tsunami on the Cascadia Subduction Zone (January 2015).

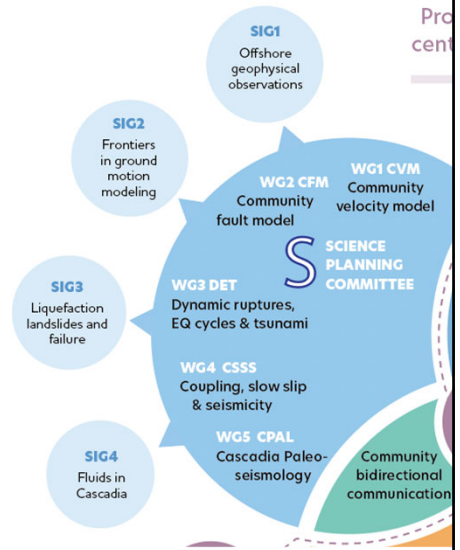
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4

CRESCENT as a research effort



- It's about understanding the **physical earthquake processes** and their **relationships to hazards**.
- The bulk of the research is carried out by Working Groups (WGs) who are supported via **directed resources** and have very **specific science deliverables**.
- Special interest groups are "proto" WGs and receive small amounts of resources with the hopes of **growing into WGs** later on.



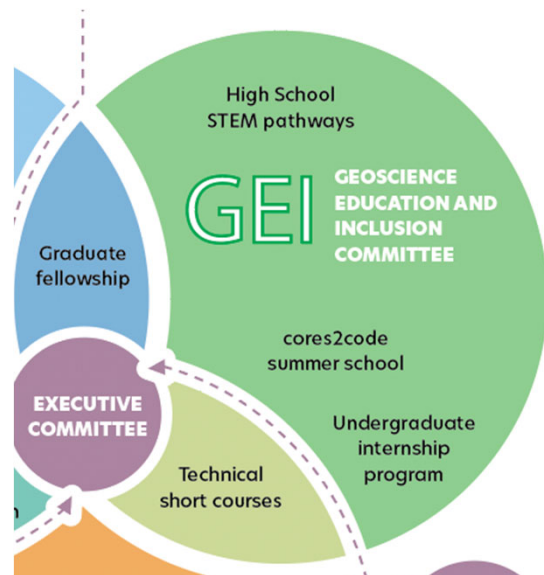
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The Geoscience Education and Inclusion Pillar



- Our needs (or insufficiencies) are great in the Earth science writ large.
- The field is **not perceived to be welcoming** by potential new scientists from minoritized backgrounds.
- Building a **modern and diverse workforce** is a major concern.
- Issue is already coming to a head in some of our sub-disciplines (**e.g. the geodesy crisis**).
- We need to be creative and rethink how we approach the problem. The **geosciences should be a recruitment no brainer**. Why are we failing so clearly (hint: retention)?



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6

The Partnerships and Applications Pillar



- P&A has the mandate to coordinate the center activities with the CSZ community broadly defined.
 - Earthquake hazards in the CSZ affect an incredibly diverse set of communities and stakeholders each with its own set of need and interests.
- CRESCENT should be a **pipeline between science and society**.
- It should establish practices that allow **co-creation of knowledge**.
- The center should **build relationships** with the varied communities and stakeholders interested in and affected affected by the hazards.
- The center has **dedicated staff** to further these efforts.



Very successful kickoff meeting



CRESCENT programs all in full swing



- Fully staffed
- In new office space
- Going a million miles an hour

<p>Working Groups Teams of scientists further foundational research Cascadia subduction zone</p>	<p>Special Interest Groups Grassroots efforts to advance knowledge in specific areas of interest</p>	<p>Small Grants Program Provide seed funding to fill critical knowledge gaps</p>	<p>CLIP Webinars Partnering with the Cascadia Lifelines Program (CLIP), to host engineering webinars</p>
<p>Topical Workshops Promoting education and exchange within the scientific community</p>	<p>Training Workshops Training in solid Earth geoscience for the next generation of geoscientists</p>	<p>Undergraduate Twinning Program Expose undergraduate students to research experiences in Earth Science</p>	<p>Highschool STEM Pathways Facilitate experiences for high school students at R1 research universities</p>
<p>Community Partner Meetings Providing information to and collecting feedback to endmember users</p>	<p>Cyberinfrastructure Research software engineering support and cloud computing</p>	<p>Cores2Code Summer school on paleoseismology and numerical modeling of earthquakes</p>	<p>Geoscience Teaching Fellowships Professional development support for aspiring geoscience educators</p>

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This is just the beginning



- 150 person kickoff meeting on campus in October clearly established enormous **goodwill and interest from diverse actors.**
- Ongoing conversations with **several federal agencies** for expanded funding. Working with UO government affairs and federal research experts.
- Interest from **private sector and industry** as well due to hazards research but also because of **technology** we develop.
 - Received first (\$200k) donation from PG&E.
- Exploring **philanthropy/development** strategies.
- Bottom line: We consider the initial 5 year NSF grant seed money, **opportunities for expansion are significant.**



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Thank you



Director: Diego Melgar (dmelgarm@uoregon.edu)

Partnerships & Applications: Valerie Sahakian (vjs@uoregon.edu)

Science Planning: Amanda Thomas (amthomas@uoregon.edu)

Geoscience Education & Inclusion: Andrew Meigs (andrew.meigs@oregonstate.edu)



Join our Slack Workspace



cascadiaquakes



<http://www.cascadiaquakes.org>

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Agenda Item #4

International Student Engagement

International Student Engagement

University of Oregon Board of Trustees • Academic & Student Affairs Committee • 11 March 2024

Dennis Galvan,
Vice Provost for Global
Engagement

Gayatri Misra and
Chiagoziem Adindu,
Students in the International
Cultural Service Program



 UNIVERSITY OF OREGON | Division of Global Engagement

1

What we do for international students:

1. Federal Visa Sponsorship & Compliance Management
 2. Belonging & Flourishing
 3. Student Success
- Services from: International Student & Scholar Services (ISSS) in Division of Global Engagement
 - Total population Fall 2023: 878 (341 UG; 537 GR)

Division of
Global Engagement
(reports to Provost)

Study Abroad
(Global Education
Oregon)

International
Student & Scholar
Services (ISSS)

Global Studies
Institute

 UNIVERSITY OF OREGON | Division of Global Engagement

2

Federal Compliance Services

- [Visa sponsorship & management](#)
- First point of contact
- Enrollment tracking and retention
- Federal reporting
- Helping students maintain legal status
- Helping students who fall out of legal status



Belonging & Flourishing: Arrival

- [Pre-arrival onboarding support](#)
 - Zoom meet & greets with staff
 - Help with, housing, registration, insurance, etc.
- Short-term homestays ([Friendship Foundation for Int'l Students](#))
- [International student orientation](#)
 - 2-day orientation each term
 - Welcoming and engagement
 - Introduce students to campus resources, ISSS support

Swing on over and make a friend.



We partner international students with host families
This Taiwanese student loves swing dancing with her host family.

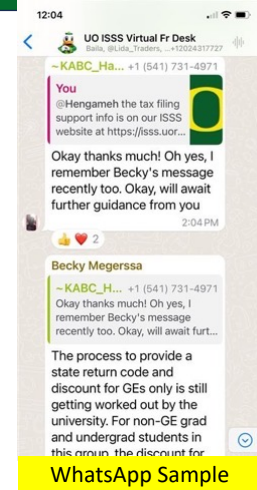
Friendship Foundation
for International Students

Belonging & Flourishing: Ongoing

- Social media (WeChat, WhatsApp, Instagram & Facebook)
- Connecting to campus partners and resources
- [International peer mentor program](#)
- [Conversation friend program](#) (FFIS)
- [Share Thanksgiving program](#) (FFIS)



WeChat Sample



WhatsApp Sample

Student Success

- Everyday advising
 - Holistic advising, mentoring, young adult coaching
 - 1870 walk-in office visits in 2023 (16 avg visits per advisor per week)
 - Friendly, cross-cultural empathy
- [Academic support](#) services
- Engaging faculty across cultural difference
- First home: “who do I talk to about...?”
- Translational problem solving
- Crisis management & mental health support



Student Success: Career Readiness



- [Career Readiness Program](#) (partnership with UO Career Center)
- Workshops on pathways to working in the US
- [On-Campus employment](#) advising and support
- [Optional Practical Training \(OPT\) & Curricular Practical Training \(CPT\)](#)
 - 140 OPT students
 - 35 STEM OPT students
 - 46 CPT students

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Student Success: Finances

- [Emergency Financial Aid](#) (Ghent Fund)
- [Tax Filing Support](#)
- [Scholarships](#)
- [International Work Study Award](#) (total \$125,000 in 2023)
- Featured support program: [International Cultural Service Program Scholarship](#)

Scholarships 2023	Total apps	Qualified apps	Awards	Award rate
ICSP	150	132	8	6%
Global Corners	130	42	13	31%
Endowed	405	284	23	8%
Total/Avg	685	458	44	6%

8

International Cultural Service Program

- Significant award (\$20-25k)
- 80 hours per year of community presentations on home culture
- Training – fall course, ongoing support
- Impact –Eugene-Springfield face-to-face diplomacy, makes our community more globally connected in human way
- Benefits – presentation skills, confidence, cross cultural skills
- Dream – extend this support program to ALL UO international students



Division of Global Engagement: International Student and Scholar Services (ISSS)
UO Board of Trustees Presentation on International Student Engagement, 11 March 2024
Supplementary Materials

1. [Core visa issuance and federal immigration compliance services](#):
 - a. Maintaining legal status while in the US
 - b. F-1 (student) visa documents and resources
 - c. J-1 (visitor) visa documents and resources
 - d. Changing visa status (especially at graduation)

2. Belonging & flourishing: [pre-arrival onboarding support services](#):
 - a. Undergraduate & exchange student checklist
 - b. Graduate student checklist
 - c. [International student orientation](#) (2-day welcome to UO and services)
 - d. Visa checklist as student prepares to leave home for UO
 - e. [Arrival and housing resources](#)
 - f. [Friendship Foundation for International Students](#) (community organization that provides up to a week of free housing for incoming international students)
 - g. [Scholarships](#) – appx \$880k per year in endowment and centrally funded support for international students.

3. Belonging & flourishing: Ongoing services
 - a. Regular (minimum weekly) engagement on main social media platforms
 - i. WeChat: Chinese social media app, 864 members
 - ii. WhatsApp: main social media app outside US & China, 367 members
 - iii. [Facebook ISSS page](#), 1300 followers
 - iv. [Instagram ISSS page](#), 1346 followers
 - b. [International peer mentor program](#) – connects new students to more advanced peers for trustworthy advice and support
 - c. Friendship Foundation for International Students ongoing support
 - i. Conversation friend program
 - ii. Share Thanksgiving program

4. Student success: [Academic support entry-points](#) for international students:
 - a. Connecting to academic support services
 - b. Support for STEM majors
 - c. Verifying course enrollment for visa purposes
 - d. Managing courseloads & maintaining visa compliance

5. Student success: career readiness
 - a. [International career readiness program](#): workshops and resources offered each term to encourage international students to start preparing for a future career.
 - b. [Resources for working on and off UO campus](#)

- i. [Curricular Practical Training](#) (CPT) – special program under student visa that allows student to work off campus in an internship
 - ii. [Optional Practical Training](#) (OPT) - extension of student visa after graduation to allow student to work in an internship in US. Often leads to permanent employment
 - iii. [International work study](#) awards
- 6. Student success: scholarships and financial support
 - a. [Endowed scholarships](#) – 12 funds; 23 awards in 2023, total appx \$114,000
 - b. Fee remission scholarships – total awards about \$766,000 per year
 - i. [International Cultural Service Program Scholarship](#) – appx \$20k award; students trained to make presentations about home culture in local schools, community settings
 - ii. [Global Corners](#) award – adds international diversity through matching grants with departments to bring students from every corner of the globe
 - iii. Support for incoming Fulbright awardees (US government funds lion's share, but expects universities to cover some of local cost).
 - c. [Emergency financial support for international students](#) facing unexpected shortfalls, other challenges.
 - i. From endowed fund with annual distribution appx \$35,000 per year.
 - ii. Applications and awards each term
- 7. Featured program: [International Cultural Service Program Scholarship](#) – brochure for program at [this link](#) and also attached