

NOTICE OF PUBLIC MEETING

The Board of Trustees of the University of Oregon will hold a public meeting in the Giustina Ballroom of the Ford Alumni Center on the Eugene campus at the following time. Topics of the meeting will include: standing reports; consideration of seconded motions from December 5 committee meetings; an executive session regarding collective bargaining; presentations and discussion on campus climate and culture, and a research innovation partnership; preview of the FY23 tuition-setting process; and a report and proposal on the Presidential search process.

The meeting will occur as follows:

Tuesday, December 6, 8:30 a.m. Pacific Time
Ford Alumni Center, Giustina Ballroom

The meeting's agenda and materials are available at <https://trustees.uoregon.edu/upcoming-meetings>.

A livestream link will be available at: <https://trustees.uoregon.edu/meetings>. If telephone conference, sign language for the deaf or hard of hearing, or accessibility accommodations are required, contact trustees@uoregon.edu at least two business days in advance of the posted meeting time. Please specify the sign language preference if applicable.

Public Comment

To provide public comment during the meeting, or if you would like to provide remote public comment, please sign up by emailing trustees@uoregon.edu and include your name, affiliation with the university, and topic for discussion. Public comment guidelines are available [here](#).

Those wishing to provide comments in writing may do so via trustees@uoregon.edu. All written comments will be shared with members of the board, but to ensure comments are provided to trustees *in advance* of the meeting, they must be received by 5:00 p.m. Pacific Time on December 2, 2022.

BOARD OF TRUSTEES

Board of Trustees
Public Meeting | December 6, 2022 | 8:30 a.m.
Ford Alumni Center Ballroom | Eugene Campus

Convene

- Call to order, roll call
- Approval of Minutes

- 1. Executive Session Regarding Collective Bargaining:** Mark Schmelz, Chief Human Resources Officer; Chris Meade, Director of Employee and Labor Relations.

The Board of Trustees will meet in executive session pursuant to ORS 192.660(2)(d) for purposes of conducting deliberations regarding labor negotiations. This session is closed to members of the public and the media.

2. Standing Reports

2.1 Public Comment

- 2.1.1 Officers of Administration Council
- 2.1.2 Campus Labor Organizations
- 2.1.3 Other Public Comment

2.2 ASUO. President Luda Isakharov

2.3 University Senate Reports University Senate President Dan Tichenor

2.4 President's Report Patrick Phillips, Interim President and Professor Biology

3. Resolutions (Action) Pending December 5 committee action

- 3.1 Seconded Motion from FFC: Knight Campus Phase II Full Authorization
- 3.2 Seconded Motion from FFC: Thermal Tank Approval
- 3.3 Seconded Motion from FFC: New Portland Campus Planning Approval
- 3.4 Seconded Motion from FFC: Tykeson Lawn Naming
- 3.5 Seconded Motion from ASAC: Student Conduct Changes
- 3.6 Seconded Motion from ASAC: BA/BS Environmental Design

- 4. Presidential Search Update (Action).** Trustee Connie Seeley and Trustee Renée Evans Jackman.

- 5. Campus Climate and Culture.** Yvette Alex-Assensoh, Vice President for Equity and Inclusion; Janet Woodruff Borden, Acting Provost and Executive Vice President; Mark Schmelz, Chief Human Resources Officer; Renee Delgado Riley, Director of Assessment and Research, Division of Student Life.

- 6. Tuition-Setting Preparatory Discussion.** Jamie Moffitt, Senior Vice President for Finance and Administration; Chair of the Tuition and Fee Advisory Board).

- 7. Innovation Partnership.** Anshuman (AR) Razdan, Vice President of Research and Innovation; Paul Weinhold, President and CEO, University of Oregon Foundation.

Meeting Adjourned

Agenda Item #1

Executive Session Regarding Collective Bargaining*

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

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Agenda Item #2

Standing Reports

Public Comment
ASUO President*
University Senate Update*
President's Report

***Provided written materials**



ASUO Fall Term Board of Trustees Update

Overview:

The Fall is a very busy time for ASUO as officers adjust to being full-time students and student leaders. ASUO kicked off the term with the annual retreat in which the executive and legislative branches voted on their joint financial priorities for the year and started working on their projects. The executive branch primarily focused on getting started on projects by launching university-wide committees around advocacy areas, supporting student organizations, and revitalizing student life. The senates' main focus this term was approving financial benchmarks and starting the budget season.

Challenges:

- **I-Fee Allocation Process:**
 - This year, **Current Service Level (CSL) increases** requested by ASUO-funded departments, many of which are legally required, are at the highest levels ASUO has seen in recent history. This is a result of inflation and overall cost increases. Given this year's high CSL levels paired with other special circumstances, it will be incredibly challenging for ASUO to stay within a 5% I-Fee increase.
 - After a 2016 ASUO constitutional amendment, programs can be funded outside of the normal I-Fee allocation process through a student body referendum. In accordance with that provision, the [Oregon Student Public Interest Network \(OSPIRG\) asked students to approve paying \\$3.50 per term for their contract](#). Although students voted to approve this measure, many didn't realize this would cause a **113% increase to OSPIRG's contract with ASUO starting in the 2024-25 fiscal year**. This increase is completely unprecedented as all other ASUO contracts receive a 3% increase per year and a 5-8% increase every 7-10 years when their contracts are renegotiated. The ASUO Senate has engaged in many challenging conversations over the last few months to determine how to accommodate this increase while limiting I-fee growth and not taking out the entire impact of this increase on next year's ASUO administration.
 - In order to amend the constitution to prevent a similar situation from occurring and to reapportion the former EMU senate seats, ASUO is

facilitating a [special election during Week 1 of Winter Term](#) that will be limited to constitutional amendments related to the I-Fee distribution process with a clear and demonstrated exigency requiring them to be passed before the Spring election. ASUO tried several courses of action to reverse the OSPIRG decision made in the Spring, but all the efforts were ultimately rejected by the ASUO Constitution Court, and reversing the vote is no longer a feasible path.

- In recent years, students have relied on the easily accessible and affordable [Cascadia Mobility Peace Health bikes](#) that are set up on and around campus. Up until 2020, the bikes were completely free of cost to students. In 2021 they began charging a heavily discounted rate to students. However, in the past several years, they have expressed that they can no longer afford to provide the bikes at this level and have unsuccessfully attempted for multiple years to start a contract with ASUO to continue operating at a subsidized level. They announced that starting next year, if there is no contract with ASUO, they will no longer be providing bikes at a subsidized rate to students. As ASUO heavily prioritizes accessible transportation and has heard from large amounts of students who regularly utilize and depend on these bikes, ASUO would like to build the contract into the I-Fee allocation this year so it can continue to be a program. If funded, this will be one of ASUO's most utilized services by students.
- Every fall, the ASUO Senate passes benchmarks with percentage increases that every finance committee should consider to ensure I-Fee growth remains at or below 5%. This year, the senate voted on a benchmark for **total I-Fee growth that falls at 7.1%**. Their goal is to grant a one-time I-Fee increase to catch up with inflation and ensure that ASUO will not become a solely CSL granting body – to promote student leadership and decision-making growth. Understanding this may be rejected by the University President, the Board of Trustees, and potentially the Higher Education Coordinating Commission, ASUO Senate came up with a Plan B option that falls within the 5% in which significant cuts have to be made. These include not funding the Cascadia Mobility contract or OSPIRG at a sustainable amount to allow for the Senate to be able to increase the rest of the 113% increase required by the referendum next year without severe impacts to the rest of the Contracts Finance Committee and the overall I-Fee. It is ASUO's intention to work openly and collaboratively with university administration to find a budget option that is agreed on by everyone and supported by students.

- **University Communications Processes:**
 - **ASUO Website:** Understanding how unappealing and outdated the ASUO website is, we created a list of edits to make our website more accessible, which got rejected by the University Communications team. As even former President Schill expressed discontent with the ASUO website, we decided to create our own Squarespace website, but regulations requiring the use of UO Blogs prevent us from receiving a uoregon.edu address. While we are a major part of the university, this demonstrates how ASUO is treated like any other student organization, not the student government, and feels disconnected from the University.
 - **UO Centralized Communication:** Like the rest of the University's funded units, ASUO has to pay a 6.6% overhead on most of the units we fund, amounting in over \$200,000 per year. Although we pay for supports such as "centralized communications", we do not feel that we are receiving the support we need and are paying for.
 - **UO Blogs:** Due to limited staff, many departments, majors, and other programs on campus are required to use UO Blogs instead of using platforms, which is an offshoot of the WordPress platform with limited functionality. The limited customizability has resulted in many websites looking the same and being difficult to navigate for students. Initially, we were told there would be opportunities for feedback, but they delayed the project because UO Blogs is "working." As the only option for many programs, departments, and student organizations to make websites and get a "uoregon.edu" address, we wish the UO Blog issue could be addressed sooner to make university communications smoother and more equitable.
 - **UO Branding:** The University of Oregon has limited branding allowances for ASUO. Early in the year, we were informed we could not get business cards with the "O Logo" because undergrad students are not allowed to use that branding. We appealed, stating that the ASUO President and Vice President aren't just leaders of a student organization but are the representatives of the entire student body and, as such, should be allowed to use UO branding, but were still denied. This problem demonstrates another example of the University failing to properly recognize ASUO as the government for the entire student body.
- **Eugene Police Department's Party Patrol Program**
 - Tensions between students and the Eugene Police Department remain high, with the department giving over 200 citations to students in the first three weeks of the fall term.

- There were over 20 arrests of students and over citations handed out to students over Halloween weekend this year. In one incident, students were pulled out of bed in the middle of the night, placed in prisoner transport vans, and taken to jail after officers found them in violation of the social hosting ordinance. Videos have been circulating online and amongst students of officers yelling at and berating students during their weekend patrols, including footage of students being pinned to the ground and pushed around. We have had numerous students express their discomfort and fear of local police in response to this behavior. ASUO is directing students to continue to submit their videos and comments to the Eugene Police Auditor.
- ASUO has been working closely with leadership from Student Life, Community Relations, and UOPD to navigate this issue and to communicate with EPD and the city. We are continuing to engage in conversations about community and student safety throughout the term. The External Department is conducting ongoing research and data analysis about policing in college communities to better inform our perspectives.
- [Video of treatment of students by EPD.](#)

Successes:

- **Student Engagement**

- Street Faire
 - ASUO's [Fall Street Fair](#) was a major success as thousands of students passed through every day. Vendors and students alike have shared that this event is one of the highlights of their entire year.
- Spring Headliner Concert
 - In October, ASUO Senate gave the Executive the go-ahead to start planning a 6,000-person audience concert with a headliner for May 13th, 2023. The goal of the concert is to use a portion of the leftover surplus funds from COVID years to make up for missed memories and experiences for students who have already paid the fee. During Winter Term, ASUO is hoping to host a large event for student bands to audition to have the opportunity to open for the big headliner.
- Student Organization Life
 - ASUO is excited to share that I-Fee-funded student organizations are seeing levels of engagement higher than what we saw pre-COVID in 2019. Regular member meetings for multicultural and professional-focused groups often have over 200 people in attendance.

- It was a priority of our administration to give students power through education on their rights and the resources available to them. The Secretary of Gender and Sexuality facilitated a week-long Define the IX campaign in November to educate students on the meaning of Title IX and available University resources. The Define the IX campaign ended with a Gender and Sexuality Coalition kick-off event featuring speakers and cross-campus student participation to continue conversations and coalition building around issues pertaining to gender and sexuality. ASUO is grateful to Associate Vice President and Chief Civil Rights Officer & Title IX Coordinator Nicole Commissiong for her participation in and support of the campaign.
- **Sustainability Efforts**
 - Two members of ASUO were appointed to serve on the University Thermal Heating committee, which will explore new options for heating UO. We are excited to advocate for the student perspective on this challenging issue and are grateful to have a seat at the table.
 - The Secretary of Sustainability continues to serve on Campus Planning and Facility Management’s Millrace task force. The task force plans to present a formalized proposal for funding for the Millpond renovation by February 2023. Students have continued to advocate for funding for the renovation of the entirety of the Millrace and collaboration between the City and the university while doing so.
 - Members of ASUO participated in a restoration and planting event near the Millpond on November 19th.
- **Communications**
 - President Isakharov and VP Shrestha sent ASUO’s first-ever welcome email to the UO Student Body.
 - ASUO has put an emphasis on using Instagram to promote student resources and support. Some of our posts with the highest levels of engagement include our educational campaigns around voter education, know your rights, and Title IX resources.
 - In accordance with our goal of promoting ASUO awareness and accessibility, we began hosting weekly “coffee hours” in the ASUO suite, where students come to learn about ASUO and get free coffee. This effort has been very successful, bringing in over 100 new students to the ASUO suite for the first time and exponentially increasing student government engagement and understanding among students.
- **ASUO Photo/Video Pool**

- This year, ASUO has created and funded a photography and videography pool, providing free student photographers and videographers to student organizations to further promote student life and engagement.

Looking Forward:

- **Winter Light Show**
 - Although the ASUO Street Fair takes place in the Fall and Spring every year, there are few big events during Winter Term for students to come together and build community. For that reason, ASUO is in the process of planning a new three-day Winter Lights event which will take place in January on the Memorial Quad. The event will have a large light show for students to walk around and take photos, music, and possible vendors with light refreshments and warm drinks.
- **Oregon Legislative Session**
 - ASUO has started to prepare for the legislative session ahead by identifying its legislative priorities. We plan to make multiple trips to the capitol to advocate for the needs and interests of students. Some of this work will include collaboration with the university, student organizations, and outside organizations. Our current top priorities include higher education affordability, campus safety and wellness, and sustainability.
- **Communication Advancements**
 - Although we will not have a uoregon.edu domain, we still plan to launch a new website during Week 1 of Winter Term. In addition to this new, more student-oriented website, we plan to launch an ASUO blog to learn more about ASUO initiatives and house op-eds and articles written in-house to better advocate for students.

Winter 2022 Board of Trustees Meeting: UO Senate Report

November 12, 2022

To: UO Board of Trustees

From: Daniel Tichenor, UO Senate President and Philip H. Knight Chair of Social Science

The University Senate is in the midst of a productive Fall term, taking up a variety of important academic matters in general sessions, in the deliberations of its special task forces, and in the crucial work of its standing committees. After an initial September meeting focused on orientation and training for senators, the Senate as a whole has carefully evaluated and voted on new program proposals and academic requirements. Two key Senate task forces have been diligently discussing and developing recommendations on faculty service and the course approval process. Finally, the Senate's numerous standing committees have been hard at work on numerous curricular, peer teaching evaluation, study abroad, certificate program, and promotion review issues. In this report, I will provide a brief overview of some of these notable academic decisions and plans.

Before providing this overview, however, I want to take this opportunity to note that the Senate leadership strongly encourages the UO Presidential Search Committee to pay close attention to candidates' track record on shared governance. For several years now, the UO Senate has been a strong partner in shared governing responsibilities, an attribute that should appeal to potential candidates. At the same time, long-term members of the UO community know well that shared decision-making in general, and Senate-administration relations in particular, have an uneven history at the university. To advance a positive and constructive trajectory in these relations, we urge the Search Committee to carefully question and evaluate candidates on their experiences and philosophies concerning shared governance. The strongest presidential candidates—those most capable of leading us forward on our university initiatives—will have both a compelling vision of and a proven commitment to collaboration, transparency, consultation, and shared governance.

Newly Approved Academic Programs and Requirements

The Senate approved a range of academic-related proposals during the Fall term, including revised language requirements for the Master of Arts (MA) degree; new BA/BS degree programs in Child Behavioral Health, Environmental Design, and Popular Music; and revised academic responsibilities of our Study Abroad Responsibilities Committee. Here is a brief description of the new BA/BS programs that were approved:

- *BA/BS in Child Behavioral Health*: Bachelor's degree program providing coursework and training addressing the behavioral health and wellness of children and adolescents in school, community, and health care settings. Students in this program will complete core education and degree requirements in Eugene during the first two years of their studies, and then transition to The Balmer Institute in Portland for two years of behavioral health coursework and fieldwork.

- *BA/BS in Environmental Design*: Multidisciplinary bachelor's degree concentrating on the visual and spatial design skills to the area of environmental sustainability, combining coursework in landscape architecture, architecture, interior architecture, planning, art, product design, and historic preservation. The only undergraduate degree of its kind in the Pacific Northwest, it is designed to prepare UO students for careers in urban and rural design, ecological restoration, natural hazards, and other jobs associated with environmental sustainability.
- *BA/BS in Popular Music*: New degree program converted from a previous Popular Music Studies concentration with the School of Music and Dance's BA/BS in Music. This program builds understanding of key areas of study within the genre of popular music, and allows students to take course in one or more aspects of the music, including performance, composition, or production. This degree prepares some students for specialized work in the music industry, while providing others with a liberal arts degree in music.

Task Forces on Service and the Course Approval Process

The Senate established separate task forces in operation this academic year to tackle two important and often challenging issues: 1) making faculty service more transparent and equitable; and 2) assessing the quality, efficiency, and coherence of the UO course approval process. A seasoned, diverse, and dedicated set of faculty, administrators, and staff on each of these task forces have been making headway since the start of the academic year in terms of research, discussions, and possible recommendations to be considered by the wider Senate and UO community. Due to the complexity of its charge, the Senate Task Force on Service has formed subcommittees to address key questions of internal service, external service, and invisible service. The Senate Task Force on Curriculum Approval is systematically examining the purposes and processes of curriculum review, and the role played by department, school/college, and university committees in this review and approval process.

UO Senate Productivity and Infrastructure

Overall, the resources, infrastructure, and productivity of the UO Senate has been enhanced by the creation and appointment of a new Senate Secretary (.5 FTE), to join our existing Senate Executive Coordinator. We are fortunate to have Sandy Weintraub as our Senate Secretary, and our Executive Coordinator Betina Lynn, both of whom provide crucial managerial support, knowledge, advice, and continuity to our Senate work. We also have moved forward with efforts to strengthen the resources and capacities of our Senate standing committees in terms of encouraging a pipeline of future committee leaders, integrating DEI goals and considerations in the regular work of our committees, and enhancing committee systems in terms of templates, onboarding materials, and other resources.

Agenda Item #3

Resolutions

(Pending December 5 committee action)

- 3.1 Seconded Motion from FFC: Knight Campus Phase II Full Authorization
- 3.2 Seconded Motion from FFC: Thermal Tank Approval
- 3.3 Seconded Motion from FFC: New Portland Campus Planning Approval
- 3.4 Seconded Motion from FFC: Tykeson Hall Lawn Naming
- 3.5 Seconded Motion from ASAC: Student Conduct Changes
- 3.6 Seconded Motion from ASAC: BA/BS Environmental Design

Agenda Item #3.1

Seconded Motion from FFC: Knight Campus Phase II Full Authorization

KNIGHT CAMPUS PHASE II: Full Project Authorization

Planning for Phase II of the Knight Campus for Accelerating Impact's physical footprint is underway and gift funds for the project have been secured. A \$15 million authorization was approved in September of 2021; a second authorization of \$15M was approved in September of 2022. The project has reached the end of the Design Development Phase, which has allowed us to confirm project scope and secure more confidence in our budgeting for the project. With that information in hand, we are returning to this December 2022 Board meeting for full Authorization for the project. We are intending to move into construction in the very near future with the first phases of preliminary site preparation work, as well as contractor mobilization. . Extensive construction activities will be underway in early spring 2023. The project is scheduled to be complete in fall 2025. Construction cost escalation has created a series of challenges to all current projects under development across the country. This project is no exception. Cost cutting measures and strategic bid alternates have been incorporated into the bidding documents and bid process to control costs and provide decision making options as we make final budget decisions entering construction. The project was initially identified as a \$225M project. It is currently budgeted at \$300M in this request for full project authorization that is in front of the Board in December 2022 for approval.

Status & Timeline: The project has recently completed the Design Development phase and is moving into the Construction Documents phase. Some early procurement packages have already been bid to secure more confidence around market pricing and lock in labor commitments for portions of work that are projected to be challenging to find labor forces to perform. Extensive construction is scheduled to begin in spring 2023 with completion by the fall of 2025.

Costs & Sources of Funds: Full Authorization for the project is being requested at this Board meeting for \$300M. The project is supported by philanthropy.

Displacement: The construction staging associated with this project will cause the displacement of some activities associated with the Urban Farm, which is operated by the College of Design. A site has been selected for the expansion of Urban Farm activities providing a location to address displaced uses from this project as well as additional growth for the Urban Farm program in the future.

FY23 University Capital Expenditure Authorization: FY 2023 expenditures for the project were included in the overall university capital expenditure authorization previously submitted to the Board. There is no need to increase this authorization.

Board of Trustees of the University of Oregon

Seconded Motion: Authorization for Certain Capital Expenditures (Knight Campus Phase II – Project Authorization)

WHEREAS, the Knight Campus for Accelerating Scientific Impact (Knight Campus) has completed the Design Development phase and is moving into the Construction Documents phase of the construction of a new facility north of the first Knight Campus building along Riverfront Parkway;

WHEREAS, extensive construction is planned to begin in 2023 and the project is scheduled for completion by fall of 2025;

WHEREAS, in September 2021 and September 2022 the Board approved expenditure authorization for the design development and construction planning phases of phase II, for an amount not to exceed \$30 million;

WHEREAS, after receiving initial project estimates extensive work was conducted to control project costs including cost cutting measures and strategic bid alternates to arrive at a total project cost of \$300 million;

WHEREAS, the cost of the construction project would exceed \$5,000,000, a threshold requiring Board authorization.

WHEREAS, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby authorizes the President or their designee(s) to execute contracts and expend resources for the completion of the Knight Campus Phase II project in an amount not to exceed \$300 million.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

Agenda Item #3.2

Seconded Motion from FFC: Thermal Tank Approval

THERMAL STORAGE TANK: Additional Expenditure Authorization

In March of 2021, the Board of Trustees approved a capital project to design and construct a chilled water thermal storage tank that connects into the chilled water system, install new chiller plant controls and add cooling towers with a project budget of \$8.5 million. The purpose of the Thermal Storage Tank project is to meet the increasing chilled water demands of campus, improve system efficiency and maintain resiliency.

Construction of the thermal storage tank itself is nearly finished, with completion and testing scheduled for early 2023. Additional project scopes including piping and equipment modifications for connection of the chiller plant to the tank; a new chiller plant control system; and site improvements, are currently underway. The final element of the project, which would maximize the energy efficiency of the system, is the addition of cooling towers to the existing chiller building.

The volatility of the construction market resulted in additional costs to scopes of work that are underway. Additionally, significant cost increases in the cooling tower pricing pushed our budget to a level that requires additional Board approval. Due to the energy efficiency gained with the cooling towers, we strongly recommend this work move forward. We are seeking approval to increase the project budget by \$3.3 million so we can complete the full installation of the system. Additional funding for this work has been secured from utility reserves and system development funds.

FY23 Authorization: In March 2021, the Board approved a capital project expenditure authorization for \$8.5 million. This request is for authorization of an additional \$3.3 million in expenditures, for a total expenditure authorization of \$11.8M.

Board of Trustees of the University of Oregon

Seconded Motion: Authorization for Certain Capital Expenditures (Thermal Storage Tank – Authorization II)

Whereas, current and anticipated square footage of building space on the Eugene campus has outpaced current designs for the existing Chilled Water Plant, plans which are now more than 12 years old;

Whereas, utility infrastructure capacity, safety, sustainability, flexibility, and resilience are important considerations in making necessary upgrades to the existing system;

Whereas, Capital Planning and Facilities Management (“CPFM”) recommends the installation of a thermal tank to support the overall chilled water system;

Whereas, the Board authorized expenditures for this project in March of 2021 at an estimated cost of \$8.5 million, the funding for which was identified within existing resources set aside through prudent planning over time; and,

WHEREAS, volatility in the construction market has increased project costs by an additional \$3.3 million, which would be funded out of utility reserves and system development funds;

WHEREAS, the necessary increase to the construction project would exceed \$2 million or 15% of the approved project budget, a threshold requiring Board authorization;

WHEREAS, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby authorizes an additional \$3.3 million in expenditures, for a total expenditure authorization of \$11.8 million for the thermal storage tank project.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

Agenda Item #3.3

Seconded Motion from FFC: New Portland Campus Planning Approval

UO Portland Campus: PRELIMINARY EXPENSES

Planning for the new UO Portland Campus is underway. We are requesting the authorization of an initial budget expenditure authority of \$10M to get work moving forward on the campus. We have initiated site surveys, site assessments, building assessments and processes associated with Conditional Use Permits at this time. The hiring of Architects for 4 major projects is complete. The hiring of the CM/GC (Contractor) is in process. We have started the design process on the 4 major projects. Once on board, the CM/GC will immediately start some preparatory cleaning work on buildings allowing for further assessment of exterior conditions. It is anticipated that we will have 10-12 different design teams (Architects, Landscape Architects, MEP Engineers, Civil Engineers) working on different projects required to occupy the campus in the fall of 2023 and 2024. Early demolition packages will be bid in the spring to clear out portions of buildings where we know work will take place. This will enable more accurate designs and more accurate bidding. The cost of all of these activities will be covered by the \$10 million budget expenditure authorization currently being requested. We anticipate returning to the Board in March of 2023 for full project review and budget authorization for this project.

Status & Timeline: The project is currently in the early stages of design on the major projects, and selection of additional consultants for other work. The project team anticipates returning to the Board for full project and budget review in spring 2023 and is hopeful that construction can begin in spring 2023 with completion of spaces occurring in two phases; fall 2023 and fall 2024.

Costs & Sources of Funds: The initial funding authorization request is for \$10M. The project is supported by philanthropy.

Relocation: Coordinated design efforts are underway with departments that occupy space in the White Stag and Naito Buildings in Downtown Portland. Their relocation to the new campus will be in either 2023 or 2024, depending upon the timing of completion of the renovation of their assigned space.

FY23 University Capital Budget Expenditure Authorization: Funding related to this project was included in the most recent capital expenditure projections that were reported to the Board. No further action is necessary.

Board of Trustees of the University of Oregon

Seconded Motion: Authorization for Certain Capital Expenditures (UO Portland Campus – Authorization)

WHEREAS, the university has acquired the property formerly owned and operated by Concordia University in northeast Portland, to house the Ballmer Institute for Children’s Behavioral Health and other UO Portland programs;

WHEREAS, programs will begin operating on the new UO Portland campus in fall of 2023 and transitioning over a two year period;

WHEREAS the existing property needs significant deferred maintenance and other facility adjustments to accommodate the Ballmer Institute and other UO Portland programs and the university has initiated site surveys, site assessments, building assessments and processes associated with initial land use regulations;

WHEREAS, the university anticipates returning to the Board for full project and budget review in spring 2023 and is hopeful that construction can begin in spring 2023 with completion of spaces occurring in two phases; fall 2023 and fall 2024.

WHEREAS, the cost of the construction project would exceed \$5,000,000, a threshold requiring Board authorization.

WHEREAS, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby authorizes up to \$10 million in expenditures related to planning, design work, and procurement of long-lead equipment and materials related to the new UO Portland campus at Concordia.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

Agenda Item #3.4

Seconded Motion from FFC: Tykeson Lawn Naming

Summary of Resolution: Tykeson Lawn Naming

Section 1.7.1 of the University of Oregon’s Policy on the Retention and Delegation of Authority requires approval by the Board of Trustees (the “Board”) for the naming of any university building or outdoor area in recognition of individuals.

Attached is a memo from Interim President Phillips and Chris Poulsen, Tykeson Dean of Arts and Sciences, requesting the lawn on the west side of Tykeson Hall be named after Michael and Libby McCaslin, whose generous gift allowed for lawn improvements that have transformed the space into a gathering place for students and the University community. The university is formally requesting the board approve the noted renaming.



MEMORANDUM

November 1, 2022

To: University of Oregon Board of Trustees

From: Patrick Philips, Interim President
Chris Poulsen, Tykeson Dean of Arts and Sciences

Re: Naming of Tykeson Hall Lawn

Tykeson Hall is bustling again with the start of another school year. The new state-of-the-art facility formally houses the College of Arts and Sciences administrative office, Tykeson Career and Academic Advising, Office of the Vice President for Equity and Inclusion, and the UO Career Center. It has provided much needed classrooms, offices, and collaborative spaces for students and faculty.

We formally request that the lawn on the west side of the building be named for Michael and Libby McCaslin. This lawn serves as an informal learning and gathering place for students, faculty, and the UO community.

Michael and Libby made a \$2 million pledge to Tykeson Hall in the spring of 2020. They also worked with CAS and the architect to renovate the lawn to an outdoor learning space, which became more important because of the pandemic. Michael and Libby have been long time supporters of the College of Arts and Sciences, with support to the Dean's fund, the Political Science Department, and scholarships. The McCaslins created a political science scholarship in 2006 and a general social sciences scholarship in honor of Mike's mother in 2010.

Michael is an 1983 alumnus of the political science department and has been a member of the CAS Dean's Advisory Board since 2004. He is a partner at Kivel & Howard, LLP and specializes in litigation, family law, and personal injury.

Libby is on the board of trustees for Lewis & Clark and also serves as a trustee for the Oregon Historical Society. She is a life-long Portland resident and previously served in various capacities

for family-held businesses operating under the names Keller Enterprises and HPK, LLC. Libby's father made the gift that renamed the Portland Civic Auditorium to the Keller Auditorium.

Accordingly, we propose that the terrace be named the **McCaslin Lawn** in recognition of their generous support of Tykeson Hall.

Board of Trustees of the University of Oregon

Seconded Motion: Naming of Certain University Property (Tykeson Hall Lawn to McCaslin Lawn)

WHEREAS, Section 1.7.1 of the University of Oregon’s Policy on the Retention and Delegation of Authority requires approval by the Board of Trustees (the “Board”) to name any outdoor area in recognition of an individual or individuals;

WHEREAS, the University of Oregon wishes to name the Tykeson Hall Lawn the McCaslin Lawn in honor of Michael and Libby McCaslin;

WHEREAS, Michael and Libby McCaslin have been longtime supporters of the College of Arts and Sciences including the donation of a generous gift to develop the Tykeson Hall Lawn space into a learning and gathering space for University students, faculty;

WHEREAS, Michael McCaslin is an 1983 alumnus of the political science department and has been a member of the CAS Dean’s Advisory Board since 2004;

WHEREAS, it is the Board’s intention to name the certain facilities, for the life of those facilities, in honor of the McCaslins;

WHEREAS, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby authorizes Tykeson Hall Lawn to be Named McCaslin Lawn.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

Agenda Item #3.5

Seconded Motion from ASAC: Student 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.

Board of Trustees of the University of Oregon

Seconded Motion: 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 Academic and Student Affairs Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby adopts proposed changes to the Student Conduct Code attached hereto in Exhibit A.

Vote recorded on the following page.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

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.

Agenda Item #3.6

Seconded Motion from ASAC: BA/BS 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.

Board of Trustees of the University of Oregon

Seconded Motion: 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 Academic and Student Affairs Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby approves the Bachelor of Arts and Bachelor of Science in Environmental Design as proposed in associated materials.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

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Agenda Item #4

Presidential Search

The search for the University of Oregon’s next President has been an inclusive, thorough process engaging a wide breadth of university stakeholders. The Board of Trustees approved the formation of a 22-member search committee during its September 2022 meeting, chaired by trustee Connie Seeley and vice-chaired by trustee Renee Evans Jackman. The Board also engaged the expertise and services of the Parker Executive Search firm.

Members of the search committee met with over 40 constituent groups, listed below, and received feedback on the attributes the next President of the university should have to be successful. Feedback was given by faculty, staff, students, volunteers, donors, state and local elected officials, and other members of the university community.

From that collective feedback, a Presidential profile was drafted. It included a description of the University of Oregon, its recent successes, and its aspirations for future institutional excellence. Additionally using the feedback, the search committee developed a specific position description for the President, outlining their duties.

Throughout this process, the search committee leadership sought consultation from a search advocate, trained in developing search materials and position descriptions that reduce the risk of bias in the written materials and help support the development of a diverse pool of applicants. The search committee will also participate in bias awareness training on December 6, to mitigate risks of bias in the interview and selection process.

Following the approval by the Board, a national search will launch, and candidate recruitment will officially begin. The search committee will invite recommendations, and advertising will include national publications and professional organizations such as:

- *The Chronicle of Higher Education*
- *Inside Higher Ed*
- *Women in Higher Education*
- *Diverse Issues in Higher Education*
- *Hispanic Outlook in Higher Education*
- Other venues approved by the UO
- University of Oregon website
- Parker Executive Search website

Communities Engaged included:

- Associated Students of the UO (ASUO) Leaders
- Clark Honors College Advisory Council
- College of Arts and Sciences Advisory Council
- College of Design Advisory Council
- College of Education Advisory Council
- Open Community Forum
- Eugene/Springfield Leaders-Private Sector
- Eugene/Springfield Leaders- Public Sector
- Faculty Forum
- Knight Campus Advisory Board
- Law Advisory Council
- GTFF labor union leadership
- SEIU labor union leadership
- United Academics labor union leadership
- Library Advisory Council
- Lundquist College of Business Advisory Board
- Officers of Administration Council
- Parent Leadership Council
- Portland Faculty/Staff Forum
- Portland student forum
- President’s Diversity Advisory Community Council (PDACC)
- School and College Deans
- School of Journalism and Communication Advisory Council
- School of Music and Dance Advisory Council
- Senior Leadership Team
- Sponsored Research Activity Council
- Staff Forum
- State Legislators
- Student advisory group leaders
- Student Forum
- Student Multicultural Groups
- Student Support Staff Meeting
- Tribal Leaders
- U.S. Representative Peter DeFazio
- U.S. Senator Ron Wyden
- University Senate
- UO Alumni Association
- UO Ambassadors (students)
- UO Foundation

Presidential Search Position Profile

Due to the size of the file it can be accessed through the following link:

[Presidential-Profile-112322.pdf](#)

Board of Trustees of the University of Oregon

Resolution: Presidential Search Profile Approval

WHEREAS, ORS 352.096(1) authorizes the Board of Trustees of the University of Oregon (“Board”) to appoint and employ a president of the university; and,

WHEREAS, Article VI Section 2 of the bylaws of the University of Oregon direct the Board to appoint a President;

WHEREAS, appointing a president is one of the most important responsibilities of the Board; and,

WHEREAS, a Presidential Search Committee was appointed to advise the Board Chair on arriving at finalists to be forwarded to the full Board for consideration and to assist in organizing and executing the presidential search process, including the development of a position profile for the position of university President;

WHEREAS, the Presidential Search Committee led a broad, inclusive process for feedback on the attributes desired in the next university President, a process that included over 40 meetings with university stakeholders, including, faculty, staff, students, volunteers, advisory groups, community members and leaders, state and local elected officials, and representatives from both Eugene and Portland;

WHEREAS, the Presidential Search Committee has developed a profile description that is representative of the broad and extensive feedback provided by the campus and broader public community, and which highlights the university’s values and key attributes sought in the university’s next President;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby approves the Presidential profile referenced in these materials and authorizes it to be used to advance the presidential search process.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lo	
Boyle		Madison	
Evans Jackman		Moses	
Fick		Seeley	
Holwerda		Ralph	
Hornecker		Ulum	
Kari		Worden	

Dated: _____ Recorded: _____

Agenda Item #5

Campus Climate and Culture

CAMPUS CLIMATE SURVEY UPDATE

Presented to the UO Board of Trustees

Tuesday, December 6, 2022



TODAY'S PRESENTERS

Yvette Alex-Assensoh, Vice President for Equity & Inclusion

Renee Delgado-Riley, Director, Assessment & Research, Division of Student Life

Mark Schmelz, Vice President and Chief Human Resources Officer

Janet Woodruff-Borden, Acting Provost and Executive Vice President



TODAY'S AGENDA

- I. Survey process, establishing the container for the work
- II. General findings/data, what's been communicated to campus to-date, etc.
- III. Employee engagement and support
- IV. Faculty and school/college leadership engagement and support



SURVEY PROCESS

PRESENTER: YVETTE ALEX-ASSENSOH

Committee Structure:

Campus Climate Steering Committee: survey design, mobilization, etc.

- Analysis Team: partnering with Gallup on analyses
- Action Team: designing processes and strategies to coordinate strategy work across working groups, empowering and resourcing unit-level diversity committees, assisting with roll-out of campus workshops, facilitation and design of individual tools for all campus employees

Senior Leadership Task Force: guidance and final approval for action and institutionalization.

- Working Groups Focused on Climate Survey Responses: responding to the five different areas of survey findings in collaboration with administrative leads.



SURVEY PROCESS

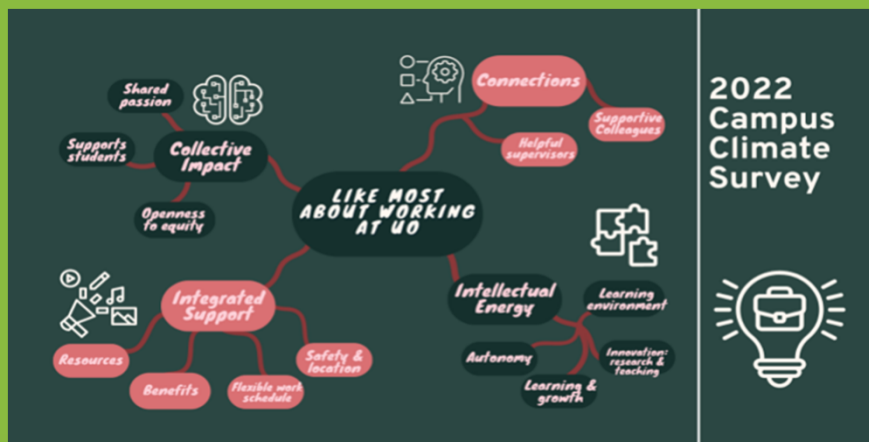
PRESENTER: YVETTE ALEX-ASSENSOH

Resources:

- Organizational System Coaching to support Departments
- Workshops for Leadership and Campus Community
- Psychological and Emotional Support through the LACE framework
- Professional Development for Leadership, Organizational Learning and Community Building
- Climate Survey Website: <https://inclusion.uoregon.edu/2022-ideal-climate-survey>



ONE THING YOU LIKE MOST ABOUT WORKING AT UO?



2022
Campus
Climate
Survey



Themes

- Shared Passion for Mission & Impact
- Connections
- Intellectual Energy
- Integrated Support



ONE THING YOU LIKE LEAST ABOUT WORKING AT UO?

2022
Campus
Climate
Survey



Themes

- Financial Restrictions
- Culture
- Lack of Gratitude

YOUR VOICE
OUR FUTURE



GENERAL FINDINGS / DATA PRESENTER: RENEE DELGADO-RILEY

One in four UO employees thinks seriously about leaving the university, including almost one-third (31%) of tenured faculty

Tenured faculty report the lowest levels of collegiality, respect, and support from their peers; OAs, classified staff, and career faculty report more positive experiences

40% of UO employees report having at least experience with discrimination, harassment, or invalidation of their lived experience while at UO; of those, 70% say they did not file a formal complaint

Nearly half (48%) of UO employees do not believe the institution is committed to acting on the survey's findings

YOUR VOICE
OUR FUTURE



GENERAL FINDINGS / DATA

PRESENTER: RENEE DELGADO-RILEY

Members of historically underrepresented or marginalized groups – particularly faculty and staff who are Black, American Indian and Alaska Native, female, LGBTQIA+, or have disabilities – are far less confident than their peers in the University’s commitment to equity and preventing discrimination or harassment of its employees

These employees are also less likely than their peers to believe UO employees are committed to improving equity for employees of all races, ethnicities, gender identities, sexual orientations, and physical or mental abilities



ENGAGEMENT AND ONBOARDING

The Engagement and Onboarding Working Group will focus on three main areas:

- Defining what an engagement culture means at UO and how leadership sets the tone for an engagement culture
- Providing tools and resources for individuals, supervisors, and managers to support an engagement culture
- Leveraging localized engagement strategies across schools/colleges/divisions and employee groups, as effective onboarding and engagement requires unit level actions, utilization of existing resources, and contribution to university wide themes and conversations



ENGAGEMENT AND ONBOARDING

- Short term – communication and provision of resources
 - Employee Engagement Web Resources
 - [DRAFT: Employee Engagement | Human Resources \(uoregon.edu\)](#)
 - Practical and approachable
 - Role definitions
 - Online and self-guided learning
 - Manager’s toolkit
 - Individual strategies
 - Leadership commitment to the work and stated expectation that all managers and supervisors are evaluated on their engagement work and climate related priorities



ENGAGEMENT AND ONBOARDING

- Short term continued:
 - Near term well-being actions
 - HR hosted “Preventing Individual and Team Burnout” Sessions
 - Understand what burnout is and its three signs and organizational causes
 - Learn about the impact of unchecked stress on work
 - Discuss practical strategies to build personal and team resilience
 - HR launching Care.com membership for all employees to support the needs of caregivers



ENGAGEMENT AND ONBOARDING

- Longer term:
 - Marathon not a sprint
 - Focus moving forward is on long term strategies and sustainable structures
 - Creating a support model for leaders as they create action plans with their units
 - Units are where employees will feel the most direct impact



ENGAGEMENT AND SUPPORT FOR FACULTY AND ACADEMIC LEADERSHIP

Responsibility-centered approach:

- Institution wide- Office of the Provost, including the Academic Affairs team
- At school/college level- Deans, with support from the provost
- Within academic departments- Department heads, with support from their dean
- Individually- Faculty members, staff, those in leadership positions



LEVERAGING CURRENT WORK AND NEW OPPORTUNITIES

Efforts specific to the faculty experience are currently focused on:

1. Effective recruitment and onboarding of a diverse faculty
2. Active (proactive) retention, particularly of faculty at risk of departure
3. Creating community and a sense of belonging
4. Equipping faculty with tools to be effective teachers, scholars and leaders



LEVERAGING CURRENT WORK AND NEW OPPORTUNITIES

Going forward

Align current and forthcoming efforts to maximize and/or respond to the recommendations of the climate survey working groups-- e.g., employee (broadly-defined) engagement and onboarding; anti-harassment and bias response.

The specific strategies and activities will be defined by the deans and department heads so that they are tailored to their schools' and units' needs.



1. EFFECTIVE RECRUITMENT AND ONBOARDING OF A DIVERSE FACULTY

CURRENT EFFORTS

- Project to identify and pilot select STEM hiring best practices (e.g., cross-discipline cluster hiring)
- New Faculty Success Program
 - Spring's theme: "Building Healthy Relationships with Our Work, Students, and Colleagues"

OPPORTUNITIES/FORTHCOMING

- This year's decanal annual goal setting includes a focus on academic inclusive excellence as a priority
 - Identifying common themes and how we can support these
 - Opportunity to align these with the climate survey-related priority-based working groups



2. ACTIVE (PROACTIVE) RETENTION

CURRENT EFFORTS

- Dedicated time at each dean's monthly check-in to discuss pre-retention, case by case, and ID creative, proactive solutions
- Cohort-based community building led by the Office of the Provost
 - *New!* Culturally responsive, network-based faculty mentorship programming
 - Faculty are grouped by point in career (new, recently tenured, recently promoted, in a leadership role)

OPPORTUNITIES/FORTHCOMING

- Climate survey working group on faculty promotion and tenure and service
 - Focus is on equity in our faculty personnel policies
 - Recommendations expected in March
- Associate Vice Provost for Diversity will be convening faculty of color to gather their insights on active retention strategies that would be effective and to build community



3. CREATING COMMUNITY AND A SENSE OF BELONGING

CURRENT EFFORTS

- At November check-in, each dean was asked to provide their initial reaction of climate survey results for their school/college
- Provost's Office leads unit head trainings and monthly meetings
 - Themes include leading from strengths, building trust, and fostering a healthy department culture

OPPORTUNITIES/FORTHCOMING

- Deans will identify potential strategies within their portfolios
 - Central administration, including the Office of the Provost, will devise tools, etc., to support shared/common strategies
- Deans will establish expectations and provide resources for action at department level



4. EQUIPPING FACULTY WITH TOOLS TO BE EFFECTIVE TEACHERS, SCHOLARS AND LEADERS

CURRENT EFFORTS

- Inclusive teaching resources
 - Consultation, group trainings, online resources for effective, student outcomes focused and inclusive course design and delivery
 - Communities Accelerating the Impact of Teaching (CAITs)-- Innovator groups that convene to work on current issues and recommend policy change, develop resources for colleagues, etc.

OPPORTUNITIES/FORTHCOMING

- Senate task force on service
 - Continuing through this year with goals that include to:
 - ID best practices and ways to reward high service levels
 - ID strategies to make “invisible service” legible in the forthcoming service dashboard



CREATING A SUPPORTIVE AND INCLUSIVE CLIMATE FOR FACULTY: A SHARED RESPONSIBILITY

Office of the Provost	Sets expectations, creates and updates policies, and provides broadly-accessible resources, tools, etc. (e.g., through the Academic Affairs team).
Deans	Determine and implement strategies that are tailored to meet their school and units' challenges; provide resources and structure to units.
Department heads	Implementation and leadership are critical at this level. As noted, units are where employees (including faculty) will feel the most direct impact.
Individual faculty members	Individuals need to be made aware of resources and opportunities that are available, and it's the individual's responsibility to engage and make use of these.



Climate Survey
Working Groups



DISCUSSION AND QUESTIONS



Agenda Item #6

Tuition-Setting Preparatory Discussion



UNIVERSITY OF OREGON

Tuition and Fee Process Update

December 2022

Board of Trustees of the University of Oregon

Agenda

- Tuition and Fee Setting Process
- FY24 Projected Cost Drivers

Tuition and Fee Advisory Board (TFAB)

- Advisory group to the President, charged with
 - Developing undergraduate tuition recommendations
 - Reviewing administratively controlled mandatory fees, course fees, housing fees, and graduate tuition proposals each year
- Twenty official members: students, faculty, and staff
 - Students: 2 ASUO officers, 2 undergraduates, 1 graduate
 - Two faculty: one drawn from Senate Budget Committee
 - Staff: VPs/AVPs, deans, directors, and classified staff from Business Affairs, College of Arts and Sciences, College of Education, Clark Honors College, Financial Aid, Institutional Research, the Provost's Office, Student Life, and Undergraduate Education
- All TFAB meetings are in-person and open to the public

Tuition and Fee Setting Process: FY2022

- **Fall term:** During **4 meetings** TFAB was provided with training on
 - Historical and comparative data and UO budget information
 - Background on the Public University Support Fund (PUSF)
 - Impact of COVID-19, Guaranteed Tuition Program, cost drivers, financial aid programs, long-term financials, and a plan for cost management
- **Winter term:**
 - Student Forum on tuition (generally co-hosted with ASUO)
 - TFAB reviews proposals on administratively-controlled mandatory fees (EMU, recreation center, health services), course fees, housing, graduate programs, and any other proposals received & discusses undergraduate tuition rates
 - TFAB makes recommendations to the president
 - President receives input at the President's tuition forum
 - President's tuition recommendations posted for community comment
 - President finalizes recommendations for the March Board meeting

Tuition and Fee Setting Process: Tuition Website

The image shows two screenshots of the University of Oregon's Tuition website. The left screenshot displays the 'Tuition and Fee Advisory Board (TFAB) Schedule' page, which includes a 'General Meetings (all open to the public)' section. Under 'FALL MEETINGS', it states that all meetings are open to the public and provides the fall term 2022 meeting schedule. The schedule lists four meetings: TFAB Orientation and Meeting on Friday, October 14, 8:30am - 9:45am in EMU Room 230 (Swindells); TFAB Meeting on Friday, November 4, 8:15am - 9:45am in EMU Room 230 (Swindells); TFAB Meeting on Tuesday, November 8, 8:15am - 9:45am in EMU Room 107 (Miller); and TFAB Meeting on Friday, November 18, 8:15am - 9:45am in EMU Room 107 (Miller). A 'WINTER MEETINGS' section notes that information for the winter 2023 schedule will be added towards the end of 2022. A 'Back to Top' link is at the bottom right.

The right screenshot shows the 'Tuition-Setting Process' page. It describes the Tuition and Fee Advisory Board (TFAB) as the university's official advisory group. The President charges TFAB with advising on all matters pertaining to the cost of attendance. TFAB meets four times in fall term and 5-6 times in winter term. Three buttons are visible: 'Tuition-Setting Process', 'TFAB Meeting Schedule', and 'TFAB Meeting Updates'.

Below the right screenshot is a smaller screenshot of a meeting agenda for Friday, October 14, 8:30-9:45am in Swindells Room (EMU 230). The agenda includes links for: Meeting agenda: Friday, October 14, 2022; TFAB membership 2022-2023; Guiding principles; Process schedule 2022-2023; Useful acronyms and process overview; Historical and comparative data; and Meeting summary: Friday, October 14, 2022.

Agenda

- Tuition and Fee Setting Process

- ➔ • FY24 Projected Cost Drivers

Summary – Major FY2024 E&G Fund Cost Drivers

Cost Driver	Projected FY24 Cost Increase	Notes
Faculty, Staff and GE Salary and OPE	\$11.9 million	E&G employee increases based on collective bargaining agreements for approximately 1,216 graduate employees, 1,471 faculty, and 700 classified staff. Also includes salary increases for approximately 1,085 unrepresented staff. Figures are for employees paid with E&G funds only. Does not include any projected funding for retention, equity or market adjustments or funds needed for refilling staffing vacancies.
Medical Costs	\$2.2 million	Includes weighted average increase of 4.2% for December 2022 and assumes 4.2% increase in December 2023.
Retirement Costs	\$1.9 million	Increases for PERS for FY24
Oregon Paid Leave	\$900K	Oregon Paid leave program starting in FY24 - September
Blended OPE	\$4.0 million	Blended OPE rates artificially low in FY23 due to extremely low level of leave usage in FY21. Rates renormalizing in FY24.
Institutional Expenses	\$1.5 million	Increases related to utilities, insurance, debt for academic buildings, assessments, and leases.
Strategic Investments	\$2.0 million	Allocated via strategic investment process.
Total Projected Cost Increases	\$24.4 million	

Summary – Major FY2024 E&G Fund Cost Drivers

Cost Driver	FY23 Base	Projected FY24 Cost Increase	FY24% Increase
Faculty, Staff and GE Salary and Wages	\$467.5 million	\$11.9 million	2.5%
Medical Costs	\$52.9 million	\$2.2 million	4.2%
Retirement Costs	\$62.5 million	\$1.9 million	3.0%
Oregon Paid Leave	\$467.5 million	\$900K	0.2%
Blended OPE	\$187.4 million	\$4.0 million	2.1%
Institutional Expenses	\$36.7 million	\$1.5 million	4.1%
Strategic Investments	\$606.0 million	\$2.0 million	0.3%
Totals	\$606.0 million	\$24.4 million	4.0%

Summary – Major FY2024 E&G Fund Cost Drivers

Cost Driver	Projected FY20 Cost Increase	Projected FY21 Cost Increase	Projected FY22 Cost Increase	Projected FY23 Cost Increase	Projected FY24 Cost Increase
Faculty, Staff and GE Salary and Wages	\$10.6 million	\$11.6 million	\$7.3 million	\$15.0 million	\$11.9 million
Medical Costs	\$1.9 million	\$2.5 million	\$1.2 million	\$1.6 million	\$2.2 million
Retirement Costs	\$7.1 million	(\$500K)	-	-	\$1.9 million
Oregon Paid Leave	-	-	--	-	\$900K
Blended OPE	-	--	-	-	\$4.0 million
Institutional Expenses	\$1.0 million	\$1.5 million	\$1.2 million	\$1.2 million	\$1.5 million
Strategic Investments	\$2.0 million	\$2.0 million	\$600K	\$2.0 million	\$2.0 million
Minimum Wage Increase	\$1.0 million	\$1.9 million	\$320K	\$257K	-
Total Projected Cost Increases	23.6 million	\$19.0 million	\$10.6 million	\$20.1 million	\$24.4 million

Agenda Item #7

Innovation Partnership

Moving UO Innovation Forward

BOT Meeting
December 5/6 2022

Dr. Anshuman Razdan “AR”
VPRI, UO

Paul Weinhold
CEO, UO Foundation



OVPRI Mission



- Enable impact through creating knowledge, pursuing discovery, and **accelerating innovation**



Traditional Research Intensive University Tech Transfer

- **Ideation Process:** Develop commercial able "applied" ideas working closely with faculty, post docs and graduate students
- **Disclosures and Patents:** Encourage IP disclosures, review and file provisional and full patents
- **Entrepreneurship Education:** "Educate" faculty/labs in basic entrepreneurship – Lean LaunchPad, NSF I corps, ...
- **Prototyping:** Provide small seed funds (up to 50K) to prototype the application (software, device, methodology, etc.) to demonstrate that IP works. Initial connection to one/two potential customers for feedback. Usually within university ecosystem
- **Spin Offs:** Help with incorporation, negotiate University equity, introduction to a few Angels and support SBIR/STTR application
- **Good Luck:** The spinoff is on its own – has to find CEO/management, capital, board and fund \$\$ operations



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Traditional Research Intensive University Tech Transfer

Weakest link and breakdown resulting in high % of failures

- No sustainable capital
- No startup CEO Scientists acting as CEOs while running their labs full time
- No market analyses or business plan
- No marketing acumen
- Leads to Founders exhaustion – and ultimate failure



- **Spin Offs:** Help with incorporation, introduction to a few Angels and support SBIR/STTR application
- **Good Luck:** The spinoff is on its own – has to find CEO/management, capital, board and fund \$\$ operations.



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Moving UO Innovation Forward Breaking the Mold

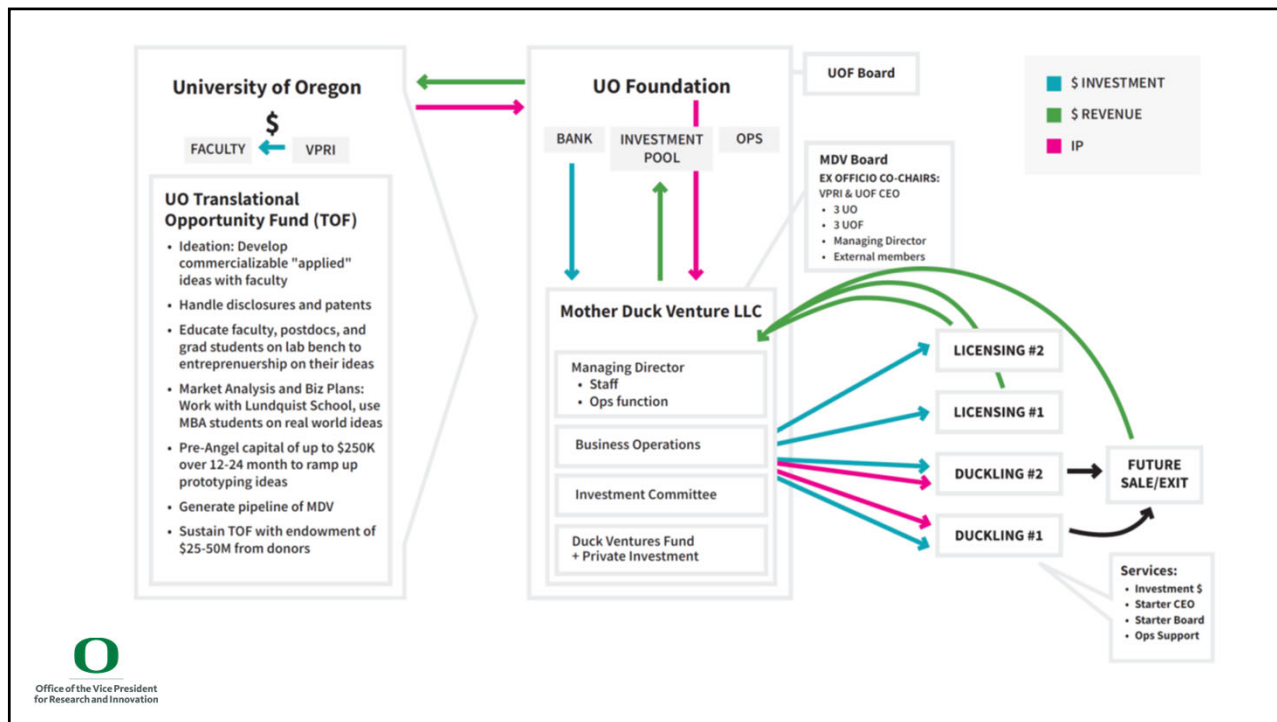
Moving UO Innovation Forward: Two Step Process

- **Step1: Maximize current University strengths- encouraging innovation, education, patents and disclosers, etc.**
- **Step 2: Address the weak link in the innovation life cycle by creating an ecosystem of support outside UO for spinoff companies thereby increasing the success rate**
- **The Ecosystem will be a partnership between UO and UO Foundation**



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University of Oregon
 FACULTY ← VPRI

UO Translational Opportunity Fund (TOF)

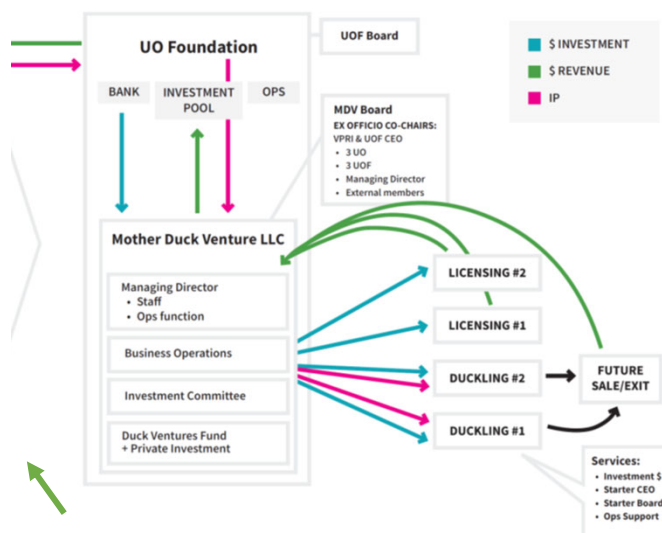
- Ideation: Develop commercializable "applied" ideas with faculty
- Handle disclosures and patents
- Educate faculty, postdocs, and grad students on lab bench to entrepreneurship on their ideas
- Market Analysis and Biz Plans: Work with Lundquist School, use MBA students on real world ideas
- Pre-Angel capital of up to \$250K over 12-24 month to ramp up prototyping ideas
- Generate pipeline of MDV
- Sustain TOF with endowment of \$25-50M from donors

New Approaches at UO OVPRI

- Address the weak link in the innovation life cycle by creating an ecosystem of support outside UO for spinoff companies thereby increasing the success rate
- Continue Education efforts such as Women Innovation Network (WIN), Lean Launchpad and NSF I-corps
- **Translation:**
 - Encourage applied/translational innovation
 - New approach in translating spinoffs (with UOF)
- Increase prototype funds up to 250K
- Collaborate with Lundquist Center of Entrepreneurship (Business) to engage executive MBA students in market analysis and business planning
- Raise \$\$ from grants and philanthropy for Translation Opportunity Program (Fund) to sustain the program

UO Foundation Partnership

- Create MDV LLC under UOF with a joint governance structure to take UO IP and create ability to spinoff companies or license to 3rd party
- UOF to provide initial operational support for MDV operations
- MDV LLC will be nimble, agile and act in a true enterprise fashion.
- Raise investment \$\$ for Duck Venture Fund for spinoff companies to compete for investment capital
- Use UOF Board and vast network of friends of UO to find starter CEO, starter boards



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Process and Next Steps

- UO presented the idea to UO Foundation Board on 10/20/22
- UOF Board approved plans to move forward with MDV LLC, providing operational support and hire a *Managing Director*
- UOF CEO (Paul Weinhold) and UO OVPRI (“AR”) will co lead taskforce for establishment, governance and framework for MDV LLC
- Engage UOF Board members, UO network and business leaders to help in governance, raising capital and other details.
- Engage and review other universities and their models to enable success.
- Operational Q1 Q2 2023; UO IPs ready to participate in MDV.



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