

NOTICE OF PUBLIC MEETING

The Board of Trustees of the University of Oregon will hold the following public meeting:

Wednesday, May 19, 2021, at 8:30 a.m.

Thursday, May 20, 2021, at 8:30 a.m.

Due to current orders regarding campus operations and social distancing, the meeting will be held via video conference, with a livestream and telephone conference options available for members of the media and the public.

Subjects of the meeting will include COVID-19 updates; standing reports; university finance and treasury matters (including quarterly reports, bond issuance authorization and FY22 expenditure authorizations); naming of the new residence hall; event agreement authorization; new academic program approvals; internal audit quarterly report and external auditor authorization; Student Conduct Code updates; discussions regarding UO Portland, UO Online, and the Office of Investigations and Civil Rights Compliance.

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

A livestream link will be available the day of (if not sooner) at: <https://trustees.uoregon.edu/meetings>; if telephone conference or accessibility accommodations are required, contact trustees@uoregon.edu by 5:00 p.m. PST on Monday, May 17, 2021.

Public Comment

Those wishing to provide comment to the trustees may do so in writing via trustees@uoregon.edu. All 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. PST on May 18, 2021.

Board of Trustees
May 19, 2021 | 8:30 a.m. PT
May 20, 2021 | 8:30 a.m. PT

Due to current orders regarding campus operations and social distancing, the meeting will be held remotely, with a livestream broadcast and telephone conference options available for members of the public. That information is available at: <https://trustees.uoregon.edu/meetings>.

Convene Public Meeting

- Call to order and verification of a quorum
- Approval of minutes from the March 2020 full board meeting

1. Standing Reports

- ASUO President Isaiah Boyd
- University Senate President Elliot Berkman
- Provost and Senior Vice President Patrick Phillips
- President Michael Schill

2. COVID-19 Impacts, Planning, and Operations. Andre Le Duc, Associate Vice President and Chief Resilience Officer

3. University Finances and Treasury.

- 3.1 Quarterly Reports.** Jamie Moffitt, Vice President for Finance and Administration and CFO
- 3.2 FY22 Expenditure Authorization (Action).** Jamie Moffitt, Vice President for Finance and Administration and CFO
- 3.3 Bond Issuance Authorization (Action).** Jamie Moffitt, Vice President for Finance and Administration and CFO; Jeff Schumacher, Director of Treasury Operations

4. New Residence Hall Naming: DeNorval Unthank, Jr. Hall (Action). Michael Schill, President.

5. World Athletics Championships Oregon22 Agreement Authorization (Action). Carlyn Schreck, Assistant Vice President for Presidential Initiatives; Jamie Moffitt, Vice President for Finance and Administration and CFO

6. Internal Audit Report and External Auditor Approval (Action). Leah Ladley, Chief Auditor

Meeting recessed until 8:30 a.m. on May 20, 2021.

7. Program Approvals.

- 7.1 BA/BS in Native American and Indigenous Studies.** Kirby Brown, Associate Professor and Director of Native American Studies; Brian Klopotek, Associate Professor and Head of the Department of Indigenous, Race and Ethnic Studies.
- 7.2 PhD in Spanish.** Cecilia Enjuto Rangel, Associate Professor and Director of Graduate Studies, Department of Romance Languages; David Wacks, Professor and Head, Department of Romance Languages.

8. Online Education Initiative. Carol Gering, Vice Provost for UO Online; Janet Woodruff-Borden, Executive Vice Provost for Academic Affairs.

9. **UO Portland Updates.** Jane Gordon, Vice Provost for UO Portland; Patrick Phillips, Provost and Senior Vice President; Mike Andreasen, Vice President for University Advancement; Roger Thompson, Vice President for Student Services and Enrollment Management.
10. **OICRC and Title IX Updates.** Nicole Commissiong, Associate Vice President and Chief Civil Rights and Title IX Officer
11. **Student Conduct Code Amendments (Action).** Katy Larkin, Director of Student Conduct and Community Standards.

Meeting Adjourned

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Agenda Item #1

Standing Reports



Associated Students of the University of Oregon

ASUO Spring Quarter Report:

Date: May 2021

Dear Mr. Chairman and Members of the Board of Trustees,

I intend on keeping my spring quarterly report rather brief given that we are entering into the final months of this academic year. I would like to first extend my appreciation to you all for your collaboration with the student government this year as we attempted to implement new changes to campus. I hope that we can continue to develop and work together in the coming year to improve the campus community and student life.

This year my administration embarked on an ambitious path to restructuring how ASUO prioritized the spending of the incidental fee, and in doing so I am proud to say we have established several new programs that will increase the accessibility to higher education for many students across the campus. I hope that these new programs will not only aid in the retention of our current students but also increase the recruitment of prospective students to the campus as we demonstrate our commitment to supporting them. I have had the privilege of being re-elected to serve as the student body president for a second term, I intend to continue to develop and perfect these programs through the end of my second term.

In addition to the development of our student accessibility pilot programs, my administration will be focusing on several initiatives as well;

The first initiative that this administration will be focusing on is the preparation for the return of students to campus and in-person classes for the fall quarter. We hope to collect and provide student input as we prepare to bring students back to campus.

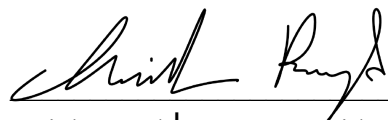
The second initiative that we will be focusing on the improvement of the internal ASUO structures and process to ensure a more effective means of student advocacy and development.

The third initiative we will be focusing on will be how we as the student government can increase the engagement from the student body in matters ranging from campus safety to student academic success.

The fourth initiative we will be focusing on is the prioritization and amplification of issues faced by the collective student body as they emerge throughout the year. Throughout this academic year, we have seen campus issues ranging from social justice activism, pertaining to campus safety, to the isolation of students due to either targeted federal immigration laws or merely the effects of the pandemic. I intend to better serve the student body by placing the issues that directly impact their lives at the forefront of this administration's initiatives.

In closing, I would like to thank those of you who have served on this board and are at the end of your term. I appreciate your efforts to support this campus and improve student life. Moreover, to the new trustee members beginning a new term on this board, I look forward to working in collaboration with you all in the coming academic year and joining efforts to improve our campus. I hope that by the next Board of Trustees meeting I will have more details and information about my administration's goals and initiatives for the coming year.

Thank you for your time,

A handwritten signature in black ink, appearing to read "Isaiah Boyd", written over a horizontal line.

Isaiah Boyd | ASUO President 2020-2021, 2021-2022

Board of Trustees Meeting Senate President Remarks

May 10, 2021

Good morning, Trustees and colleagues. I believe this is my last presentation to you so I'd like to summarize some of the areas of focus for the Senate this year and upcoming areas of work.

The Senate concerns itself with academic matters at UO, and this year our highest priority work in that domain has been diversity, equity, and inclusion when it comes to academic life on campus. To that end, Senate Leadership established the Senate Antiracism Academy, which has hosted several events and continues to plan activities that promote antiracist pedagogy, inclusive classroom environments, and equitable service. These activities include:

- A discussion in the Senate about Bettina Love's TeachIn keynote on abolitionist teaching
- A 6-part series on Trauma-Informed Leadership
- A Rehearsals for Life session for Senators and members of Senate committees
- A free, campus-wide asynchronous course on inclusive pedagogy launching in Fall 2021

Of course, the Senate has also carried out its usual responsibilities in overseeing course and program approvals. Highlights from this year include:

- A BFA in Dance
- A PhD in Spanish
- A Bachelor's in Native American and Indigenous Studies

We've also acted on several other policies related to the academic function of the university. These include:

- Adoption of a campus-wide Open Access Scholarship Policy
- Creation of a Human Subjects Program policy
- Drafting a suite of course policies such as office hours and syllabus requirements
- Endorsing the new School of Global Studies and Languages
- Articulating a set of criteria for teaching excellence and beginning the process of aligning our evaluation tools, such as student surveys and peer evaluations, with the criteria

Some of this work, particularly the equity and inclusion and teaching standards efforts, will continue into next year and beyond.

Another goal that I had coming in was to build relationships between the Senate and key partners to better integrate the work of the Senate with other academic matters. We have built strong relationships with leadership in the Offices of the President and Provost, the ASUO government, the faculty union, and state affairs. The Board is one area where I admit we did not do as much outreach as I would have liked. I attribute that mostly to the pandemic and anticipate that the Senate-Board connections that we had begun to forge before 2020 will solidify again when it is possible to be in person. Senators and other academic leaders have powerful insights that will benefit the Board. We look forward to sharing them next year.

Progress on many of my goals was slowed due to the challenges of the pandemic. I'm referring here not only the stress and exhaustion and overwork that so many faced, but also the lack of opportunities for face-to-face interaction that can go so far in helping make connections and resolve conflict. Still, I think the work we were able to do positioned the Senate to be successful in making real progress on major issues such as campus inclusion and teaching excellence.

Agenda Item #2

COVID-19 Health & Safety Operational Plan and Related Updates

There are no materials for this section.

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Agenda Item #3

University Finance and Treasury

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Finance Summary: Education and General Qtr3 FY2021

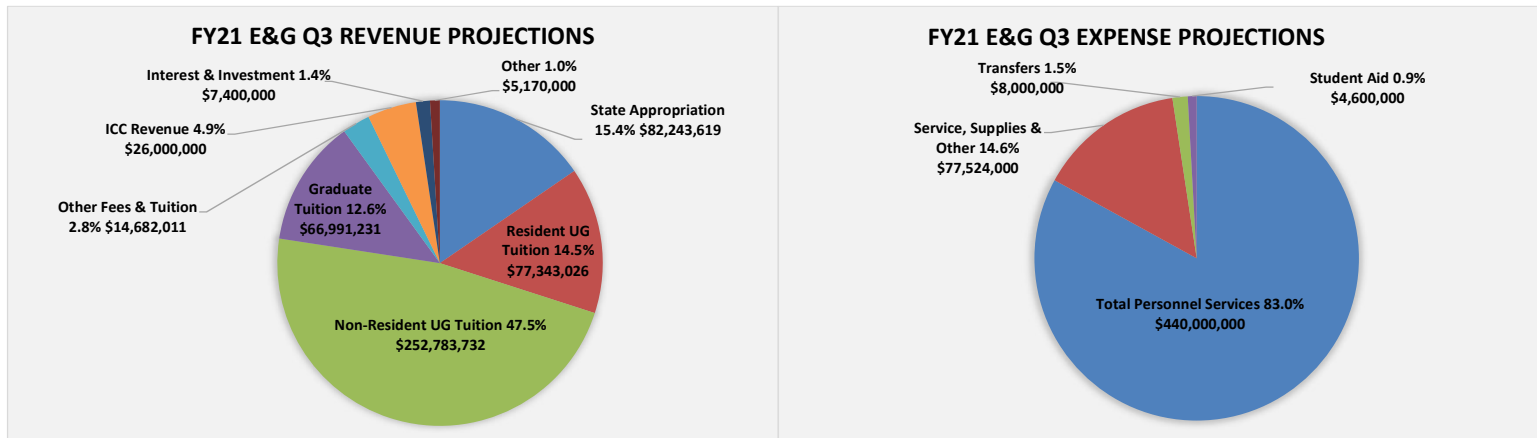
CFO's Key Takeaways

- COVID-19 pandemic continues to dramatically affect FY21 E&G fund finances.
- Spring enrollment (Spring over Spring SCH) for undergraduate students down 5.4%, compared to Fall over Fall of 4.8% and Winter over Winter of 5.9%.
- Reduction in number of first year, undergraduate students will affect E&G fund for the next 4-5 years.
- COVID-19 related one-time cost savings (e.g., S&S reductions, workshare savings, etc.) are expected to mitigate most of the revenue losses in E&G funds for FY21.
- Projected E&G fund deficit reduced from \$2.3 million to \$1.5M.
- Projected FY21 end-of-year E&G fund balance is increasing from \$52.1M (Q2) to \$52.9M (Q3).

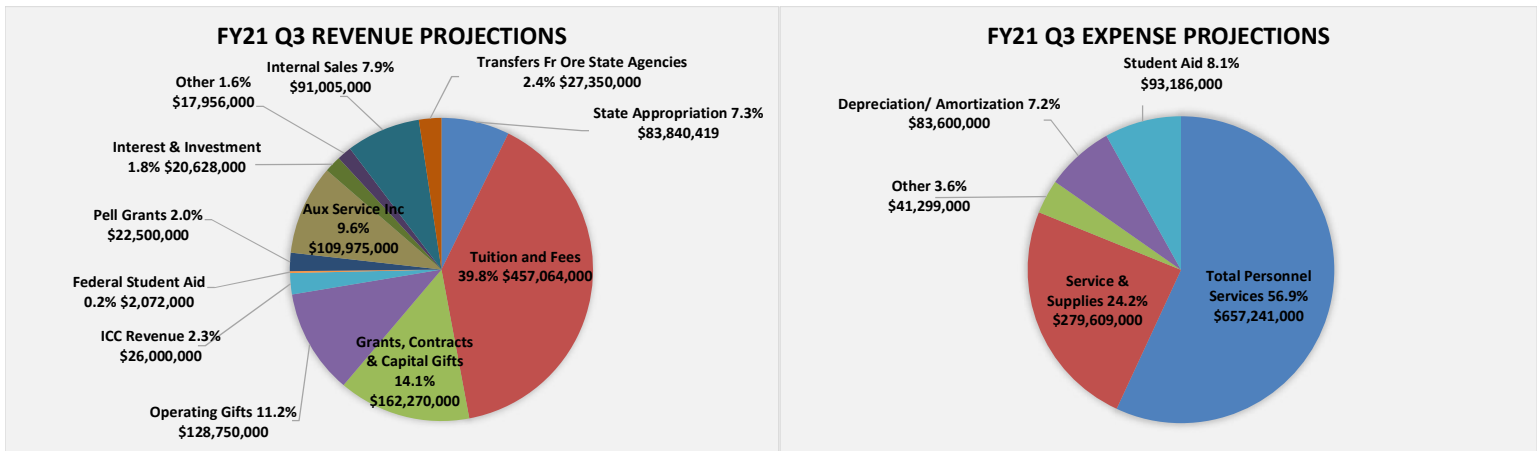
Education and General Fund Qtr3 Projections

Category	FY21 Q2 Projection	FY21 Q3 Revised Projection	FY21 Q2 Proj vs FY20 Act	FY21 Q3 Actuals vs FY20 Q3	Status	Revised Q3 Proj vs FY20	Notes
State Appropriation	\$82,243,619	\$82,243,619	3.4%	3.8%	Slightly Up	3.4%	• Timing issue.
Tuition and Fees	\$410,500,000	\$411,800,000	-3.4%	-2.9%	Slightly Up	-3.1%	• Tuition projection increased slightly due to stronger Spring enrollment.
ICC Revenue	\$26,000,000	\$26,000,000	3.6%	0.9%	Down	3.6%	• Projections holding steady. Q4 timing issue.
Other Revenue	\$2,500,000	\$1,300,000	-0.2%	-69.7%	Down	-48.1%	• Projections reduced as insurance proceeds deposited directly to plant funds.
Personnel Services	\$441,000,000	\$440,000,000	-1.4%	-1.1%	On Track	-1.6%	• Timing issue. Overall compensation costs reduced slightly due to projected impact of university hiring freeze and other HR actions.
Service & Supplies	\$89,000,000	\$89,500,000	-17.9%	-18.8%	On Track	-17.5%	• Q4 timing issue. Projections adjusted slightly.
Capital Expenditures	\$4,000,000	\$4,000,000	7.5%	-1.1%	Down	7.5%	• Q4 timing issue.

Education & General Funds - Total Dollars

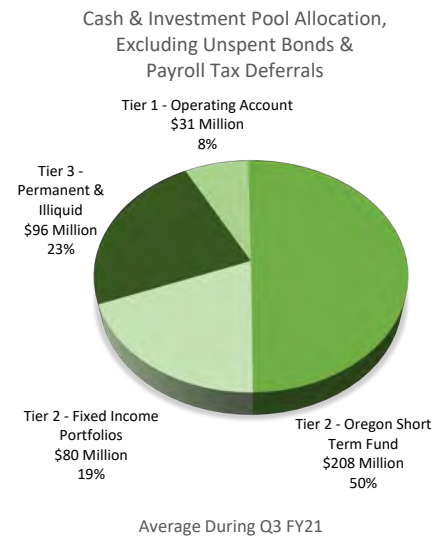
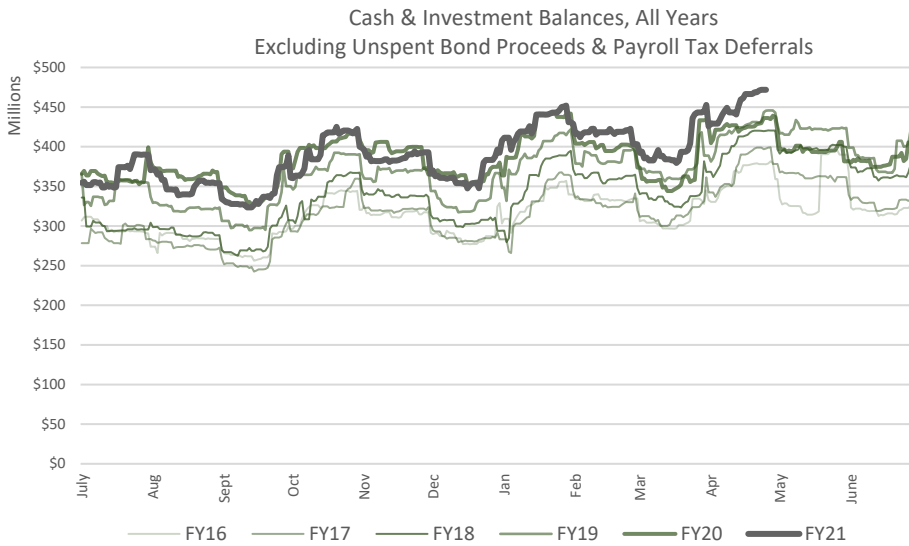


All Funds - Total Dollars



Student Aid Expense does not include \$60.6M of fee remissions awarded to students. Remissions are booked as negative revenue.

Cash & Investment Pool



- The cash & investment pool averaged \$415 million during Q3 FY21, excluding bond proceeds and the payroll tax deferral. Average balances for the quarter, excluding bond proceeds and the payroll tax deferral, were approximately \$19 million higher than the same quarter in FY20. The increased balance from the prior year is primarily due to increases in unrealized investment gains. Decreased cash balances were seen in auxiliary, E&G, and designated operations funds.
- UO participated in the federal program to defer 2020 payroll tax deposits and has accumulated \$15 million in cash balances (excluded from the charts above) that is due December 31, 2021 and December 31, 2022.
- At March 31, 2021, there were approximately \$93 million of unspent bond proceeds (average of \$102 million for the quarter), excluded from the charts above.
- Estimated average accounting yield for the cash & investment pool was 1.69% for Q3 FY21 and 2.08% for Q3 FY20. Year-to-date average accounting yield was 1.53% in FY21, compared to 2.21% in FY20, primarily due to lower interest rates.
- The T3 portfolio returned 4.6% in Q3 FY21 compared to the stock/bond benchmark return of 1.4%. Fiscal year-to-date returns for the T3 portfolio totaled 22.3% compared to 16.2% in the stock/bond benchmark.

Debt Activities

*OUS-issued debt includes SELP but is net of expected SELP appropriations and Build America Bond subsidies.

Significant Projects Funded Using Debt & Capital Leases

<p>UO 2020AB</p> <ul style="list-style-type: none"> • Housing Trans. Ph 1 <p>UO 2018A</p> <ul style="list-style-type: none"> • Bean Hall • Oregon Hall • Health Center <p>UO 2016A</p> <ul style="list-style-type: none"> • Kalapuya Ilihi Hall • Pacific Hall <p>UO 2015A</p> <ul style="list-style-type: none"> • Erb Memorial Union <p>Capital Leases</p> <ul style="list-style-type: none"> • White Stag (Portland) • 1600 Millrace 	<p>OUS-Issued Debt</p> <ul style="list-style-type: none"> • Autzen Stadium • Central Power Station • Erb Memorial Union • Family Housing Projects • Ford Alumni Center • Global Scholars Hall • Knight Law Center • Living Learning Center • Parking Projects • Student Rec Center • Matthew Knight Arena • Williams Bakery Land
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- The current principal balance of outstanding debt, including capital leases, is approximately \$813 million.
- Bond proceeds are loaned internally for capital projects. Borrowers are scheduled to repay their loans prior to the bullet payments due in 2045, 2046, 2048, 2049, and 2050 to ensure that the Internal Bank will have sufficient cash for the bullets.



UNIVERSITY OF OREGON

Financial Update

May 2021

Board of Trustees
University of Oregon

Agenda

- Quarterly Financial Report
- Quarterly Treasury Report
- Auxiliary Operations Update
- Update on FY2021 Expenditure Authorization
- FY2022 Expenditure Authorization

Quarterly Financial Report – CFO Key Takeaways

FY21 E&G Funds – Q3 Projections

- Covid-19 pandemic dramatically affecting FY21 E&G fund finances
- Spring enrollment (Spring over Spring SCH) for undergraduate students down 5.4%, compared to Fall over Fall of 4.8% and Winter over Winter of 5.9%.
- Reduction in number of first year students will affect E&G fund for the next 4-5 years
- However, COVID-19 related one time cost savings (e.g., S&S reductions, workshare savings, etc.) are expected to mitigate most of the revenue losses in the E&G fund for FY2021
- Projected E&G fund deficit updated from \$2.3 million to \$1.5M

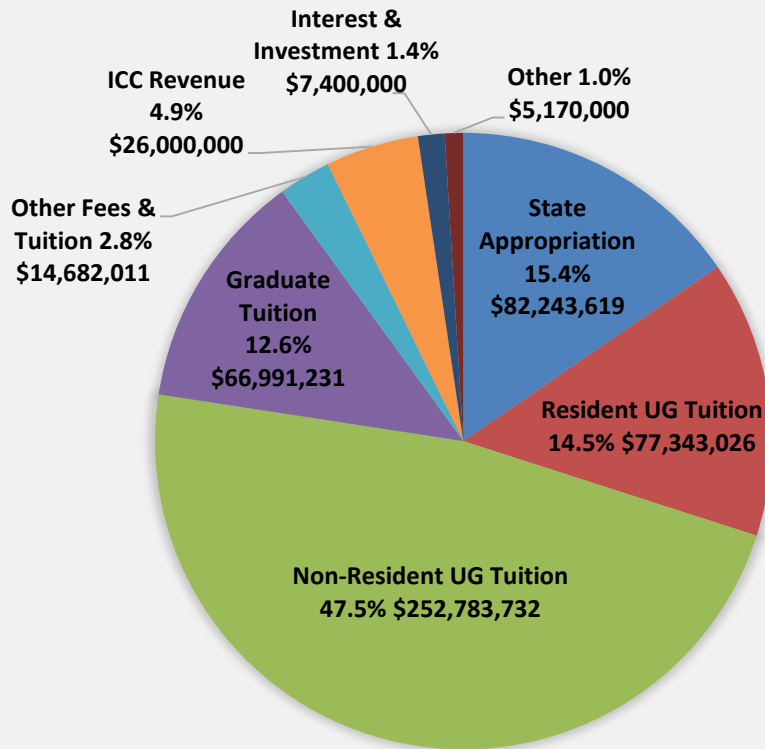
Quarterly Financial Report - Dashboard

Education and General Fund – Q3 Projections

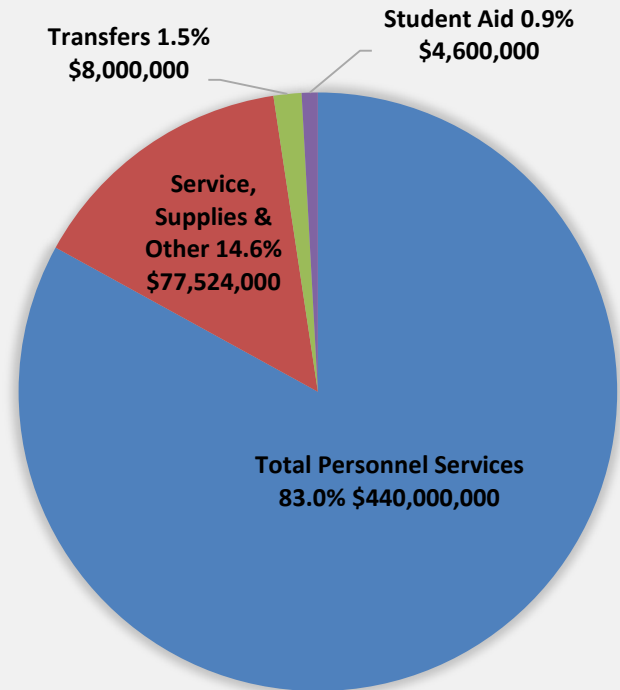
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Personnel Services	\$441,000,000	\$440,000,000	-1.4%	-1.1%	-1.6%	• Timing issue. Overall compensation costs reduced slightly due to projected impact on university hiring freeze and other HR actions.
Service & Supplies	\$89,000,000	\$89,500,000	-17.9%	-18.8%	-17.5%	• Projections updated based on run rate.
Capital Expenditures	(\$4,000,000)	(\$4,000,000)	7.5%	-1.1%	7.5%	• Q4 timing issue.

Quarterly Financial Report – E&G Fund Projected Revenue and Expense Breakdown

FY21 E&G Q3 REVENUE PROJECTIONS



FY21 E&G Q3 EXPENSE PROJECTIONS

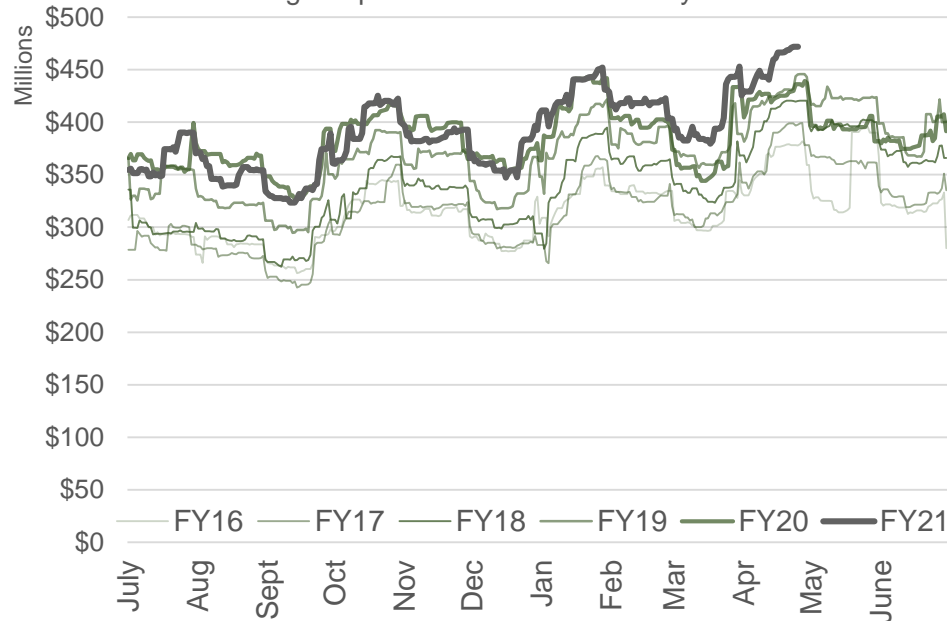


Agenda

- Quarterly Financial Report
-  • Quarterly Treasury Report
- Auxiliary Operations Update
- Update on FY2021 Expenditure Authorization
- FY2022 Expenditure Authorization

Cash & Investment Balances

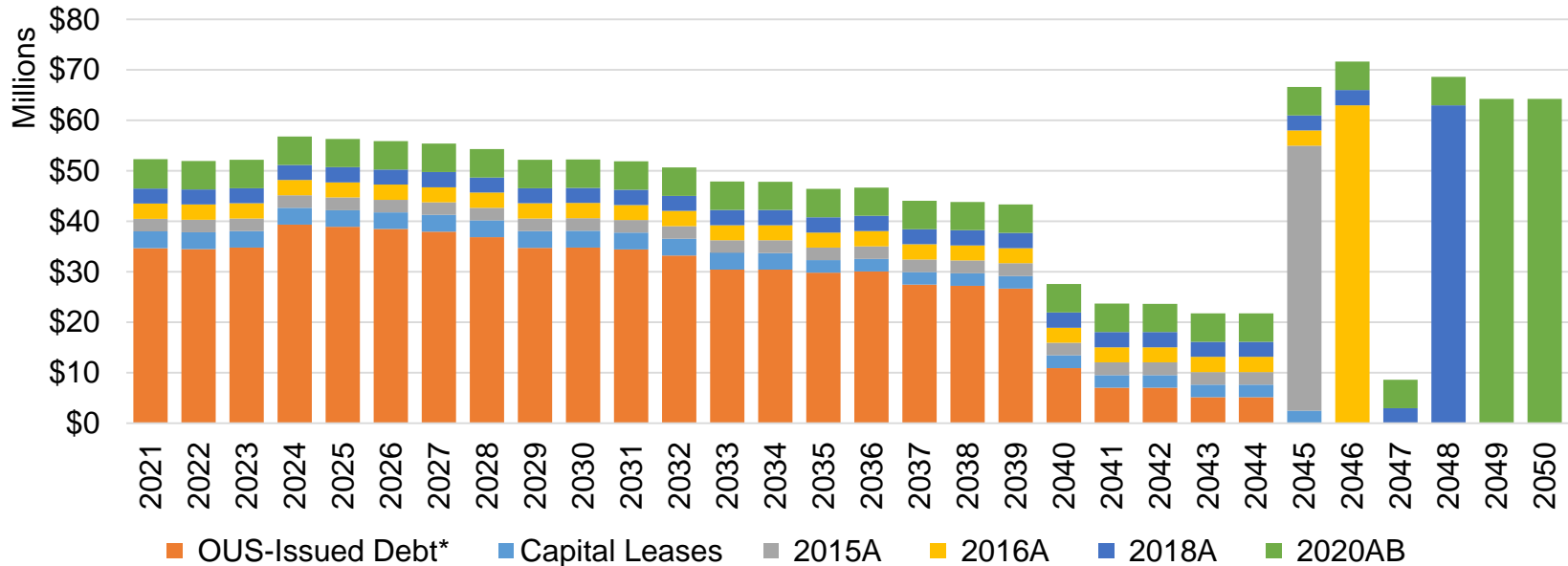
Cash & Investment Balances, All Years
Excluding Unspent Bond Proceeds & Payroll Tax Deferrals



- Average balances for the quarter, excluding bond proceeds and the payroll tax deferral, were approximately \$19 million more than the same quarter in FY20.
- The increased balance from the prior year is primarily due to increases in unrealized investment gains. Decreased cash balances were seen in auxiliary, E&G, and designated operations funds.

- Estimated average accounting yield for the cash & investment pool was 1.69% for Q3 FY21 and 2.08% for Q3 FY20. Year-to-date average accounting yield was 1.53% in FY21, compared to 2.21% in FY20, primarily due to lower interest rates.
- The T3 portfolio returned 4.6% in Q3 FY21 compared to the stock/bond benchmark return of 1.4%. Fiscal year-to-date returns for the T3 portfolio totaled 22.3% compared to 16.2% in the stock/bond benchmark.

Debt Service and Capital Lease Payments



*OUS-issued debt includes SELP but is net of expected SELP appropriations and Build America Bond subsidies.

- The current principal balance of outstanding debt, including capital leases, is approximately \$813 million.
- Bond proceeds are loaned internally for capital projects. Borrowers are scheduled to repay their loans prior to the bullet payments due in 2045, 2046, 2048, 2049, and 2050 to ensure that the Internal Bank will have sufficient cash for the bullets.

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- Quarterly Financial Report
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-  • Auxiliary Operations Update
- Update on FY2021 Expenditure Authorization
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FY2021: Updated Auxiliary Operation Projections

Auxiliary	Initial FY21 Scenarios Size of Loss	Dec Update FY21 Proj Size of Loss	March Update FY21 Proj Size of Loss	May Update FY21 Proj Size of Loss	Notes
Housing and Dining	\$11.0 million to \$15.1 million	\$9.9 million	\$9.4 million	\$8.2 million	Fall 2020 Housing Residents down approximately 38%. Winter 2021 Housing Residents down approximately 40%. Spring housing residents on track with expectations for the year.
Health Center	\$1.0 million to \$2.2 million	\$0.2 million	\$1.5 million	\$1.5 million	Additional revenue loss due to increased Covid-19 activities, as well as lower enrollment
Athletics	\$56.3 million to \$81.1 million	\$63.0 million	\$63.0 million	\$55.0 million	Additional gift revenue transferred from Foundation; further expense reductions
EMU	Up to \$1.6 million	No loss	No loss	No loss	Expenses reduced to match projected revenue. Incidental fee funding intact.
PE & Rec	Up to \$2.1 million	\$1.1 million	\$1.2 million	\$300K	Significant loss of other revenue offset with additional expense reduction actions

Housing & Dining: FY2021 Projection

Projection **38% Reduction from Budget in Housing & Dining Revenue**

Projected Revenue \$44.1 million

Projected Expense \$52.3 million

Net Loss (\$8.2 million)

- Assumptions
- Barnhart Hall dedicated to quarantine and isolation (244 rooms)
 - Riley Hall dedicated to isolation
 - Triple occupancy rooms were changed to double occupancy
 - Extra staff and supplies required for 7-day a week additional cleaning disinfecting
 - Dining aligned to CDC and OHA standards
 - Reduced services and supplies expenses
 - Unfortunately, temporary and permanent staff layoffs were required
 - Revenue does not include \$3 million of CARES funding received to cover FY20 student housing fee refunds

Health Center: FY2021 Projections

Projection	5% Decline in Fee Paying Students
Projected Revenue	\$14.4 million
Projected Expense	\$15.9 million
Net Loss	(\$1.5 million)
Assumptions	<ul style="list-style-type: none">• Experiencing the effects of service displacement where Covid-19 related services taking the place of higher revenue regular health maintenance appointments; this creates both revenue loss and prevents labor savings that would otherwise have occurred with reduced health service levels• Fall and Winter enrollment continues to decline over prior year

Athletics : FY2021 Projections

Projection	Football & Other Sports without Fans
Projected Revenue	\$51 million
Projected Expense	\$106 million
Net Loss	(\$55 million)

Assumptions

- 7 game conference-only football season (Includes Pac-12 Champ Game)
- Participation in CFP/Bowl Games
- Non-conference/Conference basketball seasons
- NCAA Basketball Tournament
- Other sports:
 - Post-January 1 competition
 - Participation in NCAA Championships
- No fans Fall/Winter Sports; Limited fans for outdoor Spring Sports
- Includes impact of estimated expenses related to Covid-19 protocols including testing, equipment/technology, facility adjustments, quarantine/isolation, etc.
- NCAA has lifted restrictions on recruiting effective June 1, 2021.

EMU : FY2021 Projections

10.4% Reduction in Students paying the EMU Fee
(includes Summer 2020)

Projected
Revenue

\$14.1 million

Projected
Expense

\$13.9 million

Net Loss

No loss

Assumptions

- Reduced building hours (e.g. facility closes at 10pm)
- Incidental fee funding for EMU intact
- Other revenue (e.g., room rentals) down 67%
- S&S expenses reduced by \$900K
- HR expenses reduced by \$1.8 million due to not filling vacancies, summer workshare program, reduced hiring of student workers

PE & Rec : FY2021 Projections

10.4% Reduction in Students paying the SRC Fee
(includes Summer 2020)

Projection

Projected
Revenue

\$7.6 million

Projected
Expense

\$7.9 million

Net Loss

(\$300K)

- Assumptions
- Other revenue (e.g. locker rentals, community memberships) down \$900K
 - Fee revenue from PE classes down \$400K
 - HR savings from vacancies, workshare and reduction in instructors and student labor
 - Reduced building hours (e.g., facility closes at 8pm)
 - Revenue does not include \$1 million of CARES Act funding (reimburses student fee refunds from spring 2020 term)

Agenda

- Quarterly Financial Report
- Quarterly Treasury Report
- Auxiliary Operations Update
-  • Update on FY2021 Expenditure Authorization
- FY2022 Expenditure Authorization

FY2021 Expenditure Authorization

- **June 2020 Board Meeting**
 - Approved authorization - continuing resolution for operating expenditure budget (\$1,132,345,000)
 - Quarterly updates to be provided regarding:
 - how quarterly expenditures compare to the annual expenditure authorization,
 - whether the state has implemented any cuts on state appropriation, and/or the university projects declines in tuition revenue due to enrollment challenges,
 - steps the university is taking to reduce expenditures, and
 - whether the current authorization remains appropriate or should be adjusted.

FY2021 Expenditure Authorization Recommendation

- Quarterly Expenditures**

- Approved authorization - continuing resolution for operating expenditure budget (\$1,132,345,000)
- 75% of approved authorization: \$849,258,750
- Average Annual Run Rate (FY15 – FY19): 73.8%
- 73.8% of approved authorization: \$835,537,007
- FY2021 Q3 Actual expenditures: \$784,637,687

FY21 Q3 Expenditures	E&G Funds	Other Funds	Total
Salary and OPE (Benefits)	\$323,323,647	\$168,346,450	\$491,670,098
Supplies and Services	\$59,944,011	\$134,547,298	\$194,491,309
Capitalized Equipment	\$2,958,782	\$10,804,121	\$13,762,903
Student Aid	\$3,956,984	\$74,655,613	\$78,612,597
Net Transfers	\$4,304,214	\$1,796,566	\$6,100,780
Total	\$394,487,639	\$390,150,048	\$784,637,687

FY2021 Expenditure Authorization Recommendation

- **Relevant Information**

- State Appropriation: legislature met in Special Session in August - PUSF protected from cuts
- Enrollment & Tuition: Spring Term undergraduate enrollment down 5.4%; see FY21 Q3 E&G Fund Projections for impact on finances
- Steps the university is taking to reduce expenditures:
 - Travel freeze, hiring freeze, and pay action freeze
 - Voluntary pay reductions – senior leadership (President, Provost, Vice Presidents, Deans, Athletic Director)
 - HR actions in Auxiliary Operations (LWOP with extended benefits)
 - Agreement with United Academics to extend collective bargaining agreement (with no annual salary increase) to June 2021 & support Progressive Pay Reduction Plan
 - Workshare program – summer FTE reduction program
 - Direction to limit Services and Supplies (“S&S”) expenditures to essential expenses
- No changes recommended to expenditure authorization

Agenda

- Quarterly Financial Report
- Quarterly Treasury Report
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- Update on FY2021 Expenditure Authorization
-  • FY2022 Expenditure Authorization

Continuing Resolution

- **FY2022 Operating Expenditure Authorization**
 - Consistent with prior practice for the first year of the biennium, a continuing resolution on the FY21 expenditure authorization is being proposed:
\$1,132,345,000
 - This will provide additional time for more information on several key issues including state appropriation and projected fall enrollment
 - Updated FY2022 Expenditure Authorization Recommendation will be proposed at the September Board meeting

FY22 Capital Spend Plan

Project	FY22 Budget	Expected Source of Project Funds
Housing Transformation Project	\$43,000,000	UO Bonds (\$41.0M)/Department Funds (\$2.0M)
Huestis Deferred Maintenance	\$21,500,000	State Bonds (\$18.5M)/ Matching Funds (\$3.0M)
Thermal Storage Tank	\$5,000,000	Departmental (\$5.0M)
ZIRC Expansion	\$4,000,000	Grant (\$3.5M)/Departmental (\$0.5M)
State Funded – Capital Projects	\$7,000,000	State Bonds (\$7.0M)
Misc. Departmental Projects	\$10,000,000	TBD
	\$ 90,500,000*	

*The budgets represent the FY22 expenditure budget not the full budget for each project

FY20 Actuals Quarter 4 Report

All Funds except Agency and Clearing

	Designated Ops and Service				Restricted Gift				Total	Reporting Adj.	Total
	Education and General	Center	Auxiliaries	Grant Funds	Funds	Other Funds	Plant Funds	Internal Bank			
State Appropriation	\$ 79,520,551	\$ 1,170,784	\$ 396,550	\$ 54,075	\$ -	\$ -	\$ -	\$ -	\$ 81,141,960		
Tuition and Fees	\$ 425,005,337	\$ 2,343,829	\$ 40,263,479	\$ -	\$ -	\$ -	\$ -	\$ 3,006,669	\$ 470,619,314		
Gifts Grants & Contracts	\$ 136,496	\$ 5,403,198	\$ 296,177	\$ 137,021,446	\$ 98,025,211	\$ -	\$ 372,641,532	\$ -	\$ 613,524,059		
ICC Revenue	\$ 25,087,226	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,087,226		
Federal Student Aid	\$ -	\$ -	\$ -	\$ 24,594,879	\$ -	\$ -	\$ -	\$ -	\$ 24,594,879		
Interest and Investment	\$ 7,124,366	\$ 12,776,445	\$ 101,704	\$ 1,651	\$ 2,343	\$ 449,897	\$ 860,954	\$ 10,006,794	\$ 31,324,153		
Internal Sales	\$ 2,084,941	\$ 52,165,528	\$ 23,088,903	\$ 40	\$ 6,000	\$ -	\$ -	\$ 35,840,165	\$ 113,185,577		
Sales & Services	\$ 4,005,521	\$ 11,025,310	\$ 159,762,254	\$ (3,620,318)	\$ -	\$ -	\$ 243,040	\$ -	\$ 171,415,808		
Other Revenues	\$ 2,506,221	\$ 895,509	\$ 3,655,368	\$ -	\$ -	\$ -	\$ 275,640	\$ -	\$ 7,332,738		
Transfers From Ore State Agencies	\$ -	\$ -	\$ 13,201	\$ 9,287,180	\$ -	\$ -	\$ 21,201,340	\$ -	\$ 30,501,721		
Total Revenue	\$ 545,470,658	\$ 85,780,602	\$ 227,577,636	\$ 167,338,953	\$ 98,033,554	\$ 449,897	\$ 395,222,505	\$ 48,853,628	\$ 1,568,727,434		
Salaries and Wages	\$ 264,475,179	\$ 23,582,178	\$ 60,501,185	\$ 42,087,370	\$ 18,922,158	\$ -	\$ 10,000	\$ 187,002	\$ 409,765,072		
OPE Health Benefits	\$ 158,282,422	\$ 19,272,251	\$ 34,329,615	\$ 23,390,481	\$ 9,251,608	\$ -	\$ 3,300	\$ 111,871	\$ 244,641,548		
OPE Retirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
OPE Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
OPE GTF Remissions	\$ 24,331,336	\$ 163,034	\$ 198,570	\$ 2,160,552	\$ 369,293	\$ -	\$ -	\$ -	\$ 27,222,785		
Total Personnel Services	\$ 447,088,937	\$ 43,017,463	\$ 95,029,369	\$ 67,638,403	\$ 28,543,059	\$ -	\$ 13,300	\$ 298,873	\$ 681,629,405		
Service & Supplies	\$ 108,458,297	\$ 17,615,751	\$ 98,798,325	\$ 29,656,339	\$ 18,543,146	\$ 11,396	\$ 8,558,657	\$ 33,550,560	\$ 315,192,470		
Merchandise-Resale/Redistribution	\$ 12,351	\$ 17,185,209	\$ 9,363,390	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,560,950		
Internal Sales Reimbursements	\$ (19,258,716)	\$ (2,000)	\$ (1,310,428)	\$ (21,800)	\$ -	\$ -	\$ (543,331)	\$ -	\$ (21,136,276)		
Indirect Costs	\$ 24,246	\$ 3,175,566	\$ 7,506,219	\$ 25,104,726	\$ -	\$ -	\$ -	\$ -	\$ 35,810,757		
Depreciation/Amortization Expense	\$ -	\$ 4,251,402	\$ 32,869,763	\$ -	\$ -	\$ -	\$ 33,221,350	\$ -	\$ 70,342,516		
Student Aid	\$ 5,515,265	\$ 2,784,161	\$ 2,183,558	\$ 42,807,766	\$ 33,789,032	\$ 2,082,044	\$ -	\$ -	\$ 89,161,827		
Total General Expense	\$ 94,751,443	\$ 45,010,089	\$ 149,410,826	\$ 97,547,032	\$ 52,332,178	\$ 2,093,440	\$ 41,236,676	\$ 33,550,560	\$ 515,932,244		
Net Transfers Out/(In)	\$ 7,007,520	\$ 593,902	\$ 1,216,522	\$ 333,114	\$ 732,048	\$ 549,333	\$ (12,264,226)	\$ 1,831,786	\$ -		
Total Expense	\$ 548,847,900	\$ 88,621,455	\$ 245,656,717	\$ 165,518,550	\$ 81,607,284	\$ 2,642,773	\$ 28,985,750	\$ 35,681,219	\$ 1,197,561,649		
Net before CapEx	\$ (3,377,242)	\$ (2,840,853)	\$ (18,079,081)	\$ 1,820,404	\$ 16,426,270	\$ (2,192,877)	\$ 366,236,755	\$ 13,172,409	\$ 371,165,785		
Beginning Fund Balance	\$ 63,821,674	\$ 59,940,817	\$ 319,242,597	\$ (1,217,227)	\$ 12,601,887	\$ 7,754,280	\$ 688,287,700	\$ 36,993,215	\$ 1,187,424,943		
Capital Expenditures	\$ (3,721,532)	\$ (1,073,488)	\$ (661,453)	\$ (1,448,244)	\$ (1,876,342)	\$ -	\$ (452,136,088)	\$ -	\$ (460,917,148)		
Net (from above)	\$ (3,377,242)	\$ (2,840,853)	\$ (18,079,081)	\$ 1,820,404	\$ 16,426,270	\$ (2,192,877)	\$ 366,236,755	\$ 13,172,409	\$ 371,165,785		
Fund Additions/Deductions*	\$ (70,749)	\$ 598,250	\$ 293,340,326	\$ -	\$ (135,380)	\$ -	\$ 168,461,602	\$ -	\$ 462,194,050	\$ (285,968,269)	
Ending Fund Balance	\$ 56,652,151	\$ 56,624,726	\$ 593,842,389	\$ (845,068)	\$ 27,016,434	\$ 5,561,403	\$ 770,849,969	\$ 50,165,625	\$ 1,559,867,630	\$ (285,968,269)	\$ 1,273,899,361
Year-End Accounting Entries **	\$ (2,250,903)	\$ (181,947)	\$ (539,728)	\$ (291,587)	\$ (124,019)	\$ -	\$ -	\$ (2,588)	\$ (3,390,771)		\$ (3,390,771)
Net Capital Assets	\$ -	\$ 25,953,555	\$ 556,111,823	\$ -	\$ -	\$ -	\$ 685,489,231	\$ (1,389,750)	\$ 1,266,164,859	\$ -	\$ 1,266,164,859
Other Restricted Net Assets	\$ -	\$ -	\$ -	\$ (1,136,654)	\$ 26,892,415	\$ 5,561,403	\$ 73,338,513	\$ -	\$ 104,655,678	\$ 350,684	\$ 105,006,362
Unrestricted Net Assets	\$ 54,401,248	\$ 30,489,225	\$ 37,190,838	\$ -	\$ -	\$ -	\$ 12,022,225	\$ 51,552,787	\$ 185,656,322	\$ (286,318,953)	\$ (100,662,630)
Total Net Assets***	\$ 54,401,248	\$ 56,442,780	\$ 593,302,661	\$ (1,136,654)	\$ 26,892,415	\$ 5,561,403	\$ 770,849,969	\$ 50,163,036	\$ 1,556,476,859	\$ (285,968,269)	\$ 1,270,508,590

* - Due to Capital Improvements and Debt Accounting entries

** - Year-End Accounting - e.q. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt

FY21 Initial Projection - All Funds except Agency and Clearing

	Education and		Designated Ops		Restricted Gift					Total
	General	Center	Auxiliaries	Grant Funds	Funds	Other Funds	Plant Funds	Internal Bank		
State Appropriation	\$ 82,243,619	\$ 1,171,000	\$ 453,000	\$ 61,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,929,419
Tuition and Fees	\$ 414,000,000	\$ 835,000	\$ 44,371,000	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000	\$ -	\$ 462,206,000
Gifts Grants & Contracts	\$ 170,000	\$ 4,800,000	\$ -	\$ 139,900,000	\$ 125,250,000	\$ -	\$ 83,000,000	\$ -	\$ -	\$ 353,120,000
ICC Revenue	\$ 26,650,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 26,650,000
Federal Student Aid	\$ -	\$ -	\$ -	\$ 24,572,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,572,000
Interest and Investment	\$ 7,600,000	\$ 9,400,000	\$ 102,000	\$ 10,000	\$ 100,000	\$ 100,000	\$ 650,000	\$ 650,000	\$ -	\$ 18,612,000
Internal Sales	\$ 1,100,000	\$ 52,800,000	\$ 22,170,000	\$ -	\$ 5,000	\$ -	\$ -	\$ 37,500,000	\$ -	\$ 113,575,000
Sales & Services	\$ 3,100,000	\$ 10,000,000	\$ 106,088,000	\$ 106,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,294,000
Other Revenues	\$ 2,500,000	\$ 900,000	\$ 563,000	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ 4,063,000
Transfers From Ore State Agencies	\$ -	\$ -	\$ -	\$ 9,600,000	\$ -	\$ -	\$ 13,750,000	\$ -	\$ -	\$ 23,350,000
Total Revenue	\$ 537,363,619	\$ 79,906,000	\$ 173,747,000	\$ 174,249,800	\$ 125,355,000	\$ 100,000	\$ 97,500,000	\$ 41,150,000	\$ -	\$ 1,229,371,419
Total Personnel Services	\$ 445,000,000	\$ 39,320,000	\$ 62,328,000	\$ 68,330,000	\$ 60,900,000	\$ -	\$ -	\$ 385,000	\$ -	\$ 676,263,000
Service & Supplies	\$ 94,000,000	\$ 17,080,000	\$ 91,185,000	\$ 30,100,000	\$ 19,500,000	\$ -	\$ 8,000,000	\$ 32,800,000	\$ -	\$ 292,665,000
Merchandise-Resale/Redistribution	\$ 2,000	\$ 15,500,000	\$ 9,196,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,698,000
Internal Sales Reimbursements	\$ (16,500,000)	\$ (10,000)	\$ (1,067,000)	\$ (25,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (17,602,000)
Indirect Costs	\$ 100,000	\$ 3,000,000	\$ 6,904,000	\$ 26,650,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,654,000
Depreciation/Amortization Expense	\$ -	\$ 4,160,000	\$ 41,253,000	\$ -	\$ -	\$ -	\$ 38,627,000	\$ -	\$ -	\$ 84,040,000
Student Aid	\$ 5,100,000	\$ 2,150,000	\$ 1,861,000	\$ 43,450,000	\$ 34,650,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 87,241,000
Total General Expense	\$ 82,702,000	\$ 41,880,000	\$ 149,332,000	\$ 100,175,000	\$ 54,150,000	\$ 30,000	\$ 46,627,000	\$ 32,800,000	\$ -	\$ 507,696,000
Net Transfers Out(In)	\$ 8,000,000	\$ 500,000	\$ 666,000	\$ 250,000	\$ 1,750,000	\$ -	\$ (13,166,000)	\$ 2,000,000	\$ -	\$ -
Total Expense	\$ 535,702,000	\$ 81,700,000	\$ 212,326,000	\$ 168,755,000	\$ 116,800,000	\$ 30,000	\$ 33,461,000	\$ 35,185,000	\$ -	\$ 1,183,959,000
Net before CapEx	\$ 1,661,619	\$ (1,794,000)	\$ (38,579,000)	\$ 5,494,800	\$ 8,555,000	\$ 70,000	\$ 64,039,000	\$ 5,965,000	\$ -	\$ 45,412,419
Beginning Fund Balance	\$ 54,401,248	\$ 56,442,780	\$ 593,302,661	\$ (1,136,654)	\$ 26,892,415	\$ 5,561,403	\$ 770,849,969	\$ 50,163,036	\$ -	\$ 1,556,476,859
Capital Expenditures	\$ (5,000,000)	\$ (750,000)	\$ (212,000)	\$ (2,600,000)	\$ (7,000,000)	\$ -	\$ (153,900,000)	\$ -	\$ -	\$ (169,462,000)
Net (from above)	\$ 1,661,619	\$ (1,794,000)	\$ (38,579,000)	\$ 5,494,800	\$ 8,555,000	\$ 70,000	\$ 64,039,000	\$ 5,965,000	\$ -	\$ 45,412,419
Fund Additions/Deductions*	\$ -	\$ -	\$ 80,500,000	\$ -	\$ -	\$ -	\$ 81,400,000	\$ -	\$ -	\$ 161,900,000
Ending Fund Balance	\$ 51,062,867	\$ 53,898,780	\$ 635,011,661	\$ 1,758,146	\$ 28,447,415	\$ 5,631,403	\$ 762,388,969	\$ 56,128,036	\$ -	\$ 1,594,327,278
Year-End Accounting Entries **	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Net Capital Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Other Restricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Unrestricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Total Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

* - Due to Capital Improvements and Debt Accounting entries

** - Year-End Accounting - e.q. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt

FY21 Actuals Quarter 3 Report
All Funds except Agency and Clearing

	Designated Ops									Total
	Education and			Restricted Gift			Internal Bank		Total	
	General	Center	Auxiliaries	Grant Funds	Funds	Other Funds	Plant Funds	Internal Bank		
State Appropriation	\$ 69,376,902	\$ 878,088	\$ 364,238	\$ 49,655	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,668,883
Tuition and Fees	\$ 408,212,923	\$ 847,410	\$ 43,317,495	\$ -	\$ -	\$ -	\$ -	\$ 2,950,400	\$ -	\$ 455,328,228
Gifts Grants & Contracts	\$ 175,676	\$ 1,829,642	\$ -	\$ 107,775,236	\$ 95,034,946	\$ -	\$ 11,409,340	\$ -	\$ -	\$ 216,224,839
ICC Revenue	\$ 19,237,738	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,237,738
Federal Student Aid	\$ -	\$ -	\$ -	\$ 20,979,242	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,979,242
Interest and Investment	\$ 5,345,036	\$ 9,260,270	\$ 84,634	\$ 4,680	\$ 2,463	\$ 78,270	\$ 602,563	\$ 12,364,866	\$ -	\$ 27,742,781
Internal Sales	\$ 329,316	\$ 37,973,984	\$ 13,539,799	\$ -	\$ -	\$ -	\$ -	\$ 23,998,179	\$ -	\$ 75,841,278
Sales & Services	\$ 2,365,817	\$ 4,713,947	\$ 62,485,954	\$ 4,241,441	\$ -	\$ -	\$ 12,867	\$ -	\$ -	\$ 73,820,026
Other Revenues	\$ 323,616	\$ 434,774	\$ 1,650,735	\$ -	\$ -	\$ -	\$ 3,089,477	\$ -	\$ -	\$ 5,498,601
Transfers From Ore State Agencies	\$ -	\$ -	\$ -	\$ 6,911,082	\$ -	\$ -	\$ 10,356,265	\$ -	\$ -	\$ 17,267,347
Total Revenue	\$ 505,367,024	\$ 55,938,115	\$ 121,442,854	\$ 139,961,336	\$ 95,037,408	\$ 78,270	\$ 25,470,512	\$ 39,313,444	\$ -	\$ 982,608,964
Total Personnel Services	\$ 323,323,647	\$ 27,015,549	\$ 41,955,294	\$ 55,608,066	\$ 43,767,541	\$ -	\$ 9,825	\$ 268,185	\$ -	\$ 491,948,107
Service & Supplies	\$ 68,476,191	\$ 9,936,269	\$ 49,580,478	\$ 19,067,893	\$ 17,859,901	\$ (65,100)	\$ 2,480,466	\$ 11,049,601	\$ -	\$ 178,385,700
Merchandise-Resale/Redistribution	\$ (39,461)	\$ 10,957,744	\$ 3,399,471	\$ -	\$ 94	\$ -	\$ -	\$ -	\$ -	\$ 14,317,849
Internal Sales Reimbursements	\$ (8,497,208)	\$ -	\$ (439,595)	\$ (29,400)	\$ -	\$ -	\$ (178,510)	\$ -	\$ -	\$ (9,144,713)
Indirect Costs	\$ 4,488	\$ 1,724,600	\$ 3,151,223	\$ 19,403,719	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,284,030
Depreciation/Amortization Expense	\$ -	\$ 3,116,093	\$ 30,350,769	\$ -	\$ -	\$ -	\$ 25,045,653	\$ -	\$ -	\$ 58,512,514
Student Aid	\$ 3,956,984	\$ 96,439	\$ 1,255,644	\$ 42,993,174	\$ 30,240,424	\$ 69,932	\$ -	\$ -	\$ -	\$ 78,612,597
Total General Expense	\$ 63,900,996	\$ 25,831,145	\$ 87,297,990	\$ 81,435,386	\$ 48,100,419	\$ 4,832	\$ 27,347,609	\$ 11,049,601	\$ -	\$ 344,967,978
Net Transfers Out/(In)	\$ 4,304,214	\$ (860,894)	\$ (474,702)	\$ 1,302,143	\$ 1,696,664	\$ 133,356	\$ (8,060,824)	\$ 1,960,044	\$ -	\$ -
Total Expense	\$ 391,528,857	\$ 51,985,800	\$ 128,778,582	\$ 138,345,595	\$ 93,564,624	\$ 138,188	\$ 19,296,610	\$ 13,277,830	\$ -	\$ 836,916,085
Net before CapEx	\$ 113,838,167	\$ 3,952,315	\$ (7,335,727)	\$ 1,615,741	\$ 1,472,784	\$ (59,918)	\$ 6,173,903	\$ 26,035,613	\$ -	\$ 145,692,879
Beginning Fund Balance	\$ 54,401,248	\$ 56,442,780	\$ 593,302,661	\$ (1,136,654)	\$ 26,892,415	\$ 5,561,403	\$ 770,849,969	\$ 50,163,036	\$ -	\$ 1,556,476,859
Capital Expenditures	\$ (2,958,782)	\$ (83,616)	\$ (2,398)	\$ (4,449,690)	\$ (6,268,418)	\$ 0	\$ (83,627,958)	\$ 0	\$ -	\$ (97,390,861)
Net (from above)	\$ 113,838,167	\$ 3,952,315	\$ (7,335,727)	\$ 1,615,741	\$ 1,472,784	\$ (59,918)	\$ 6,173,903	\$ 26,035,613	\$ -	\$ 145,692,879
Fund Additions/Deductions*	\$ (118,991)	\$ 616,016	\$ 99,426	\$ -	\$ -	\$ 0	\$ 15,449,712	\$ -	\$ -	\$ 16,046,162
Ending Fund Balance	\$ 165,161,642	\$ 60,927,495	\$ 586,063,961	\$ (3,970,603)	\$ 22,096,782	\$ 5,501,486	\$ 708,845,626	\$ 76,198,650	\$ -	\$ 1,620,825,039
Year-End Accounting Entries **	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Net Capital Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Other Restricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Unrestricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Total Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

* - Due to Capital Improvements and Debt Accounting entries, Includes Elimination of State Paid Debt from UO Books

** - Year-End Accounting - e.q. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt

FY21 Actuals Quarter 3 Report Education and General

	FY21 Updated		FY21 Q3 Actual as %		FY21 Q3 inc/(dec)	FY20 Total	FY21 Q2	FY21 Updated	FY21 Updated
	Projection Q2	FY21 Actual Q3	of Proj	FY20 Actual Q3	from FY20 Q3	Actual	Proj vs FY20 Total as %	Projection Q3	Proj vs FY20 Total as %
State Appropriation	\$ 82,243,619	\$ 69,376,902	84.4%	\$ 66,814,900	3.8%	\$ 79,520,551	3.4%	\$ 82,243,619	3.4%
Tuition and Fees	\$ 410,500,000	\$ 408,212,923	99.4%	\$ 420,502,573	-2.9%	\$ 425,005,337	-3.4%	\$ 411,800,000	-3.1%
Gifts Grants & Contracts	\$ 170,000	\$ 175,676	103.3%	\$ 24,360	621.2%	\$ 136,496	24.5%	\$ 370,000	171.1%
ICC Revenue	\$ 26,000,000	\$ 19,237,738	74.0%	\$ 19,062,299	0.9%	\$ 25,087,226	3.6%	\$ 26,000,000	3.6%
Federal Student Aid	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Interest and Investment	\$ 7,600,000	\$ 5,345,036	70.3%	\$ 5,769,967	-7.4%	\$ 7,124,366	6.7%	\$ 7,400,000	3.9%
Internal Sales	\$ 900,000	\$ 329,316	36.6%	\$ 2,277,911	-85.5%	\$ 2,084,941	-56.8%	\$ 700,000	-66.4%
Sales & Services	\$ 2,400,000	\$ 2,365,817	98.6%	\$ 3,572,157	-33.8%	\$ 4,005,521	-40.1%	\$ 2,800,000	-30.1%
Other Revenues	\$ 2,500,000	\$ 323,616	12.9%	\$ 1,066,402	-69.7%	\$ 2,506,221	-0.2%	\$ 1,300,000	-48.1%
Transfers From Ore State Agencies	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Total Revenue	\$ 532,313,619	\$ 505,367,024	94.9%	\$ 519,090,569	-2.6%	\$ 545,470,658	-2.4%	\$ 532,613,619	-2.4%
Total Personnel Services	\$ 441,000,000	\$ 323,323,647	73.3%	\$ 327,013,086	-1.1%	\$ 447,088,937	-1.4%	\$ 440,000,000	-1.6%
Service & Supplies	\$ 89,000,000	\$ 68,476,191	76.9%	\$ 84,324,718	-18.8%	\$ 108,458,297	-17.9%	\$ 89,500,000	-17.5%
Merchandise-Resale/Redistribution	\$ 4,000	\$ (39,461)	-986.5%	\$ (275,314)	-85.7%	\$ 12,351	-67.6%	\$ 4,000	-67.6%
Internal Sales Reimbursements	\$ (12,000,000)	\$ (8,497,208)	70.8%	\$ (13,422,598)	-36.7%	\$ (19,258,716)	-37.7%	\$ (12,000,000)	-37.7%
Indirect Costs	\$ 20,000	\$ 4,488	22.4%	\$ 23,879	-81.2%	\$ 24,246	-17.5%	\$ 20,000	-17.5%
Depreciation/Amortization Expense	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-
Student Aid	\$ 4,600,000	\$ 3,956,984	86.0%	\$ 4,965,138	-20.3%	\$ 5,515,265	-16.6%	\$ 4,600,000	-16.6%
Total General Expense	\$ 81,624,000	\$ 63,900,996	78.3%	\$ 75,615,822	-15.5%	\$ 94,751,443	-13.9%	\$ 82,124,000	-13.3%
Net Transfers Out(In)	\$ 8,000,000	\$ 4,304,214	53.8%	\$ 4,515,230	-4.7%	\$ 7,007,520	14.2%	\$ 8,000,000	14.2%
Total Expense	\$ 530,624,000	\$ 391,528,857	73.8%	\$ 407,144,137	-3.8%	\$ 548,847,900	-3.3%	\$ 530,124,000	-3.4%
Net before CapEx	\$ 1,689,619	\$ 113,838,167	6737.5%	\$ 111,946,432	1.7%	\$ (3,377,242)	-150.0%	\$ 2,489,619	-173.7%
Beginning Fund Balance	\$ 54,401,248	\$ 54,401,248	100.0%	\$ 63,821,674	-14.8%	\$ 63,821,674	-14.8%	\$ 54,401,248	-14.8%
Capital Expenditures	\$ (4,000,000)	\$ (2,958,782)	74.0%	\$ (2,991,282)	-1.1%	\$ (3,721,532)	7.5%	\$ (4,000,000)	7.5%
Net (from above)	\$ 1,689,619	\$ 113,838,167	6737.5%	\$ 111,946,432	1.7%	\$ (3,377,242)	-150.0%	\$ 2,489,619	-173.7%
Fund Additions/Deductions*	\$ -	\$ (118,991)	-	\$ (416,683)	-71.4%	\$ (70,749)	-100.0%	\$ -	-100.0%
Year-End Accounting Entries	\$ -	\$ -	-	\$ -	-	\$ (2,250,903)	-100.0%	\$ -	-100.0%
Ending Fund Balance	\$ 52,090,867	\$ 165,161,642	317.1%	\$ 172,360,140	-4.2%	\$ 54,401,248	-4.2%	\$ 52,890,867	-2.8%
Year-End Accounting Entries **	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Net Capital Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Other Restricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Unrestricted Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Total Net Assets	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

* - Due to Capital Improvements and Debt Accounting entries

** - Year-End Accounting - e.q. Allocate Pension Liability, Reclass Cash to Investments, Allocate Debt

FY21 Actuals Quarter 3 Report

Total All Fund Groups

Personnel Services	Total Dollars			Benefits as a % of Total Salary & Leave	
	FY2020	FY2021	Yr/Yr % Inc	FY2019	FY2020
Salary & Wages	\$309,835,830	\$294,521,542	-4.9%		
Other Payroll Expense(OPE) and Leave					
Personnel Leave	\$20,125,767	\$16,195,072	-19.5%	6.1%	5.2%
Medical Insurance	\$62,049,584	\$61,850,957	-0.3%	18.8%	19.9%
Retirement	\$65,989,657	\$63,846,413	-3.2%	20.0%	20.5%
Other OPE	\$23,517,244	\$22,593,314	-3.9%	7.1%	7.3%
Total OPE & Leave	\$171,682,252	\$164,485,756	-4.2%	52.0%	52.9%
*Total Personnel Services	\$481,518,082	\$459,007,297	-4.7%		

* Data excludes OPE GE Remissions (Tuition, Fees & Benefits), Benefit Compensation and Year end accruals/adjustments

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The Board of Trustees has the responsibility of approving a budget and related expenditure authorizations for each fiscal year. The next fiscal year (FY) for the University begins on July 1, 2021 (FY22). There are two authorizations sought for FY22.

First is the *operations* expenditure authorization. As in past odd-numbered years, the University currently seeks a *temporary* operations expenditure authorization for FY22. An approved authorization is necessary before the start of the fiscal year, but at this time there are significant unknowns that will impact a final budget and authorization proposal. Most notably, the 2021-23 biennial state appropriation to public universities has not yet been approved by the state legislature and projected fall enrollment is more uncertain than normal given the pandemic. As has been the past practice, the proposal before the Board at this time authorizes FY22 expenditures at levels equal to the FY21 authorization, with an understanding that a final FY22 operating budget will be presented to the Board at its September meeting after more complete information is available. The requested continuing expenditure limitation is \$1,132,345,000.

Second is the *capital* expenditure authorization. The request for FY22 at this time is \$90,500,000. This includes expenditures relating to large-scale (>\$5 million) projects already authorized by the Board, \$7 million of smaller deferred maintenance projects funded by the state, and \$10 million in cumulative smaller, departmental projects. As was the practice in this current year (FY21), as additional capital projects are presented to the Board for approval, such approval would include a corresponding increase to this authorization to account for anticipated FY22 expenditures relating to said project.

Board of Trustees of the University of Oregon

Resolution: FY2022 Budget and Expenditure Authorizations

Whereas, ORS 352.102(1) provides that, the Board of Trustees (“Board”) of the University of Oregon (“University”) may authorize, establish, collect, manage, use in any manner, and expend all revenue derived from tuition and mandatory enrollment fees, and ORS 352.087(1)(a) provides that the Board may, among other things, hold, keep, pledge, control, convey, manage, use, lend, expend, and invest all moneys, appropriations, gifts, bequests, stock, and revenue from any source;

Whereas, ORS 352.087(1)(i) provides that the Board may, subject to limitations set forth in that section, spend all available moneys without appropriation or expenditure limitation approval from the Legislative Assembly;

Whereas, ORS 352.087(2) requires, and the Board finds, that the budget of the University of Oregon shall be prepared in accordance with generally accepted accounting principles;

Whereas, the Board wishes to approve expenditure authorizations for fiscal year 2022 (FY22) prior to FY22 commencing on July 1, 2022; and,

Whereas, the Board of Trustees cannot approve a final FY22 operating budget and expenditure authorization until more information is available regarding FY22 revenue (most notably state operating appropriations and updated fall enrollment projections).

NOW THEREFORE, the Board of Trustees of the University of Oregon hereby approves the following:

1. An operating budget equivalent in the sum of 1,132,345,000 (FY21 level) is temporarily adopted for FY22, with the expectation that the Treasurer will bring a revised authorization to the Board for approval in September 2021.
2. A capital budget in the amount of \$90,500,000 is adopted for FY22 for projects articulated in Exhibit A, with the expectation that the Treasurer will seek additional authorization throughout the fiscal year as necessary to account for projects which may arise.
3. During FY22, the Treasurer of the University may expend or authorize the expenditure of these respective sums plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Board or its Executive and Audit Committee.

--Vote Recorded on the Following Page--

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Date: _____ Recorded: _____

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The Board of Trustees is asked to authorize the issuance of new money general revenue bonds in an amount not to exceed an aggregate principal amount of \$120,000,000 and the issuance of general revenue refunding bonds in an amount not to exceed an aggregate principal amount of \$216,000,000. UO policy requires board approval for financing activity in excess of \$5,000,000.

New Money General Revenue Bonds

Proceeds of the new money general revenue bonds would be used to provide capital to UO's internal bank so that it has long-term funds to lend to university departments for authorized capital projects that benefit the university. The largest recipient of funding is expected to be University Housing for Phases II and III of the housing transformation project, which includes a rebuild of Walton Hall, the removal of Hamilton Hall, and landscaping of a new greenspace at the southeast corner of 13th Avenue and Agate Street. These phases of the overall project were authorized at the February 2, 2021, Board of Trustees meeting with an anticipated budget not to exceed \$130,000,000 (some of these costs are financed with 2020A and 2020B bond proceeds). University Housing will repay the internal bank from student room and board revenues. The remainder of the bond proceeds will be used for various smaller projects and to cover costs related to the bond sale.

Authorization of New Money General Revenue Bonds

The bond issuance is expected to occur in Spring 2022 with a final maturity before calendar year-end 2052. However, authorization is requested to sell bonds any time prior to June 30, 2022 to allow for flexibility based upon market conditions. Debt service on amortizing debt is estimated to be \$6.1-\$7.8 million per year or, if an interest-only structure is used, annual interest payments are likely to be approximately \$6.0 million using 5.00% coupons.

The resolution authorizes UO's treasurer, or designee, to issue the bonds, establish the structure and payment terms of the bonds, and apply the proceeds of any series of New Money Revenue Bonds to pay or reimburse costs of the University. As with prior bond issuance resolutions, it also includes a provision that the Board Chair and Chair of the Finance and Facilities Committee would review key details and approve the transaction prior to the treasurer giving final approval on the terms of the sale.

General Revenue Refunding Bonds

When yields (interest rates) in the bond market drop, there is an opportunity to refund (refinance) existing bond debt and replace it with lower-interest bond debt in order to reduce future debt payments. Refinancing bonds is commonplace in the municipal bond market.

Proceeds of the general revenue refunding bonds would be used to refund all or components of the university's General Revenue Bonds, 2015A, issued on April 1, 2015, in the amount of \$50,000,000 (the "2015 Bonds"), General Revenue Bonds, 2016A, issued on May 19, 2016, in the amount of \$60,000,000 (the "2016 Bonds"), and General Revenue Bonds, 2018A, issued on January 24, 2018, in the amount of \$60,000,000 (the "2018 Bonds").

The 2017 Tax Cuts and Jobs Act now requires all advance refunding bonds to be issued on a taxable basis. If taxable interest rates fall modestly from present levels, yields may drop to the point where there may

be an opportunity to refinance and lower the total cost, on both a present value and cash flow basis, of the university’s bonds issued in 2015, 2016, and 2018. However, the university would not proceed with the proposed general revenue refunding bonds issuance if there is insufficient market interest for taxable bonds of the university or if the university cannot reduce its aggregate debt service costs. In addition, although passage is uncertain at this time, there is optimism the federal government may reinstate tax-exempt advanced refinancing as part of the upcoming infrastructure bill. Should tax-exempt advanced refinancing be restored, the cost of refunding UO bonds would be reduced, and the university may proceed with the proposed general revenue refunding bond issuance on a tax-exempt basis.

The general revenue refunding bonds are proposed for an aggregate principal amount not to exceed \$216,000,000. The principal amount of the general revenue refunding bonds is larger than the aggregate principal of \$170,000,000 in the 2015 Bonds, 2016 Bonds, and 2018 Bonds due to the cost of interim debt service (interest) and the costs of issuing refinancing bonds; however, the proposed bonds will not be issued if the university cannot reduce its aggregate debt service costs. The existing bonds cannot be officially refinanced until the call date established in their contracts. The university must pay debt service until the call dates for the 2015 Bonds, 2016 Bonds and 2018 Bonds on April 1, 2025, April 1, 2026, and April 1, 2028, respectively. These debt service payments would be made from an escrow account funded with proceeds of the refinancing bonds. Therefore, the cost of debt service, escrow fees, and other costs of issuance require the university to sell the general revenue refunding bonds in a greater aggregate principal amount than the aggregate of the 2015 Bonds, 2016 Bonds, and 2018 Bonds.

The university’s analysis of potential savings opportunities from bond refinancing is based on the total cost of the debt – including the incremental increase in principal, annual interest payments, costs of issuance and principal repayment. In addition, although the authorization would allow up to \$216,000,000 in bond proceeds, the actual bonds issued would not exceed the amount necessary to refund the prior bonds and to pay any associated interest, fees, and costs.

The current effective interest costs for the 2015 Bonds, 2016 Bonds, and 2018 Bonds are:

	Yield-To-Call	All-In True Interest Cost (TIC)
2015A	3.18%	4.14%
2016A	2.63%	3.88%
2018A	2.96%	4.02%

The proposed general revenue refunding bonds, in entirety or in each of their components, would not be issued if the university cannot reduce its aggregate debt service costs or if there’s insufficient market interest for taxable bonds of the university. The proposed bonds’ total discounted cash flows must not only be lower than the discounted cash flows of the bonds to be refunded, they must also be sufficiently low to warrant the time and effort necessary to issue the proposed bonds.

Authorization of General Revenue Refunding Bonds

Authorization for the bond issuance is requested to allow the sale of bonds, in one or more series, any time prior to June 30, 2022, with a final maturity before calendar year-end 2052. The issuance of revenue bonds for project costs may coincide or be combined with the issuance of the general revenue refunding bonds or occur as a separate issue. Debt service on amortizing debt is estimated to be \$11.0 – \$13.0

million per year or, if a bullet maturity structure is used, the annual interest payment component is estimated to be \$5.3 – \$7.6 million.

The resolution authorizes UO’s treasurer, or designee, to issue the bonds, establish the structure and payment terms of the bonds, and defease or refund all or a portion of the 2015 Bonds, 2016 Bonds, and 2018 Bonds for the purpose of reducing costs. As with prior bond issuance resolutions, it also includes a provision that the Board Chair and Chair of the Finance and Facilities Committee would review key details and approve the transaction prior to the treasurer giving final approval on the terms of the sale.

Board Considerations for Long-Term Debit Authorization

The Treasury Management Policy’s guidelines for liability management state that the Board will consider three things, outlined below along with relevant information, before authorizing long-term debt.

Impact of the New Bonds on UO’s Ability to Achieve Its Mission

- This sale is a part of UO’s 10-year capital plan that encompasses all building types and all funding sources.
- Improved student housing enhances the student experience and favorably impacts recruitment and enrollment.
- Other renovations enhance the educational experience, support the institution’s research mission, and/or are important to operate the university efficiently.
- The general revenue refunding bonds would reduce the university’s debt burden ratio.

Cost of Capital

- The effective interest cost for the transaction will be based upon many factors that will be unknown until the time of the sale including: structure and maturity, use of taxable versus tax-exempt debt, credit rating, pricing and demand, and market conditions at time of sale.
- It is impossible to accurately predict the all-in true interest cost of a future-dated sale, but for comparison:

	30-Year AA MMD*	Yield-To-Call	All-In TIC
2015A	3.18%	3.18%	4.14%
2016A	2.62%	2.63%	3.88%
2018A	2.76%	2.96%	4.02%
2020A	1.75%	2.25%	3.65%
4/16/21	1.71%	--	--

**As of the Friday prior to pricing the bonds as published by Morgan Stanley*

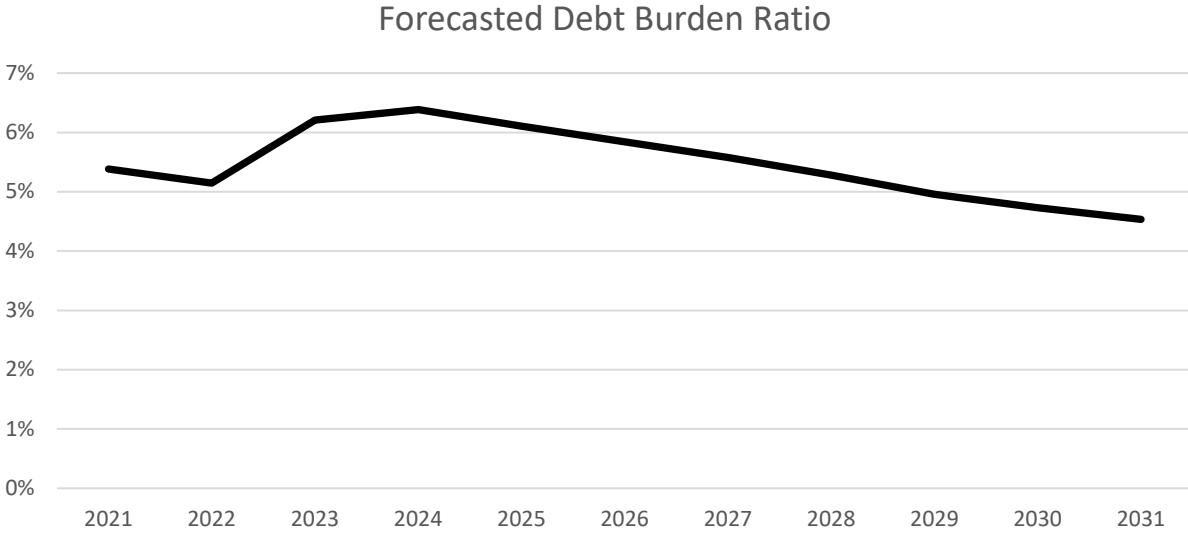
- The proposed general revenue refunding bonds will not be issued if the university cannot reduce its total debt payment costs or if there’s insufficient market interest for taxable bonds of the university.

How the Transaction Affects UO’s Ability to Meet Existing Obligations

- This chart shows UO’s projected debt burden ratio. These forward-looking estimates incorporate the 10-year capital plan and expected future bond sales to support that plan.
- The debt burden ratio, which includes the proposed general revenue bond sale, remains under 7%. Industry experts state that institutions with debt burden ratios under 7% find it easier to issue

additional debt. Incorporating the issuance of refunding general revenue bonds into the estimates would further reduce the debt burden ratio.

- UO policy states that we evaluate bonds using an amortizing structure as our base case to ensure sufficient cash flow to cover principal repayment. It should be noted that we may consider a bullet, barbell, or other custom structure if that better suits the university's needs, and depending upon market conditions at the time of the sale.





UNIVERSITY OF OREGON

Treasury Operations Bond Authorization Request

May 2021

Jamie Moffitt, VPFA/CFO/Treasurer

Jeffrey C. Schumacher, Director of Treasury Operations

Board of Trustees of the University of Oregon

Summary

- The Board of Trustees is asked to authorize the issuance of new money general revenue bonds in an amount not to exceed par of \$120,000,000.
- The Board of Trustees is also asked to authorize the issuance of general revenue refunding bonds in an amount not to exceed par of \$216,000,000.

New Money General Revenue Bonds

- Request authorization to issue new money revenue bonds, not to exceed par of \$120,000,000 any time prior to June 30, 2022.
- The largest recipient of funding is expected to be University Housing for Phases II and III of the housing transformation project:
 - Rebuild of Walton Hall
 - Removal of Hamilton Hall
 - Landscaping of a new greenspace at the southeast corner of 13th Avenue and Agate Street
 - These phases of the overall project were authorized at the February 2, 2021 Board of Trustees meeting with an anticipated budget not to exceed \$130,000,000 (some of these costs are financed with 2020A and 2020B bond proceeds)
- Remainder of bond proceeds will be used for various smaller projects and to cover bond sale costs.

General Revenue Refunding Bond Resolution

- Request authorization to refund all or a portion of the following bonds any time prior to June 30, 2022:
 - 2015A bonds in the amount of \$50,000,000
 - 2016A bonds in the amount of \$60,000,000
 - 2018A bonds in the amount of \$60,000,000
- Proceeds from the general revenue refunding bonds need to be placed in escrow to pay debt service on the refunded bonds from the date of refunding until their call dates (4/1/25, 4/1/26, and 4/1/28 respectively).
- The bonds would have a par amount not to exceed \$216,000,000. Escrow payments include principal payments of \$170,000,000 and interest payments of \$46,000,000. Proceeds from the general revenue refunding bonds will also cover the cost of issuance.
- Pursuant to the 2017 Tax Cuts and Jobs Act, refunding bonds are required to be taxable.
- The proposed general revenue refunding bonds will not be issued if the university cannot reduce its aggregate debt service costs or if there is insufficient market interest in taxable bonds of the university.
- Tax exempt advanced refunding, discussed as a component of the upcoming federal Infrastructure Bill, would significantly improve the financial outcome of refunding.

Treasury Management Policy

- III.B. The Board, or its designated Committee, must authorize debt transactions, financing agreements, hedging instruments, and other derivatives when the par or notional amount is greater than \$5,000,000.
- III.C. Debt is a limited resource and when contemplating the use of debt, the Board will consider:
- i. The impact of new liabilities on the University's ability to achieve its mission and strategic objectives;
 - ii. The cost of the capital funding source; and
 - iii. How the transaction affects the University's ability to meet its existing obligations.

Impact of the New Money General Revenue Bonds on UO's Ability to Achieve Its Mission

- This sale is a part of UO's 10-year capital plan that encompasses all building types and all funding sources.
- Improved student housing enhances the student experience and favorably impacts recruitment and enrollment.
- Other renovations enhance the educational experience, support the institution's research mission, and/or are important to operate the university efficiently.

Cost of Capital Funding

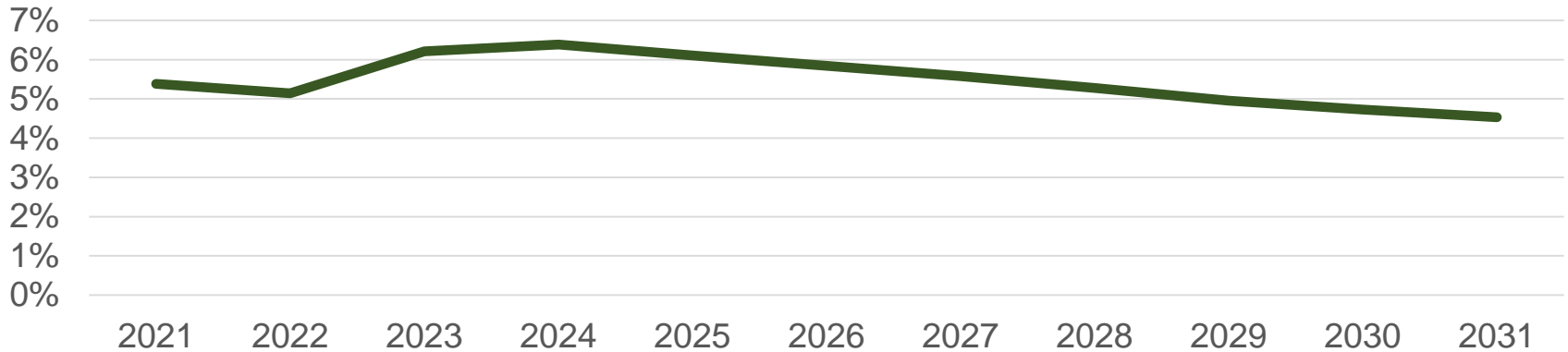
- The effective interest cost for the transaction will be based upon many factors that are unknown until the time of the sale.
- It is impossible to accurately predict the all-in true interest cost of a future-dated sale, but for comparison:

	30-Year AA MMD*	Yield-To-Call	All-In True Interest Cost
2015A	3.18%	3.18%	4.14%
2016A	2.62%	2.63%	3.88%
2018A	2.76%	2.96%	4.02%
2020A	1.75%	2.25%	3.65%
4/16/21	1.71%	-	-

**As of the Friday prior to pricing the bonds as published by Morgan Stanley*

How the Transactions Affect UO's Ability to Meet Existing Obligations

Forecasted Debt Burden Ratio



- This chart shows UO's projected debt burden ratio. These forward-looking estimates incorporate known budgets from the 10-year capital plan and expected future bond sales to support that plan.
- The debt burden ratio remains under 7%. The forecast includes the proposed sale of new money general revenue bonds in FY22.
- Industry experts state that institutions with debt burden ratios under 7% find it easier to issue additional debt.
- Incorporating the issuance of general revenue refunding bonds into the estimates would further reduce the debt burden ratio.

Summary

- The Board of Trustees is asked to authorize the issuance of new money general revenue bonds in an amount not to exceed par of \$120,000,000.
- The Board of Trustees is also asked to authorize the issuance of general revenue refunding bonds in an amount not to exceed par of \$216,000,000.
- The resolutions include provisions that the Board Chair and Chair of the Finance and Facilities Committee will review key details and approve the transaction prior to the Treasurer giving final approval on the terms of the sale.

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Board of Trustees of the University of Oregon

Resolution: Authorization of General Revenue Bonds and General Revenue Refunding Bonds

WHEREAS, ORS 352.087(1)(b) authorizes the University of Oregon (the "University") to borrow money for the needs of the University in such amounts, at such times, and upon such terms as may be determined by the University acting through its Board of Trustees (the "Board");

WHEREAS, ORS 352.408(1) authorizes the University to issue revenue bonds for any lawful purpose of the University in accordance with ORS chapter 287A, and to issue general revenue refunding bonds under ORS 287A of the same character and tenor as the revenue bonds replaced;

WHEREAS, Section III.A of the University Treasury Management Policy provides that the University may use debt or other financing agreements to meet its strategic objectives and, pursuant to Section III.B of the Treasury Management Policy, the Board, or its designated Committee, must authorize debt transactions, financing agreements, hedging instruments, and other derivatives when the par or notional amount is greater than \$5,000,000;

WHEREAS, Section III.D.ii of the University Treasury Management Policy authorizes the Treasurer to enter into financing transactions for the purpose of mitigating the risk of existing obligations and/or reducing the overall cost of debt;

WHEREAS, the University previously issued the University of Oregon General Revenue Bonds, 2015A, on April 1, 2015 in the amount of \$50,000,000 (the "2015 Bonds");

WHEREAS, the University previously issued the University of Oregon General Revenue Bonds, 2016A, on May 19, 2016 in the amount of \$60,000,000 (the "2016 Bonds");

WHEREAS, the University previously issued the University of Oregon General Revenue Bonds, 2018A, on January 24, 2018 in the amount of \$60,000,000 (the "2018 Bonds");

WHEREAS, the 2015 Bonds, 2016 Bonds and 2018 Bonds are subject to redemption in whole or part at the option of the University on and after April 1, 2025, 2026 and 2028, respectively, at a price of 100% of the principal amount of the bonds to be refunded plus accrued interest to the redemption date;

WHEREAS, the University now desires to authorize the issuance of one or more series of new money general revenue bonds in an aggregate principal amount not to exceed \$120,000,000 for University purposes, to fund debt service reserves, if any, and to pay other costs related to issuing general revenue bonds;

WHEREAS, the University now desires to authorize the issuance of one or more series of general revenue refunding bonds in an aggregate principal amount not to exceed \$216,000,000 for University purposes, to defease, refund, or prepay all or a portion of the University's 2015 Bonds, 2016 Bonds, and 2018 Bonds, to pay or refinance short-term or interim financing, to defease, refund, or prepay other University obligations, to pay costs of issuance, and to pay defeasance, prepayment, and refunding costs;

WHEREAS, ORS 352.087(1)(t) authorizes the University to delegate any and all powers and duties, subject to the limitations expressly set forth in law; and,

WHEREAS, the Board has considered the impact of the general revenue bonds and general revenue refunding bonds authorized by this resolution on the University's ability to achieve its mission and strategic objectives, the cost of issuing and paying the bonds, and how the bonds will affect the University's ability to meet its existing obligations, and has determined that it is in the best interests of the University to approve the issuance of the bonds as set forth in this resolution, and to delegate the powers of the Board related to the bonds to the Treasurer of the University, and her designee, to approve the sale of the bonds and certain terms of the bonds.

NOW, THEREFORE, the Board of Trustees hereby adopts the following:

1. Appointment of Authorized Representative. The Board hereby authorizes the Treasurer of the University, and her designee, each acting individually and on behalf of the University and not in his or her personal capacity (the "Authorized Representative"), to act as the authorized representative for and on behalf of the University in connection with the issuance and sale of general revenue bonds (the "New Money Revenue Bonds") and general revenue refunding bonds (the "Revenue Refunding Bonds" and, together with the New Money Revenue Bonds, the "Revenue Bonds") to carry out the purposes and intent of this resolution. Subject to any limitations of this resolution, the signature of the Authorized Representative or her designee shall be sufficient to bind the University with respect to any Revenue Bonds, certificate, agreement, or instrument related thereto, and shall be sufficient to evidence the Authorized Representative's approval of the terms thereof.

2. New Money Revenue Bonds Authorized. The Board hereby authorizes the issuance of not more than One Hundred Twenty Million Dollars (\$120,000,000) in aggregate principal amount of New Money Revenue Bonds under ORS 352 for University purposes, to pay or reimburse costs of the University, to pay or refinance short-term or interim financing, to fund debt service reserves, if any, and to pay other costs related to issuing a series of New Money Revenue Bonds.

3. Revenue Refunding Bonds Authorized. The Board hereby authorizes the issuance of not more than Two Hundred Sixteen Million Dollars (\$216,000,000) in aggregate principal amount of Revenue Refunding Bonds under ORS 352 for University purposes, to defease, refund, or prepay all or a portion of the University's 2015 Bonds, 2016 Bonds, and 2018 Bonds, to pay or refinance short-term or interim financing, to defease, refund, or prepay other University obligations, to pay costs of issuance, and to pay defeasance, prepayment, and refunding costs.

4. Special Obligations of the University. The Revenue Bonds shall be special obligations of the University that are payable solely from legally available revenues of the University that the University pledges to pay the Revenue Bonds.

5. Bond Sale Authorized. The Authorized Representative is hereby authorized, on behalf of the Board and without further action by the Board, to take any

of the following actions that may be required if needed in connection with the issuance and sale of Revenue Bonds authorized herein:

(a) Issue the Revenue Bonds in one or more series and at different times, for current or future delivery; provided that the Authorized Representative shall enter into the bond purchase agreement for any series of Revenue Bonds under this resolution on or before June 30, 2022.

(b) Pledge all or any portion of the legally available revenues of the University to pay and secure the payment of the principal of and interest on each series of Revenue Bonds, and determine the lien status of each pledge.

(c) Apply the proceeds of any series of New Money Revenue Bonds to pay or reimburse costs of the University, to pay or refinance short-term or interim financing, to fund debt service reserves, if any, and to pay other costs related to issuing a series of New Money Revenue Bonds.

(d) Apply the proceeds of any series of Revenue Refunding Bonds to defease and refund all or a portion of the University's 2015 Bonds, 2016 Bonds, and 2018 Bonds, as selected by the Authorized University Representative, to pay or refinance short-term or interim financing, to defease, refund, or prepay other University obligations, to pay costs of issuance, and to pay defeasance, prepayment, and refunding costs.

(e) Determine whether to pay or refinance short-term or interim financing or to defease, refund, or prepay other University obligations.

(f) Participate in the preparation of, authorize the distribution of, and deem final the preliminary and final official statements and any other disclosure documents for any series of Revenue Bonds.

(g) Establish the final principal amount, maturity schedule, interest payment dates, interest rates, denominations, and all other terms for each series of Revenue Bonds; provided, that the true interest cost of any Revenue Bonds shall not exceed eight percent per annum, the final maturity date for any Revenue Bond shall be on or before December 31, 2052, and the aggregate debt service to be paid on any series of Revenue Refunding Bonds shall be less than the aggregate debt service on the bonds to be refunded by that series of Revenue Refunding Bonds.

(h) Select one or more underwriters, lenders or purchasers, including without limitation the federal government, and negotiate the sale of that series of Revenue Bonds to those underwriters, lenders or purchasers, and execute and deliver one or more bond purchase agreements.

(i) Undertake to provide continuing disclosure for any series of Revenue Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.

(j) Apply for rating(s) for any series of Revenue Bonds.

(k) Draft and approve the terms of, and execute and deliver, one or more bond declarations which pledge all or a portion of the legally available revenues of the University to any series of Revenue Bonds, make covenants for the benefit of owners of the Revenue Bonds, describe the terms of the Revenue Bonds that are issued under that bond declaration, and describe the terms under which future obligations may be issued on a parity with those Revenue Bonds.

(l) Appoint and enter into agreements with paying agents, escrow agents, bond trustees, verification agents, and other professionals and service providers.

(m) Issue any series of Revenue Bonds as taxable bonds, including taxable bonds that are eligible for federal interest subsidies, tax credits or other benefits.

(n) Issue any series of Revenue Bonds as governmental, 501(c)(3) or other tax-exempt bonds, hold public hearings, take actions and enter into covenants to maintain the tax status of that series of Revenue Bonds under the Internal Revenue Code of 1986, as amended.

(o) Provide for the Revenue Bonds to be held in certificated or uncertificated form.

(p) Execute and deliver any agreements or certificates and take any other action in connection with the Revenue Bonds that an Authorized Representative finds will be advantageous to sell and issue the Revenue Bonds and carry out this resolution.

6. Ratification and Approval of Actions. The Board hereby ratifies and approves all prior actions taken on behalf of the Board or University related to such Revenue Bonds. The Board hereby authorizes, empowers, and directs the Authorized Representative to take further actions as may be necessary or desirable related to such Revenue Bonds, including, without limitation, the execution and delivery of agreements necessary or desirable to carry out such actions or arrangements, and to take such other actions as are necessary or desirable for the purposes and intent of this resolution.

7. Final Approval. Notwithstanding the above, the Treasurer shall obtain approval from the chair of the Board and the chair of the Finance and Facilities Committee prior to executing final agreements necessary to issue such Revenue Bonds.

8. Effective Date. This resolution shall take effect immediately upon adoption by the Board.

Vote recorded on following page

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Date: _____ Recorded: _____

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Agenda Item #4

Residence Hall Naming

University of Oregon policy requires Board approval to name a building or outdoor space after an individual or individuals. With Building A, a new residence hall located on the corner of Agate Street and 15th Avenue, nearing completion and set to open this fall, the University respectfully requests the Board consider a naming opportunity for this building.

In June 2017, the Board of Trustees named a wing of the Hamilton Hall residence complex after DeNorval Unthank, Jr. Unthank was selected as the eponym following a robust community process, wherein a committee of students, faculty, staff, and community members was convened by the president to solicit nominations and make a recommendation to the president. More than fifty names were suggested and ultimately the committee narrowed the list of recommendations down to four finalists.

Unthank was an alumnus of the UO's architecture program ('51), and the first African-American to graduate from the School of Architecture and Allied Arts (as it was then known). He went on to have a successful career in Oregon designing schools, offices, and residences across the state. Included in his portfolio of work were McKenzie Hall and Justice Bean Hall on the UO campus. He was an associate professor at the UO from 1965-1980 and was known for his support of students.

When the final phases of the housing transformation project are complete in 2023, Hamilton Hall will be torn down. The new building's design does not allow for the transition of multiple names, and all of the Hamilton Hall eponyms will be recognized with an installation in the new building.

One name can easily transfer, however. It is the administration's request that we continue to honor Unthank, celebrating his legacy of personal and professional accomplishment, and his dedication to the UO, the State of Oregon, and the Black community, and that we do so by naming Building A **DeNorval Unthank, Jr. Hall**.

The resolution contains a secondary item: given that Hamilton Hall will stand for two more years, confusion might persist if there remains an Unthank Hall within that complex, particularly given that the buildings neighbor one another. Thus, the resolution also calls for a rename of the now-existing Unthank Hall (the wing within Hamilton Hall) as Cedar Hall.¹

Following this summary are:

1. The resolution
2. A memo from University Advancement and the Division of Student Services and Enrollment Management, pursuant to university policy
3. A packet of information provided during the Board's June 2017 consideration of Unthank Hall

¹ Cedar Hall was the name temporarily given to this wing during the 2016-17 academic year.

Board of Trustees of the University of Oregon

Resolution: DeNorval Unthank, Jr. Hall

Whereas, the University of Oregon (University) intends to open Building A, a new residence hall located on the northeast corner of Agate Street and 15th Avenue, for academic year 2020-2021;

Whereas, in June 2017, the Board of Trustees named a wing of Hamilton Hall after DeNorval Unthank, Jr., following an extensive community process to solicit, vet, and recommend possible names;

Whereas, Unthank was a UO alumnus (Architecture, '51) who made lasting personal and professional contributions to the University of Oregon, the Eugene-Springfield community, and the State of Oregon;

Whereas, Unthank was a highly-regarded architect who designed many impactful buildings in Portland and throughout the local region, including McKenzie Hall and Justice Bean Hall on the UO campus;

Whereas, Unthank also served as a visiting lecturer and associate professor at the University for fifteen years;

Whereas, Hamilton Hall will be torn down in approximately two years, following the completion of the University's housing transformation project, but the University wishes to continue honoring Unthank's legacy through a building name; and,

Whereas, Section 1.7.1 of the University of Oregon's Policy on the Retention and Delegation of Authority and the UO's policy on naming buildings require approval by the Board for the naming of any university building or outdoor area in recognition of an individual.

NOW THEREFORE, the Board of Trustees of the University of Oregon hereby permanently names Building A, the new residence hall at the corner of Agate Street and 15th Avenue, **DeNorval Unthank, Jr. Hall**. The Board further authorizes the President or his designee(s) to take all actions necessary and proper to execute this decision. To avoid confusion given the existing wing of Hamilton Hall named after Unthank, the Board hereby renames that wing of Hamilton Hall **Cedar Hall**.

Vote Recorded on Following Page

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____

MEMORANDUM

March 15, 2021

To: Michael Schill
President

From: Mike Andreasen
Vice President, University Advancement

Dr. Roger Thompson
Vice President for Student Services and Enrollment Management

Re: Naming of Residence Hall, Building A

In 2017, following the decision to dename Deady Hall (temporarily naming it Cedar Hall), a committee consisting of students, faculty, staff and community members was convened to solicit nominees for the renaming of Cedar Hall. More than fifty names were suggested, and through an iterative process, the committee ultimately narrowed down the list to four final recommendations. The university chose DeNorval Unthank Jr. due to his accomplishments and contributions to the state and the University of Oregon.

We formally request that the residence hall currently referred to as Building A, be named for **DeNorval Unthank Jr.** In 1952 Unthank became the first African-American to graduate from the University of Oregon School of Architecture and Allied Arts. He went on to practice, teach, and pursue architecture in Eugene, serving as an associate professor at the University of Oregon from 1965-1980. In his architecture practice, he designed schools, offices and residences across Oregon. He and his firm designed the UO's original law center, Greyson Hall, which we now know as McKenzie Hall.

Unthank worked tirelessly for the black community in Portland, joining forces with community leaders and the Urban League of Portland to develop projects in the city's largest minority northeast neighborhoods.

Accordingly, we propose that the new residence hall be named **DeNorval Unthank Jr. Hall** in recognition of his dedication to the University of Oregon, the state of Oregon and the Black community.

As we consolidate from the several buildings known as Hamilton Hall to one new residence hall, there will not be the availability to carry over the named spaces. Those who have a named space in Hamilton Hall will be honored on a plaque in the new residence hall.

It is our understanding that you will consult with the Faculty Advisory Council before this request moves forward. Please let us know if you need anything further.

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Architect shaped Pacific Northwest style

By: [Stephanie Basalyga](#) in [Construction](#) November 14, 2000 1:00 am

DeNorval Unthank Jr. spent the last few weeks of his life the way he'd spent every day since 1952 – immersed in the world of architecture.

Unthank, who died on Nov. 2 from causes related to kidney cancer, spent almost five decades as a professional architect. Although he based his practice in Eugene, the impact of his work shaped the face of architecture at both the state and national levels.

"His architecture was very honest and straightforward," said Ed Waterbury, an architect who worked with Unthank for 30 years. "He was able to weed out the superfluous and get to the very essence of a building."

Unimpressed by trends and fads, Unthank focused on basic design and created a long list of buildings that defined his place in architecture.

His vision led to the renovation of an old seed warehouse building in Eugene that became a catalyst for the city's popular 5th Street Market District. The American Institute of Architects honored his work on the Lane County Courthouse and the former University of Oregon Law School in Eugene, and several buildings on the Central Oregon Community College campus in Bend.

Unthank was born Oct. 27, 1929 to DeNorval Unthank Sr. and Thelma Shipman Unthank. Soon after, the family moved from Unthank's birthplace of Kansas City, Mo. to the Pacific Northwest. They settled in Portland, where Unthank's father became one of the city's first African American physicians and a co-founder of the Portland Urban League. Unthank graduated from Franklin High School in 1946. After two years of undergraduate study at Howard University in Washington D.C., he decided to return to the state he called home. He chose to pursue a degree in architecture at the University of Oregon in Eugene. It was a decision that would shape his life.

From 1952 to 1955, Unthank worked with Dick Chambers, designing and building houses. Chambers went on to start Chambers Construction Co. in Eugene. Unthank moved on to Wilmsen Endicott Architects. He became a partner with the firm in 1960.

For the next eight years, Unthank designed schools, public buildings and business facilities around the state. More than a handful of his projects were located in the Eugene area, including J.F. Kennedy Junior High School, and Springfield's Thurston High School.

In 1968, Unthank joined with Otto Poticha and Grant Seder to form the firm of Unthank Seder Poticha Architects. Seventeen years later, the firm name was changed to include Ed Waterbury's name.

Waterbury was a fresh-faced kid just out of architecture school when he met Unthank in 1969. Waterbury walked away from that meeting thinking how he had just nailed his first architecture job with Unthank's firm. It was only later that he realized he had found a teacher and mentor whose wisdom and guidance went beyond the mere boards and bricks of a building.

"Most young architects out of school, like myself, don't know anything," Waterbury said. "I learned from him not to let the passing fancies of society overwhelm the deep interest of showing architecture for what it is."

Accepting things for their basic, inherent value was a recurring theme in both Unthank's life and his life work. As an African-American, he was a rarity in Oregon's architecture community. When he ran into clients bothered by his race, Unthank borrowed a page from his father's philosophy.

"The one thing about De was there probably were challenges," said Unthank's daughter, Amy. "The way

he dealt with them, he didn't make a big deal out of them."

Instead, he concentrated on his role as a professional.

"He believed that his role as an architect was to make places for people, not to worry about who they were or what color they were," Waterbury said.

But Unthank never forgot his heritage. He worked tirelessly for the black community in Portland, joining forces with community leaders and the Urban League of Portland to develop projects in the city's largely minority northeast neighborhoods.

That work led to the 1960s Albina Housing, the Interstate Firehouse Cultural Center in the 1980s and the Mt. Olive Baptist Church, along with numerous low income and assisted living housing projects.

In 1980 Unthank was named a Fellow of the American Institute of Architects, a recognition that dovetailed with the more than 20 local and regional design awards he received from that organization.

Unthank augmented his professional design work with his role as an educator. He served as visiting lecturer at the University of Oregon School of Architecture from 1965 to 1972, followed by eight years as an associate professor of architecture at the school.

In 1998, he worked as a sole practitioner, sketching and designing until his death.

When it came time to lay Unthank to rest, his family gathered at the Church of the Resurrection in Eugene, the same building that Unthank had designed decades earlier.

"His architecture," recalled a colleague, "his architecture and his family were his life,"

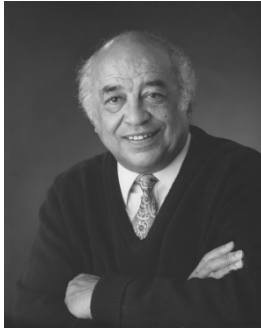
Unthank is survived by his wife, Jill Coxon; a son Peter Unthank of Portland; four daughters, Blair Coxon Unthank, Amy Unthank and Libby Tower, all of Eugene, and Melissa Coxson Unthank of Hermiston.

Other survivors include two brothers, Tom Unthank and Jim Unthank, both of Portland; and two sisters, Thelma Unthank Brown and Lesley Unthank, both of Portland.

A memorial scholarship fund is planned at the University of Oregon School of Architecture and Allied Arts.

The family also suggests remembrances to the Episcopal Church of the Resurrection's organ project, the Sacred Heart Medical Center/Peace Health Hospice program or research for kidney cancer.

A celebration will be held Nov. 25. No time has been set for the celebration.



Honoring DeNorval "De" Unthank, Jr., FAIA - Architect who shaped and inspired the Pacific Northwest style of mid-century architecture.

In 1952, DeNorval "De" Unthank Jr., became the first African-American to graduate from the University of Oregon School of Architecture & Allied Arts. He went on to practice, teach and pursue architecture with straightforward, integrity-based design and problem solving. In this pursuit, De influenced and inspired students, colleagues, builders, designers and clients with the clean and clear essence of Pacific Northwest-style building. De was unimpressed with fads and trends. He devoted his work to foundational design elements, construction materials, and presenting buildings that stand on their own merit today.

In the early 1950's, De Unthank and Richard "Dick" Chambers started Chambers-Unthank Designers-Builders and began designing and building houses. In 1955, Dick founded Chambers Construction and became one of Oregon's most respected builders, and contractors. De joined Wilmsen Endicott Architects in Eugene, and became a partner in 1960. In 1968, De, Otto Poticha and Grant Seder formed Unthank Seder Poticha Architects, and later added Ed Waterbury to the partnership and name plate. The firm was instrumental in designing schools, banks, public and professional buildings, offices and houses. The partners received many awards and accolades for design excellence and achievements.

In addition to his private practice, De taught as a visiting lecturer, and later as an associate professor at the University of Oregon Department of Architecture from 1965 to 1980. As an educator, he found working with students rewarding, and his design sense and problem-solving processes proved influential to what is now known as the Pacific Northwest Mid-Century Modern style.

As a result of a battle with cancer, De passed away in November of 2000. In honor of, and in tribute to De's work, his exploration of design and practice rigor, a memorial art piece is being commissioned and gifted to the University of Oregon. The completed art piece will be installed at the School of Architecture and Allied Arts. This project is made possible by a generous contribution from Bruce Chambers, eldest son of the late Dick Chambers.

Ms. Libby Unthank Tower
libbytower@gmail.com

Access to slides of De, his work, and inspiration
<http://architecture.uoregon.edu/unthank>
password:

The American Institute of Architects named Unthank a Fellow in 1980, recognizing his design work on the Lane County Courthouse, the former UO Law School, Central Oregon Community College campus buildings in Bend, the U.S. Consulate Quarters in Fukuoka, Japan, and numerous banks, professional offices, and private residences around the state of Oregon.



Above: De Unthank designed the Crasemann House on Madrona Street in Eugene early in his career.

Unthank joined the Eugene architectural firm Wilmsen & Endicott Architects with a few other UO graduates, becoming a partner in 1960. In 1968 he cofounded the firm Unthank Seder Poticha Architects. His prolific career achievements included modernizing an old warehouse in Eugene that initiated the 5th Street Public Market. Unthank died in November 2000 in Eugene at age 71.

The memorial's selection committee commissioned Portland artists Joe Thurston and Sean Healy, who work as Healy Thurston, for the memorial artwork. Thurston calls the forthcoming memorial to Unthank "a kind of time capsule" that will incorporate tools Unthank used that are antiquated by modern standards—slide rules, mechanical pencils—items that Tower calls "artifacts of finals week."

The memorial will include a right-angle glass "artifacts" cornerstone installed inside a larger glass piece mounted on a clear Douglas fir base. The cornerstone symbolizes "an often hidden but significant aspect of many important buildings—a perfect metaphor for his memorial," Thurston wrote via email. "By constructing the memorial out of glass and wood, two materials he was fond of using, we felt we were representing the clean lines of his practice."

The glass will be etched with an image of Unthank, an elevation schematic from his possessions, and a brief treatise about him written by his daughter.

Tower served on the DeNorval Unthank Award Artwork Committee with Judith Sheine, head of the UO Department of Architecture; Donald Morgan, assistant professor in the UO Department of Art; and Doug Streeter, a UO alumnus, nephew of Unthank, and design principal at architecture firm

Source: UO Department of Architecture

Perkins + Will; and Rob Thallon, A&AA associate dean for administration and associate professor of architecture.

The DeNorval Unthank Memorial Faculty Excellence Award will provide \$5,000 each year to a faculty member who exemplifies excellence in teaching and/or practice of design in architecture.

"It's great to have an award that specifically focuses on design excellence," says Sheine. "That's something we're really excited about in Department of Architecture."

The award will help cover costs associated with field trips, making models, hiring consultants, and other support for the studio. The recipient will be announced before the end of spring term 2015. The recipients' names will be updated on the memorial each year.

Thurston and Healy's art collaborations have a number of installations in their portfolio, including the stairwells of UO's Anstett and Peterson Halls, Portland State University's Shattuck Hall, the West Linn Police Department in West Linn, Oregon, and the FBI Headquarters in Houston, Texas.

"They've got a very robust resume of public art projects that they've done and they are delightful to work with," Tower says. "Of the four finalists, they provided the most creative and nonprescriptive approach and solution to solving the problem. Very inquisitive and also honored by the idea and scope of the assignment."

Sheine agrees. "[Healy Thurston] have a very interesting way of translating ideas in an art installation that relate to the public institution with beautiful, abstract designs."

For inspiration, Thurston and Healy visited several Unthank buildings with Tower and Streeter, and met with his former business partner Otto Poticha.

"Our initial research led us to conclude that Mr. Unthank had a great influence on students of UO's Department of Architecture, as well as designing some very significant buildings in the area and on campus," Thurston noted via email. "[Unthank] began to take on a refreshingly human dimension ... he was a down-to-earth guy who cared a lot about his students, professional relationships, and the work he did. He was a cornerstone of the architecture department during his time there. He didn't draw a lot of attention to himself. He wanted his work to represent him."

A cardboard mock-up of the final installation is currently situated outside Interim Dean Brook Muller's office in Lawrence Hall.

A memorial scholarship in Unthank's name was established in 2004. The DeNorval Unthank, Jr. Memorial Scholarship is awarded annually to undergraduate architecture students at the UO.

Cross Burning at Gamma Phi Beta

After sixty years, a woman tells the story of a night that changed her life.

BY DEB MOHR

With a jolt, I'm awake. So are my sorority sisters out here on the second-floor sleeping porch of the Gamma Phi Beta sorority. It's 2:00 a.m. in May 1951. Something is wrong. We crowd and jostle to get to the windows. On the lawn below us a crooked, flaming cross throws sparks up into the ink-black sky. Shadows of men move about. Somebody yells. "Hey, nigger-lover. You like him?"

I feel cold as ice. I know why this is happening. I'm dating DeNorval Unthank, a "Negro" student here, at the University of Oregon. That burning cross is meant for me.

My heart slams. My mouth goes dry. I've got to call De. I tear down the hall to the telephone booth. I can't remember his number. I hurry to my room and grab a notebook, return to the phone and dial.

He's sleepy. "Yeah? What's up?"

"A cross. Burning out in front. I'm scared for you and Chet."

De and Chet, another Negro student, live in a small, cinderblock apartment two blocks away.

"Nobody's been around here," De says. "Are *you* okay?"

"Yes. But those men might . . ." Brutal racist acts flash through my mind. Men in hooded sheets. Negroes, burned, mutilated, and hanging from trees. "The Ku Klux Klan!" I say. "They could come to your place and . . ."

"We're awake and we'll be fine. But, maybe you and I shouldn't meet tomorrow."

"That's just what they want. I'll see you at the Side at four o'clock."

"Good. Okay."

I hang up and go back out to the sleeping porch. The men have left. The flames have died. Embers along the arms of the cross glow like living things. I ignore the tight knot of girls who are chatting quietly and I return to my room.

It had rained earlier that evening and, while walking me home, De loaned me his green corduroy jacket. When I came in and hung it on the closet door my roommate said, "Get that thing out of here. It makes me sick to look at it." Thank God she isn't in our room right now.

Source: Oregon Quarterly

I'm nauseated and goose-bumped. I wrap De's jacket tight around my shoulders. I sit down and try to think. Last week two men sitting across from De and me at Seymour's Restaurant downtown stared at us. Their eyes were sharp as knives. Were they members of the Ku Klux Klan? Had they burned the cross? Would De be the target tomorrow night? Or the next?

I don't believe college boys did it. Before I met De, three months ago, I was dating a fraternity boy. I broke up with him, but he wouldn't be behind such a despicable deed. Yet the burning cross brings into focus what I'm up against.

It's customary for fraternity boys who come to the Gamma Phi house on Hilyard Street, north of Eleventh Avenue, to wait in the living room for their dates. De is not welcome. I usually meet him on the other side of the footbridge over the Millrace. Or we meet at the Side at Thirteenth and Kincaid, or at the Falcon, called "The Bird," tucked in a stand of big trees west of Straub Hall. And when De walks me home he tells me goodbye at the far side of the bridge.

* * *

At dawn I shower and eat an early breakfast. The house president asks me to meet with her and the housemother at five o'clock this afternoon. This isn't the first time I've been asked to meet with them. They have repeatedly asked me to stop seeing De.

I argued with them. How and why can anybody dislike other people because they happen to have dark skin? And what in God's name do these folks have against De? From what I know, he's an outstanding student who comes from an outstanding family. "Family" is very important to my Gamma Phi sisters. A girl's father's profession holds enormous weight in the sisterhood. A dad who is a prosperous and well-known doctor is considered at the top of the heap. De's father is a prosperous, well-known doctor and these women object to me seeing this doctor's son?

I refused to bend to their demands, and De and I continue to meet after class at the Bird, at Taylor's, or at the Side.

* * *

On this day after the cross burning, I go off to class. Some of my classmates have heard about the incident. They ask me questions, all of which I've asked myself. They are supportive and concerned as to who did the vicious deed. Nobody has a clue.

* * *

I met De in March of 1951 at an Episcopalian Lenten breakfast in Gerlinger Hall about three months before the cross-burning incident. I was a twenty-one-year-old

Source: Oregon Quarterly

sophomore majoring in anthropology. He was a fourth-year architecture student from Portland.

We all smoked cigarettes in those days and after breakfast he asked for a light. I snapped my lighter. It didn't work. I tried it again. It failed. De took hold of my wrist and once more I struck the lighter. It sparked. He leaned back in his chair, smiled a lovely smile, and said, "Cigarette lighters know when to act up, don't they?"

We laughed. "Where is your next class?" he asked.

"Friendly Hall. English lit."

"I'm going to Lawrence. Can I walk you to class?" I liked this elegant, handsome man.

I learned that he had gone to Howard University in Washington, D.C.—a school I had never heard of. He loved jazz. Charlie Parker. Dizzy Gillespie. Sarah Vaughan. Foreign names to me. And he was passionate about the field of architecture.

In the early 1950s, positive things had begun to happen for Black people. In 1948, President Truman had desegregated the armed forces. As a senior in high school I wrote a paper about Blacks' disinterest in intermarriage. But I knew next to nothing about Black people themselves. And as far as I knew, the few Negroes here on the UO campus were treated no differently than me or any other White student was treated. So if De were to come to my sorority house I assumed that my sisters would view him as an interesting, handsome young man.

My assumptions were naive, pitiful, and wrong.

* * *

It's late afternoon and I hurry back to the house for the meeting. Barbara, daughter of the late UO president, Donald Erb, and a Gamma Phi alumna, joins us.

Barbara says, "You're seeing him again, aren't you?"

"I've never stopped seeing him."

Once again, I'm told, "In our society, a Negro boy dating a White girl is not accepted. And the Portland alumnae demand that the house take action. If you continue to see that man, you will be asked to leave the house." She paused. "But you will be welcomed back if you stop seeing him."

I held my ground.

Then Barbara asks to meet with me *and* De the following afternoon. This is an ugly position to put him in, but I phone him and issue the "invitation." He agrees.

Source: Oregon Quarterly

The visit isn't any different from the other meetings, except De is present. Barbara lectures us. "Debbie, your dating this man is having a bad influence on the house. If you don't stop seeing him, the alumnae will step in."

How in God's name can this woman say these things in front of De? I marvel at his cool. He listens. He is polite. And after these people have done everything to make him feel unworthy and unwelcome, he still manages to leave the house with dignity.

I think about what they want me to do. I imagine this scenario: I leave the house. But I miss it. I miss "my sisters" and I want the prestige of being "a sorority girl." So I break off with De. I'm welcomed back. Three cheers for me. I'm in good standing. Barbara is pleased. So are the alums. The girls are happy. Laughter bounces off the walls.

My imaginary thoughts overwhelm me with disgust. I have no attachment to these people. I don't need them. I don't want them. I won't live here anymore.



The following day, I pack my bags and move into Hendricks Hall. After I've checked in and finished the paperwork, the housemother at Hendricks informs me that De can't come inside. We argue. She reneges. But I make arrangements to move into an independent woman's house on campus, for summer school.

De and I continue to see each other. On Friday afternoons, we meet at Max's Tavern. We go to movies at the Mayflower Theater. Through De, I meet students of the arts—painters, architecture majors, and sculptors—including Tom Hardy, who one day would become famous for his sculptures. I meet poets and English majors. Discussions open a world of art, architecture, and jazz I'd never known. De's friends become my friends. And De and I are in love.

In early June, I move into The Rebec House on Thirteenth Avenue. De is welcome to come inside. My roommate, Ruby Brock, is Black. She goes to summer school and is majoring in education. I'm working in the kitchen at Sacred Heart Hospital and going to summer school.

Ruby and I talk about the cross-burning. She says that I'm naive to think that racism doesn't exist on campus, or in Eugene. Only six Black male students and two Black females are enrolled at Oregon. A number of Black families in Lane County live in the dumping grounds of a sawmill out on West Eleventh. No indoor plumbing. No sidewalks or paved streets. Racism is alive and thriving in Lane County.

And it's still illegal for a Black person to marry a White person in Oregon. That law would change later in 1951. But in early July, De and I drive to Vancouver, Washington, and we are married in the Episcopal Church. Ruby is my maid-of-honor. Tom Hardy, our best man.

* * *

Now, in the summer of 2010, I pull out an old photo album of clippings and photos stored in a thick plastic wrapper and kept on a closet shelf. De's late mother kept these things and I'm grateful. I wouldn't have kept them.

I haven't looked at them for more than fifty years. They are yellowed, fragile, and deeply creased. I sit down to read through them. It's difficult. And I've forgotten many of the events surrounding De and me at that time.

I read that on May 17 of 1951 the *Oregon Daily Emerald* ran an editorial, "The Code of Prejudice at Oregon." The editor, Anita Holmes Johnson '51, current publisher of Eugene Weekly, wrote: "An Oregon sorority has just paid homage to one of the strongest satans of our society . . . prejudice."

An Editorial**THE CODE OF PREJUDICE AT OREGON**

An Oregon sorority has just paid homage to one of the strongest satans of our society . . . prejudice. It has given way to fear of an unwritten social code, and executed an injustice ugly on a college campus.

One member of this living group was given her choice of moving out of the house or discontinuing dating a colored student. She chose the former, and moved into a dormitory.

Nothing in the sorority's charter states that a member cannot date a man of another color, creed, or religion.

No vote was taken in the house before the move was made. Feelings were mixed, but the member was not given an opportunity to present her case before her sisters. She was simply given the choice, and she took it.

"National officers and older people" (whom we shall take the liberty of calling alumni) formulated the two alternatives, according to the house president. It was not a step proposed by active members of the house. Nor was it actively opposed by them. The decision was taken out of their hands and they accepted it.

The woman's membership in her sorority was not revoked. She is allowed to remain a member, but she must live out of the house at least until she stops going out with the man whose skin is another color.

Such a move prompted by pressure from within and fear of pressure from without is certainly not limited to sororities. But it is the type of action which prompts movies like "Take Care of My Little Girl" and other biting criticisms of the sorority system.

Restaurants which will not serve colored people because the owners fear something they call society's code . . . hotels which will house only whites, no matter what quality the whites . . . colleges which will not admit colored students—they are only a few of the groups which have acted exactly like Oregon's sorority.

And no less pardonable is the dormitory house mother who first told this new resident that her Negro friend could not come into the hall. Fear of pressure also motivated her, but she reconsidered and soon reversed her first hasty decision, a reversal definitely to her credit.

However, the hatchet falls hardest on the sorority's head because the Greek system is already the target of the critic's tongue. The sincere advocate of the sorority structure is thus dealt a strong blow, difficult to counteract in a country which knows it must improve itself.

No longer is there a place for those of us who are prone to overlook such discrimination although we believe it is wrong. Principles today need more than lip service.

And at least two are the principles involved here:

The all-important one is the discriminatory policy against one person because of his color, and against another because she chooses to associate with this man.

Secondary, but still important to this campus, is the question of alumni control over sorority chapters. It is unfortunate that these groups of very capable college women are not allowed to do more of their own policy-making.

Tacit acceptance by this house of the alumni decision is also disturbing. This policy of "you can wear the pin, but you can't live in the house" looks like little more than a face-saving step with more self-interest than conviction behind it.

Where is the courage so many of us lack when it comes time to stand up against something which we know is wrong? We will only advance when we dare to advance, although some of our culture will lag behind us, leaning on signs saying "we can't change the unwritten rules of society . . . somebody else will have to do it first."

In A Smog

I read in another publication about a representative of the Portland Gamma Phi Alumnae Association who asked me to sign a paper stating that I had “exercised” a free choice in deciding to move out of the sorority. The truth, as I recall is that I did so willingly and without a second thought.

On May 23, 1951, the *Portland Journal* ran an editorial. Harry K. Newburn, president of the UO, said that as far as the University was concerned, “one’s own friends are his own business.” But, the *Journal* pointed out the “disturbing” fact that no one among University authorities “seems to have made a serious effort to identify and reprimand the culprits who burned a cross on the sorority lawn in typical KKK fashion.”

The June 1951 issue of *Time* magazine took up the cry with an article titled Debbie and Gamma Phi, which stated “the Gamma Phi lawn [was] desecrated with a seven foot fiery cross.” And “finally the alumnae adviser had a quiet meeting with the errant pair and . . . urged them to stop seeing each other.”

After the ultimatum the sorority had issued me was exposed and condemned, the alumnae offered to let me return and I could continue to see De. I declined.

Today, as I read these clippings I wonder what kind of life I would have had if I had returned to that place. The thought defies my imagination. I was done with them and the racism that wrapped itself into what was “socially acceptable.” And I’ve never regretted the choice I made.

These hellish events occurred three years before *Brown v. Board of Education*, the Supreme Court decision that began the desegregation of public schools. How did the men who burned the cross feel when *Brown* became the rule of the land? In Money, Mississippi, August 1955, two White men mutilated fourteen-year-old Emmett Till, tied a seventy-five pound cotton gin fan around his neck, and threw him in the Tallahatchie River. Did the men who burned the cross in front of the Gamma Phi Beta sorority feel a prick of unease? And in December of 1955, when Rosa Parks’s courageous act of refusing to give up her seat on a bus set the stage for the civil rights movement, how did those men feel?

Perhaps they dismissed the years of the civil rights struggle. But in remembering that single, terrifying, degrading act, I’m *angry*. To my knowledge, nothing was ever done to try to identify those who burned that cross.

In the early 1960s a couple De’s and my age moved across the street from us. We learned that Mr. B., the husband, had been in school with us and was a fraternity brother of the young man I had dated before I met De. One evening, Mr. B. admitted that his fraternity was responsible for burning the cross. I have no proof if this was true and nothing more was said about the matter. De and I tried to put it out of our minds. We were busy raising our three children and leading our own lives.

Source: Oregon Quarterly

I now live in Eugene, across the street from a slab of stone marking the site of Columbia College, founded in the 1850s. In 1859, Unionist faculty members urged Congress to admit the Oregon Territory to the Union as a free state as opposed to a slave state. The college was burned. Twice. It is assumed it was burned because of the liberal faculty. Congress admitted Oregon as a free state in 1859. At that time it would be another ninety-three years before a Black person and a White person could legally marry in Oregon.

De, a successful and highly respected architect, became a fellow in the American Institute of Architects. He designed many buildings in Lane County, among them the Lane County Courthouse and Annex, McKenzie Hall on the UO campus, the John F. Kennedy Junior High School, and residences throughout South Eugene.

De died in 2000. Our son, Peter, died in 2006. Our oldest daughter, Libby Tower, is marketing and public relations director at the Hult Center in Eugene. Amy Unthank, our youngest daughter, is the leader for the Forest Service's National Fisheries Program and lives in Washington, D.C. Until I decided to write this article they knew very little about this disturbing event.

I'm now eighty-one years old and it's been sixty years since that cross was burned on the Gamma Phi Beta lawn. Last fall a friend of mine urged me to write about the incident. I had been approached before, but had declined. I didn't want to dredge up painful memories. Pain, because De is not here to review the facts, as I remember them to be. Pain, because nobody ever stepped up to the plate and admitted it. Pain, because I didn't want my children to read about it. But after reading these crumbling articles of so many years ago, I decided to take it on.

Now, I carefully place all of the fragile, yellowed papers into the old scrapbook and I put the book back in the thick, plastic bag. I put the bag up on the shelf where it has been for some fifty years. I don't know if I will look through it again. But the image of that burning cross, the sparks thrown up into the black sky and knowing why it happened, will be with me as it has been, for the rest of my life.

Memory and Humility

We received quite a response to Deb Mohr's article in our Spring issue about a cross being burned in front of her UO sorority in the early 1950s while she was dating a Black man. See our Letters section on page 4. The last time I remember getting this much response was for a 1999 article by Beth Hege Piatote, MA '97, about the challenges of expanding racial and other forms of diversity at the University.

Almost all the letters we received about Mohr's article were positive, and most were from people of her era at the UO, thanking her for finally telling a story that had lingered in the background of their lives. Whether they knew of the specific instance of the cross-burning or not, they all grew up with the pre-1960s codified racism of Oregon and the United States. And Mohr's story seemed to serve as a kind of purging mechanism for them.

Racism is the original sin of the United States. The country was literally built on the genocidal slaughter and displacement of Indians and by the labor of African slaves. Exclusion—of men without property, women, minorities of all sorts, new immigrants, gay people—has been built into the nation's law and culture throughout its history. The Oregon law against interracial marriage that Deb Mohr and DeNorval Unthank ran into is just one example.

Our nation's foundational, wildly ambitious promise of equal opportunity and efforts to make that a reality are among the keys to our greatness—and the path to redemption from our original sin. But one of the underlying dynamics of our history is the struggle between the drive to make American society more inclusive and passionate resistance to those thrusts. That's why, I suspect, Mohr's and Piatote's stories triggered such a response.

Remembering the battles of that struggle is important not just as a reminder of where we come from but also to help see more clearly where we are. Some might say that dredging up the nightmares of our past is a useless exercise of self-flagellation, for those who "hate America." But repeating over and over what a great country we are, as our leaders and people who claim the mantle of "patriot" often do, doesn't do much to make us actually great. Finding a humility that acknowledges our flaws, past and present, puts us in a better position to learn, to grow, to come closer to the greatness of our professed ideals.

In 2071, will *Oregon Quarterly* (in whatever form it might be presented then) feature an article by a gay person, describing what it was like in 2011 not to be able to marry the person he loved? Or the now elderly child of Hispanic immigrants remembering the challenges of succeeding in the Oregon education system in the early twenty-first century? Or a poor person recalling the dark days of unequal

Source: Oregon Quarterly

Agenda Item #5

World Athletics Championships Agreement/Contracts Authorization



The University of Oregon (“the University”) is the site of the World Athletics Championships Oregon22 (“the Championships”), which will be held in July 2022 at Hayward Field. Oregon22, LLC (“Oregon22”) is the local organizing committee hosting the event.

Featuring 2,000 athletes representing more than 200 countries, the Championships is the third-largest sporting event in the world. The 2022 Championships is the first held in the United States and the first held on a university campus.

The event presents an extraordinary opportunity to showcase the University, the Eugene-Springfield region, and the entire State of Oregon. The University will have an unprecedented opportunity to showcase a flagship, public research university that continues to evolve and innovate on an unwavering path of excellence.

As stated in prior communications, the institution’s top priority will remain serving students and fulfilling the core mission of teaching, discovery, and service. The University will seek to leverage the event to enhance the physical campus and its reputation as a world-class institution. Unique academic and experiential learning opportunities will highlight students, faculty, and staff; worldwide media exposure will help tell the University of Oregon’s story and showcase the school’s physical beauty; and the broader community will benefit from the economic impact of a large, high-profile event with tens of thousands of visitors coming to the region.

Anticipated Agreements

As the site host for this global event, the University will enter into several agreements with Oregon22 to ensure that the institution is appropriately compensated for the costs of providing facilities and services for the event. These agreements will articulate a common understanding of event standards, expectations, facility usage, and other partnerships; they will also cover services including, but not limited to, lodging in residence halls, catering and food service, ticketing services, and technology support. The scope of work, University standards and expectations, and the pricing and terms for payment to the University will be included in each agreement. All agreements will be vetted by counsel and the CFO.

Value of Service Agreements

The aggregate value of such service agreements is not yet known as planning for next year’s event continues to develop and evolve. At this time, the University estimates the total value of anticipated remuneration to the University for these services would be between \$4 million and \$6 million. As this window makes it reasonably possible that the aggregate total will exceed \$5 million—the threshold requiring Board of Trustees’ approval¹—the University seeks approval at this stage to ensure appropriate delegated authority to negotiate the contracts in a timely manner.

¹ The requirement of Board approval for instruments exceeding \$5 million in value applies not just when the university is *expending* money, but also—as is the case here—when the University is *receiving* payment for services.

Regular Reporting

The resolution before the Board stipulates that the president or his designee(s) must report to trustees on a regular basis about the agreements authorized thereunder so that board members remain apprised as the event draws near.

University Standards and Requirements

All agreements made by the University will include appropriate language regarding basic university standards and requirements for hosting large-scale events on campus. These include topics such as, but not limited to, adherence to law and university policy, insurance requirements, integrated safety planning, protection of university property, and coordinated communication.

Board of Trustees of the University of Oregon

Resolution: World Athletics Championships Oregon22 Agreement Authorization

Whereas, the World Athletics Championships Oregon22 will be held at the University of Oregon's Hayward Field, the first time this event, the third-largest sporting event in the world, has been held in the United States;

Whereas, Oregon22, LLC, the local organizing committee for the World Athletics Championships Oregon22, wishes to engage the University of Oregon (University) to provide certain services associated with the event such as, but not limited to, lodging, catering, facility usage, technology support, and emergency and risk management;

Whereas, the University of Oregon will enter into individual use agreements and service contracts specifying things such as scope of work, pricing and terms of payment to the University, and the University's expectations associated with the provision of services;

Whereas, the details of such agreements will be negotiated on a case by case basis as planning for the event develops;

Whereas, the aggregate total of these agreements and service contracts is estimated to be \$4,000,000 to \$6,000,000 in anticipated remuneration to the University, with final figures determined closer to the execution of each; and,

Whereas, the Policy on the Retention and Delegation of Authority requires the Board of Trustees to approve the execution of instruments anticipated to exceed \$5,000,000, an amount which could reasonably be reached for the aforementioned agreements.

Now, therefore, the Board of Trustees of the University of Oregon hereby authorizes the president or his designee(s) to enter into service contracts and other agreements with Oregon22, LLC, for purposes of articulating the scope of work and terms of remuneration for services provided by the University associated with the World Athletics Championships Oregon22 held in summer 2022. Further, the Board of Trustees requires the president or his designee(s) to provide trustees with regular updates regarding such agreements.

Vote recorded on following page

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____

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Agenda Item #6

Internal Audit Quarterly Report & External Auditor Approval

The University of Oregon's Office of Internal Audit (OIA) is requesting Board approval to enter into a contract with Moss Adams LLP for purposes of external auditor services, specifically the performance of annual audits. The contract will include annual audits of the UO's financial statements, compliance audits in accordance with the Federal OMB Circulars, NCAA Agreed upon Procedures, and as required, annual financial statement audit for KWAX. Moss Adams was selected after a formal and competitive procurement process, which included a solicitation of proposals from eight qualified accounting firms and the thorough review of three firms by a selection committee. Section 1.7.3 of the UO's delegation of authority policy requires Board approval of the appointment of external auditors. The contract is for an initial one-year term, and is renewable for five additional one-year terms.

Members of the selection committee were:

- Marcia Aaron, trustee
- Michael DeMartini, assistant athletic director for business operations
- Mark Diestler, senior associate director for financial aid and scholarships
- Rob Freytag, director of financial services
- Leah Ladley, chief auditor
- Stuart Mellor, financial reporting manager
- Jamie Moffitt, vice president for finance and administration and CFO
- Eric Roedl, deputy athletic director
- Holly Syljuberget, office manager
- Kelly Wolf, associate vice president and controller

Terms of the contract are still under final negotiation and will be reported to the EAC when complete.

Board of Trustees of the University of Oregon

Resolution: Relating to an External Auditor

Whereas, the University of Oregon (the University) is interested in engaging an external audit firm to provide annual financial statement audit services including, but not limited to, the annual audit of the University’s financial statements, compliance audits in accordance with Federal Office of Management and Budget Circulars, KWAX financial statement audits, and NCAA Agreed Upon Procedures audits;

Whereas, the Office of Internal Audit followed a formal procurement process to identify a qualified vendor – Moss Adams LLP (Moss Adams) – to perform the aforementioned audit services;

Whereas, the contract would be for an initial one-year term and would be renewable for five additional one-year terms; and,

Whereas, the Policy on the Retention and Delegation of Authority requires the Board of Trustees to approve the appointment of external auditors;

Now, therefore, the Board of Trustees of the University of Oregon hereby ratifies and approves all prior actions taken on behalf of the University related to the execution of an agreement for external audit services with Moss Adams, and further directs the President of the University or his designee(s) to take all actions necessary and appropriate to execute such an agreement upon completion of final negotiations.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____



Date: May 5, 2021

To: Executive and Audit Committee
Board of Trustees, University of Oregon

From: Leah Ladley
Chief Auditor, University of Oregon

Re: May 2021 Board Report

The accompanying board report includes the following items:

- Open Recommendations Memo
- Status of Open Recommendations
- Audit Progress Memo
- Audit Progress
- Department Staffing

New Developments:

- Office of Internal Audit, upon receiving exception status regarding the hiring freeze, will open a new recruitment with expectations of returning to prior staffing level.
- The Request for Proposal for External Financial Statement Auditor Selection Committee has made a recommendation to pursue contracting with Moss Adams.

Ongoing Reminders:

- As previously noted, pandemic response has limited our ability to perform the customary and *formal* risk assessment activities. Adjustments have been made to the process and we continue to update our internal risk documents. Effective communication has occurred virtually with leaders in various areas at UO, and audit activities are being executed, as noted on the Audit Progress document provided in these materials. Audit Progress has been updated to reflect current work and planned work. As always, your flexibility is appreciated as is your acknowledgement that planned work may become deferred or cancelled, as risks fluctuate.
- Investigations update will be provided in the annual report, most likely in September, absent any urgent matters requiring timely discussion.
- Effectively embracing the current remote work structure has allowed the internal audit team to audit key risks effectively with a strong commitment to audit quality.



Date: May 5, 2021

To: Executive and Audit Committee
Board of Trustees, University of Oregon

From: Leah Ladley
Chief Auditor, University of Oregon

Re: Status of Open Recommendations

Attached you will find the Status of Open Recommendations. This report is provided to you each quarter to provide visibility into completed and open recommendations.

There are no recommendations for which communication has not occurred; and, there are no recommendations that are not tracking towards implementation.

New Developments:

Three recommendations are closing this quarter. We anticipate others closing in the upcoming quarter to include the remaining Lab Safety recommendation.

We are pleased with the engagement management has shown in addressing the open recommendations and management has been responsive to our guidance suggesting shorter extensions for target completion dates.

Ongoing Reminders:

The previously agreed-upon risk ratings have been incorporated into the Open Recommendations report. In particular, two audits represented herein include ratings. Over time, management will implement the unrated recommendations and that portion of the table will no longer be reported. University ratings are provided to assist you in your governance over internal audit recommendations.

In order to provide the most relevant information, projects will no longer be listed in this schedule once all recommendations have been implemented. All previously reported recommendations are represented as open or closed in the graphical representation in the graph at the bottom of the schedule.

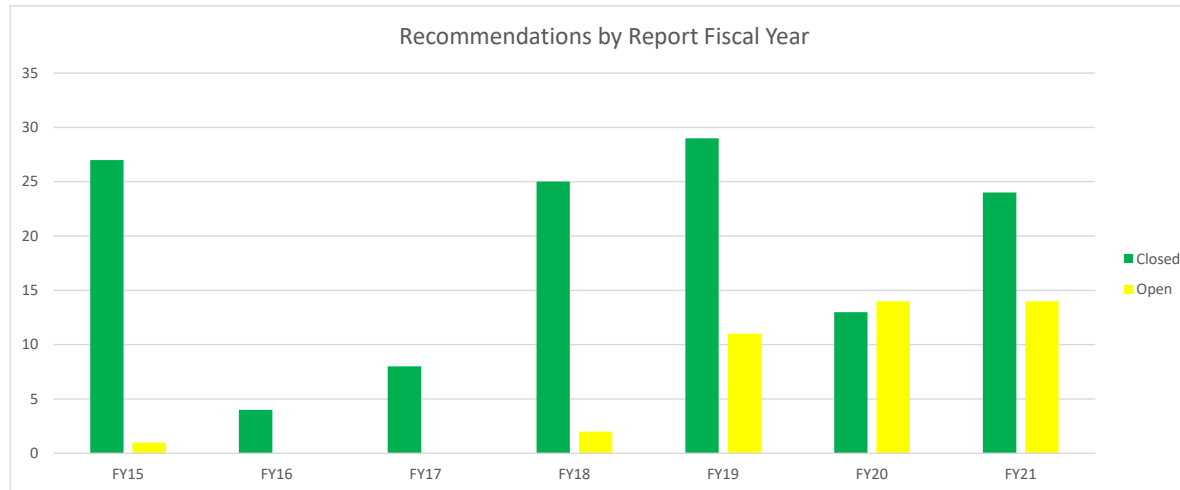
You may observe that some older recommendations are reflected as not yet due. When we revise target completion dates, we work closely with management responsible for the action plans. We evaluate action plans and encourage appropriate dates (not too soon and not too distant). We then continue to work with management until the actions have been completed. The recommendations you will see noted as due are those for which new target dates have not been set. These recommendations also are followed closely by internal audit.

University of Oregon
Office of Internal Audit

Projects with Open Recommendations	Report Date	Total Recommendations	Previously Closed	Closing this Quarter	Open Recommendations	
					Open and Due	Not Yet Due
Unrated Recommendations:						
Lab Safety Practices	5/25/2015	8	7			1
Electronic Proposal Clearance System (E-PCS)	2/7/2018	4	1	1		2
Athletics IT Risk Assessment	11/19/2018	7	2			5
Form I-9 Compliance	1/18/2019	10	6		4	
GLBA Compliance	6/27/2019	4	2			2
Health Center IT Risk Assessment	8/13/2019	6			1	5
Non-Retaliation Policy	8/30/2019	2				2
Data Governance	3/4/2020	3				3
Physical-to-Cyber Security Assessment	6/5/2020	3				3
NCAA Compliance Review	7/22/2020	24	17			7
Vendor Review	8/11/2020	6	3			3
OPURP (Moss Adams)	5/4/2021	3				3
SUBTOTALS				1	5	36

Projects with Open Recommendations, with Ratings:	Report Date	Total Recommendations			Previously Closed	Closing this Quarter	Open	
		University High (H)	University Med. (M)	University Low (L)			Open and Due	Not Yet Due
Rated Recommendations								
Undergraduate Admissions	11/16/2020			3	2			L
AIM ITGC	1/12/2021			2		2		
SUBTOTALS					2	0	1	
TOTALS					3	5	37	

Since the March 2021 meeting, management has implemented 3 recommendations.





Date: May 5, 2021
To: Executive and Audit Committee
Board of Trustees, University of Oregon
From: Leah Ladley
Chief Auditor, University of Oregon
Re: Audit Progress

Included in your materials you will find a report detailing Audit Progress.

New Developments:

- The exit meeting for Telemedicine was held in early December. Internal Audit and management continue to develop appropriate recommendations and responses. Nothing identified at this time meets the criteria for High University Priority.
- The Title IX Compliance Review documentation has been submitted and other fieldwork steps are underway by the National Aeronautics and Space Administration (NASA) auditors.
- A sustainability-focused review in the area of Early Childhood Cares (EC Cares) has entered the reporting stage.

Ongoing Reminders:

- Ongoing risk conversations occur between internal audit and various UO leaders. This serves as the source for updating the audit plan and provides a more dynamic and risk-focused audit plan. Your flexibility and understanding regarding modifications and updates to the annual audit plan is appreciated.

Project	Current State				
	Not Started	Planning	Fieldwork	Reporting	Report Date
Internal Audit:					
Tier 1: (active)					
Telemedicine Processes				X	Exit meeting 12/8/2020
Stipend and Course Relief Review			X		
EC Cares				X	
Export Controls Review		X			
*Lindeleaf Scholarship Eligibility Verification (AY21)			X		
Advancement Data Security Review			X		
Completed:					
FY20 Internal Audit Quality Assurance (self-assessment)					6/30/2020
Vendor Contract Review (FY19 audit plan)					8/11/2020
*Lindeleaf Scholarship Eligibility Verification (AY20)					9/29/2020
Undergraduate Admissions					11/16/2020
AIM Application ITGC (Accessible Education Center)					1/12/2021
FY21 Internal Audit Quality Self-Assessment					2/22/2021
Tier 2:					
Procurement Cards					
Travel Compliance					
Student Billing and Accounts					
Title IX Regulations Update Review					
Research Process (specifics not yet identified)					
Deferred:					
University Health Center Inventory Processes, including Medications					Will re-evaluate as pandemic UHC responsibilities allow
Health Center Financial Processes					Will re-evaluate as pandemic UHC responsibilities allow
Co-Sourced					
<i>Baker Tilly:</i>					
Physical to Cyber (Assessment)					6/5/2020
Banner 9 Security		X			
Outsourced					
<i>Bond, Schoeneck and King:</i>					
NCAA Compliance Review					7/22/2020
<i>Moss Adams:</i>					
*Financial Statement Audit(s)					10/30/2020
Conformance with Retirement Plan Documents					5/4/2021
Fortuitous					
<i>National Aeronautics and Space Administration Office of Diversity and Equal Opportunity:</i>					
*NASA Civil Rights Compliance Review			X		

* REQUIRED



Amy Smith
CIA

Senior Auditor

Joined:
October 2016
Resigned:
May, 28 2021



Katie Bumgardner
CIA in progress

Associate IT Auditor*

Joined:
March 2016

Auditor

VACANCY

Recruiting to begin soon

Vacant as of Feb. 2021



Leah Ladley
CPA, CIA, CFE, CRMA

Chief Auditor

Joined:
February 2020

VACANCY

Executive Assistant

OTHER:

- Co-Sourced IT Audit Services (as contracted)
- Co-Sourced/Out-Sourced Audit Services (as contracted)
- Audit Intern (currently vacant)
- Student Program (currently on-hold)

*The Associate IT Auditor is currently filling the gaps left by the Executive Assistant vacancy.

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Agenda Item #7

Program Approvals

- 7.1 BA/BS in Native American & Indigenous Studies
- 7.2 PhD in Spanish



Board of Trustees' (Board) approval is required before new programs are submitted to the Higher Education Coordinating Commission (HECC). Three new degrees are before the Board for approval at this time.

The first two are a Bachelor of Arts (BA) and a Bachelor of Science (BS) in Native American and Indigenous Studies (NAIS). The second is a PhD in Spanish.

Both are within the College of Arts and Sciences (CAS). CAS, the provost, and all appropriate University committees have approved the proposed program. The University Senate has approved the PhD and Spanish and is scheduled to consider the BA and BS in NAIS on May 19.¹

The below information for the degree proposals is taken from the department's submission for new program approval. More detailed information (e.g., associated coursework, exam schedules and degree obtainment progression timelines) is available upon request. The information is provided in the order they appear on the agenda, with the questions relating to the BA/BS in NAIS first, followed by the information relating to the PhD in Spanish (beginning on page 5).

Summary Information: BA and BS in Native American and Indigenous Studies

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

Purpose: The program—major and minor—in Native American and Indigenous Studies is an interdisciplinary field that uses approaches from history, philosophy, anthropology, literature, law, political science, ethnic/gender/sexuality studies, environmental studies, and other disciplines to understand contemporary Native American and Indigenous identities, practices, histories, cultures, and political statuses in context from the earliest times until the present. Interdisciplinary coursework in the NAIS major provides students with key background in tribal history, sovereignty, government-to-government relations between tribal nations and state/federal governments, the importance of treaties and federal trust responsibilities, the value of Indigenous knowledge systems, and the dynamics of contemporary Native life. The NAIS major will build a better government-to-government relationship between the State of Oregon and the nine federally recognized tribes through visibility and service; by training future employees of the tribes about broader issues, challenges, and opportunities facing their communities; and by equipping non-Native citizens and government employees with crucial knowledge to go into the world as responsible citizens. Armed with this training, all NAIS graduates leave the UO prepared to embark on a diversity of career paths including tribal political leadership, education and administration, higher education, social services and social work, Native language instruction,

¹ If the University Senate does not approve the BA and BS in NAIS on May 19, that resolution will be pulled from consideration at the BOT meeting.

environmental policy, natural and cultural resources management, law, tribal cultural heritage preservation, the arts, journalism and new media, and community/economic development.

Institutional Mission & Strategic Plan: NAIS contributes to the institutional mission and strategic plan of the UO in a number of ways.

- **Diversity, Equity, and Inclusion:** It would diversify curricular/intellectual programming by increasing opportunities for Native and non-Native students to learn about Indigenous peoples of Oregon, the Pacific Northwest, North America, and other areas of the world; by providing an intellectual community serving a chronically underserved and underrepresented AI/AN student population; by supporting the recruitment and retention of AI/AN students, faculty, and staff (the only demographic on campus that decreased over the last decade); by institutionally affirming the intellectual and curricular value of Native knowledge, governance, history, arts, and cultures on campus; and by its structured commitments to service and to the preservation, revitalization, and resurgence of Indigenous languages—all of which make the UO NAIS major unique among peer institutions within the State of Oregon and regionally, and the only undergraduate academic program on campus with structured commitments to work with tribal nations, communities, organizations, and other partners.
- **Doctoral Program in Indigenous, Race, and Ethnic Studies:** IRES will inaugurate its new doctoral program with the incoming cohort of Fall 2021. The program develops graduate education in Indigenous studies in a way that complements our undergraduate offerings and mentorship, while expanding the teaching pool for NAIS classes to include graduate students trained in the field and professional development in leading their own classes.
- **Provost Initiatives on the Environment, on Racial Disparities/Resilience, and on Service to Communities and the State:** Because Native people are the First Stewards of the land and continue to have deep connections to this place, development of Indigenous Traditional Environmental Knowledge and practice (ITEK) is vital to any serious conversations about environmental responsibility and sustainability. Similarly, the attention across the NAIS curriculum to the intersections of race, settler colonialism, and indigeneity are crucial to any informed initiatives on racial disparities and racial justice.
- **UO Commitments to Indigenous Nations, Communities, and Students:** In 2017, the UO and Oregon's nine federally recognized tribal nations entered a Memorandum of Understanding for strengthening government-to-government relations and serving Indigenous students and communities. Among items that serve as a foundation of that plan are commitments to promote a campus climate conducive to the creation and dissemination of responsible knowledge about Native peoples, to meet the cultural and educational needs of Native American communities/students, to promote Native American Studies and educational programs throughout the system, and to promote a better understanding of Native American issues on campus and across the state and region. The NAIS major will be the only program on campus with an explicit commitment to partnering with Indigenous nations, communities, and organizations structured into the curriculum itself.
- **SB-13—Tribal History/Shared History:** Enacted in 2017, SB 13 requires new kinds of collaboration between state educators and tribes to deliver improved, culturally competent instruction at K-12 schools. Two NAIS major core faculty are professors in the College of Education, which houses our Sapsik'wałá Native teacher education program. Going forward, all Oregon teachers need to be well versed in Native studies. Institutions with visible and developed NAIS programs will be poised to capture students working to gain competence in this critically important field and will serve as a

destination for prospective educators, policy makers, scholars, and graduate students for the development and implementation of Indigenous curricular and instructional standards.

- **Post-Pandemic Prospects, Commitments, and Strengths:** In an email of Nov. 12, 2020, the Office of Provost charged the UO community to consider how the UO might emerge from the pandemic and what “values, priorities, and principles” should guide those decisions. Among other things, the letter prioritized equity, building upon existing institutional strengths at current or reduced levels of funding, and identifying areas for growth with minimal investments in resources or infrastructure. The NAIS major leverages existing faculty, staff, and curricular resources with no immediate additional financial or infrastructural needs. UO NAIS also has a growing reputation as an emerging leader in and destination for Native American and Indigenous Studies with widely respected and award-winning faculty working across multiple disciplines and units on campus.

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

In addition to the critical items listed above which are also indicators of need, the growth of the NAS minor and consistent demand for NAIS courses also suggests increasing student demand. The current NAS minor (initiated in Fall 2013) carries between 25-40 students annually, the majority of whom (33/40 or 82.5%, currently) are Native American or Indigenous, a demographic representing ~30% of AI/AN students enrolled at the UO (n=113, 2020). The NAS program has strong relationships with the Native American Student Union, a consistent influx of students from the Native American and Indigenous Studies ARC, and a strong presence in the state and regionally through the Native American Recruitment Specialist in Admissions. According to recent survey results among current and former UO Native students conducted in the summer and fall of 2019, and informal discussions among current Native and/or NAS students, an overwhelming majority note a desire for a NAIS undergraduate major if it was/is available. Combined with consistent NAS course demand/enrollments (Ex: avg. 95% capacity across 8 NAS courses serving over 480 students in winter 2021) and the early success (10 students) and steady growth of our NAS minor since its launch in 2013 (25-40, annually), this data leads us to conservatively estimate an enrollment of 3-5 students in year 1, 10-15 students annually by year 5, and 20-25 majors annually by year 10. Our goal ultimately is to eclipse these numbers, but we feel that these conservative estimates are more than achievable over the next few years while also aligning with major enrollments in other AIS/NAS programs at peer institutions in the region and across the country (UW AIS: 12-15 majors, UCLA AIS: 20 majors, UNM NAS: 30 majors).

Above and beyond numbers/demand as an indication of need, the NAIS major will serve as an invaluable recruitment and retention tool for Native American students, faculty, and staff. Native students are underserved by the University of Oregon. The Office of Equity and Inclusion states that .7% of UO students are Native American. Using the statistics above, we can place that representation rate at 50% to 75% below what we would expect if Natives were proportionally served here. Similarly, Pacific Islander students comprise .4% of our student body and .7% of the Oregon population, a number that shoots up in other parts of our strongest recruiting areas (California, Hawaii, Washington). Not surprisingly, many current Native students, alumni, and community members have reported having no access whatsoever to academic knowledge about their Tribes or any Tribes during most of their education. A body of research links culturally responsive curriculum and instruction, including Native studies, to students’ academic success. Natives have the lowest educational attainment rate in the state of Oregon, with high school completion rates hovering below 60% and college enrollment rates (not to mention retention rates) well below that of non-Indian peers (Oregon Department of Education, 2017). Native students enrolled in Native studies programs, however, graduate at a higher rate than their peers who are not enrolled in such

programs. While a NAIS major at the UO is no panacea to such systemic and institutional inequalities—including decreased Native recruitment as a percentage of first-year admissions and overall student population at the UO over the past decade—it will play an important role (as the minor already has) in addressing these issues. As the flagship institution in the State of Oregon with explicit commitments to Oregon’s tribal nations and Indigenous communities, it is incumbent upon us to cultivate academic and intellectual programs that serve Indigenous students, communities, and nations upon whose lands our institutions stand.

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

UO NAIS complements Lane Community College by encouraging our students to enroll in Chinuk Wawa language classes, by working closely with LCC transfer students, and by regularly collaborating on academic, social, and cultural programming. Portland State University (PSU) has an Indigenous Nations Studies undergraduate major housed in the School of Gender, Race, and Nations; Southern Oregon University (SOU) also has a Native American Studies program in the form of an academic minor and certificate located in the Division of Humanities and Culture. Both units offer complementary curricula and programs to what we're proposing, including basic introductions to Native studies and coursework in Indigenous environmental and ecological issues, contemporary politics, land management, food sovereignty/justice, philosophy, literature, media, and the arts, Indigenous critical theory and decolonization theory, Indigenous research methods, and education studies. With UO NAIS, PSU and SOU also share commitments to tribal communities evident in our curricular structure and in our outreach to and partnerships with Oregon's tribal nations. SOU also sponsors the Konaway Nika Tillicum Pre-College Youth Academy which complements UO's academic-oriented summer bridge program, the Indigenous Pre-College Academy. PSU and SOU does crucial work with the students, communities, and tribal nations they serve in the Portland metro area and in Southern Oregon. Approval of a NAIS BS/BA undergraduate major at UO would solidify institutional support to Native studies and stated commitments to the nine tribes, amplifying the interdisciplinary breadth, curricular diversity, faculty numbers, and structural support that we've built at the UO over the past decade. As we see it, every academic institution—but especially public institutions like PSU, SOU, and UO--should actively support Native studies programs in every way possible and we look forward to partnering with them and other programs in the state and across the region to connect our programs, communities, and commitments in more structured and mutually-productive ways in the future.

4. 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 implementation of a NAIS undergraduate major would require no additional funding above and beyond what is available at this time—essentially, the NAIS major would institutionalize and formalize in an undergraduate course of study academic, curricular, and programming work that has existed for some time. Funding for a course release for NAIS program director and course replacement funds already exists through CAS and DEI through at least 2026. Programming support is provided by CAS, DEI, and a Williams Grant secured in 2019 via the Provost's Office to develop the major in consultation with Oregon's Nine Tribes and with faculty, staff, students, alumni, and community members. Funding for the NAIS-Academic Residential Community comes from Housing, DEI, and the President's Office. Office, meeting, and programming space also already exists in IRES, the Many Nations Longhouse, and Kalapuya Ilhi Hall.

Administrative support is shared between the NAIS director and administrative staff in the Department of Indigenous, Race, and Ethnic Studies and is fully accounted for in existing FTE. All NAIS faculty are fully funded in FTE from their home departments/units and sufficient existing coursework exists to more than staff the curricular needs of the program as proposed. Should the program grow as we hope it will, we may need to revisit these sources of revenue and support, but that would be a good problem to have and illustrate the success of the program.

** ** * * * * * * * * * * **

Summary Information: PhD in Spanish

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

The Mission Statement of the University of Oregon declares some of our primary goals as a community of scholars: “we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.” Our proposed program of PhD. in Spanish addresses these intellectual and ethical goals by creating a set of academic experiences that promote critical cultural competencies, including effective argumentation and reasoning, and clear communication in both English and Spanish, as well as in a third language. Our program also seeks to address larger issues of ethical living by addressing the histories of colonization, the role of Spanish language and cultural studies in the world and throughout history, and the institutional configurations of power-knowledge involved in the development of the different fields to which students are exposed within our program: Colonial and Post-colonial Studies, Critical Race Theory, Indigenous and African Studies, Latin American and European Studies, Iberian and Mediterranean Studies, to name a few. As students of color and international students have historically comprised the majority of those matriculating into Spanish doctoral programs, our program would continue to promote and support the diversity of the graduate student body. The Mission Statement of the UO also identifies our purpose as follows: “through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.”

As the only PhD -granting program in Romance Languages in Oregon and one of two in the entire Northwest coast, our department already plays a leadership role in guiding school districts and community colleges across Oregon as they develop their second language curricula. Over the past thirty years, however, Spanish has become the predominant curricular focus of these second language programs in Oregon school districts and community colleges, and programs in French and Italian have been scaled-back. Against the tide of these changes, and as an element of preparing Oregon secondary and higher education students for effective participation in global affairs and commerce, our department continues to advocate for continued instruction in a wide range of languages, and particularly in these historically strong Romance Languages.

At the same time, the demographic shifts in Oregon and indeed in the Pacific Northwest over this same period have made instruction in Spanish as a second language particularly relevant to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities. To offer a PhD degree program in Spanish would allow the Department of Romance Languages to more effectively contribute to institutional and statewide goals for student access and diversity, quality learning, research, knowledge

creation and innovation, and economic and cultural support of Oregon and its communities. Academic excellence is at the core of what we do, and plan to achieve with our PhD. in Spanish, promoting graduate student access, retention and success, as well as amplifying, and diversifying the profile of graduate education at the University of Oregon. The PhD in Spanish will contribute greatly to our strategic institutional priorities, and our collective mission.

2. *What evidence of need does the institution have for the program?*

The current academic landscape demands that we diversify how we teach and what we offer. How we prepare our graduate students to a very competitive job market, inside and outside the academic world, will ultimately determine the future of our university, our departments, our intellectual community.

The graduate program in the Department of Romance Languages reflects the depth and breadth of scholarly expertise and collaboration within our faculty across the French, Italian, Portuguese, and Spanish sectors. We are proposing to offer a PhD degree program in Spanish to complement our well-established PhD program in Romance Languages. This new degree program in Spanish will allow graduate students with a primary focus on Literary and Cultural studies or Sociolinguistics in the Spanish-speaking world to more effectively develop the specific types of expertise required of them within these growing academic and professional fields.

The Ph.D. program in Spanish will expand the professional opportunities available to our graduate students, bring us in line with the graduate offerings of our comparator institutions, and greatly expand and diversify our applicant pool. This proposal presents a holistic approach to transforming our graduate programs for a new generation of both faculty and students in ways that will foster the kinds of interdisciplinary approaches, sought after by employers within the current academic as well as non-academic job markets. By offering a PhD in Spanish, our department will be able to admit prospective B.A.-holding applicants directly to the PhD program. As we already offer a well-established M.A. degree in Spanish, students holding a B.A. who are admitted to the Spanish PhD program will receive the M.A. after successfully completing the customary two years of coursework, M.A. exams, and thesis project. They will then be prepared to focus on the timely completion of their PhD degree in Spanish while also developing the kinds of interdisciplinary expertise (i.e.: media studies, linguistics, anthropology, history, philosophy, gender and sexuality studies, ethnic studies) that are increasingly valued among PhD graduates within this field.

A PhD in Spanish will serve as a door for graduate students and faculty teaching, researching, and producing scholarship that will help address the state's educational vision of promoting a more multilingual, multicultural community. Oregon curriculum for K-12 education, offers Spanish as a second language or offers multiple bilingual schools. Our Ph.D. program will have a valuable impact for Oregon educators to acquire the cultural, linguistic, historical, political, and pedagogical tools to continue this goal of a multilingual Oregon, that embraces its racial, ethnic, cultural diversity.

Oregon's population is changing, and a PhD in Spanish not only diversifies our academic offerings in the University of Oregon, it brings attention to Spanish and Latin American studies, representing it as a complex research field. Therefore, our PhD in Spanish will respond effectively to social, economic, and environmental challenges and opportunities in Oregon. The fact that in 2019 nearly 23% of K-12 students in Oregon are Latinx, may mean that our program will be able to train graduate students who can work with that growing population if they pursued a career in Education. Our graduate program in Romance Languages and our PhD in Spanish, with its intersectional analytical perspectives, and our commitment to community engaged teaching will help us address civic and cultural demands of citizenship.

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

There are no directly competing programs within the state of Oregon—UO would be the only Oregon university with a Ph.D. in Spanish. Oregon is one of only three states in the U.S. that does not offer a PhD in Spanish. The other two states are Wyoming and Idaho. There are a number of existing programs that may offer strong opportunities for collaboration at Oregon; such as MA in Spanish at Portland State University and a Spanish Language Teaching MA at Southern Oregon University. We have already nurtured a network of colleagues in those universities.

Statewide, we need to offer a PhD degree in Spanish that will allow students whose research interests relate to other languages and forms of cultural production in the Spanish-speaking world to have the flexibility to pursue coursework and mentorship opportunities outside the department that will foster the development of their unique research trajectories. Our PhD candidates and graduates in Spanish will be positioned more competitively in academic and non-academic job markets.

4. 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?

We are currently producing PhDs (RL with emphasis in Spanish) who are competing for teaching jobs in Spanish, and are at a disadvantage entering the market with a degree in Romance Languages as opposed to Spanish. In this sense, we are not creating additional PhDs in Spanish, but moving RL PhDs into a Spanish PhD program. This fact speaks to the need of this program at the UO, but also to its feasibility and its efficiencies, since the PhD in Spanish really does not demand more resources and more GE allocations than the ones already committed to our Romance Languages Department. We do not want to consolidate or eliminate the current PhD in Romance Languages, we simply want to diversify our offerings through a PhD in Spanish. Furthermore, the PhD in Spanish will thrive under the School of Global Studies and Languages, as well as strengthen its mission and its vision of graduate education.

Board of Trustees of the University of Oregon

**Resolution: Program Approval –
Bachelor of Arts and Bachelor of Science in Native American and Indigenous Studies**

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

Whereas, the College of Arts and Sciences wishes to offer a Bachelor of Arts (BA) and a Bachelor of Science (BS) in Native American and Indigenous Studies (NAIS);

Whereas, the proposed program offers two tracks, an interdisciplinary track and a language track, both of which build on existing course offerings and the currently-offered Native American Studies minor;

Whereas, the program has been approved by relevant departments, the College of Arts and Sciences, 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.

Now, therefore, the Board of Trustees of the University of Oregon hereby approves the new **Bachelor of Arts and Bachelor of Science Degrees in Native American and Indigenous Studies** as proposed in the provided documentation.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____

Board of Trustees of the University of Oregon

**Resolution: Program Approval –
Doctorate in Spanish with a Master of Arts in Passing**

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

Whereas, the College of Arts and Sciences wishes to offer a doctoral degree (PhD) in Spanish;

Whereas, the proposed program would diversify the University’s academic offerings while expanding professional opportunities available to graduate students and diversifying the University’s applicant pool;

Whereas, Oregon is currently only one of three states which does not have any institution that offers a PhD in Spanish program, and this would be the first and only in Oregon;

Whereas, the program has been approved by relevant departments, the College of Arts and Sciences, 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.

Now, therefore, the Board of Trustees of the University of Oregon hereby approves the new **PhD in Spanish with a MA in passing** as proposed in the provided documentation.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Seeley	
Hornecker		Wilcox	
Kari		Wishnia	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____

Native American and Indigenous Studies (NAIS)

Undergraduate Major Proposal

What is Native American and Indigenous Studies?

Native American Studies is an interdisciplinary field that uses multiple approaches from history, anthropology, law, literature, ethnic studies, and other disciplines to understand Native American history, culture, politics, and contemporary lives. In these capacities NAIS is the only undergraduate program on campus with explicit commitments to serving Indigenous nations.

Why Native American and Indigenous Studies?

NAIS affords students extensive grounding in Indigenous history and culture as well as nuanced understanding of tribal sovereignty, Indigenous nationhood, and the diversity and beauty of contemporary Indigenous lives. In a state with nine federally recognized Indigenous nations and a Native American population 50% higher proportionally than the national average, this knowledge is crucial for future leaders in all fields.



Cultural Services

- Many Nations Longhouse
- Northwest Indian Language Institute (NILI)
- Indigenous Traditional Ecological Knowledge Project (ITEK)
- Oregon Folklife Network (OFN)
- Indigenous Play Reading Series

Student Services

- Native American Student Union (NASU)
- Native American Law Student Association (NALSA)
- Admissions
- CMAE, Academic Advising, & Tykeson Flight Paths
- Native American Counseling Specialist

Academic Services

- American Studies (NASNative)
- NAIS Academic Residential Community
- Sapsik'wala/COE
- Tribal Climate Change Project
- Libraries

Administration & Coordination

- VP on Sovereignty and Gov't to Gov't Relations
- Native Strategies Group
- President's Native American Advisory Council (PNAAC)

Community

- University of Oregon Native American Alumni Association
- Chifin Native Youth Center (Springfield)
- 4J Natives Program



History, Demand, Need

- ▶ **NAS Minor:** Since 2013, UO has offered a Native American Studies minor administered through the Department of Indigenous, Race, and Ethnic Studies.
- ▶ **Demographics:** The majority of NAS students—~80%—are Native/Indigenous, a demographic representing ~30% of AI/AN students enrolled at the UO (n=113, 2020). Most have indicated anecdotally that they would enroll in a NAIS major if it was available, a sentiment also expressed by NAS and UO Native alumni in a 2019 survey.
- ▶ **Recruitment/Demand:** Strength of our courses (avg. 95% capacity serving over 480 students in winter 2021), the faculty-directed NAIS Academic Residential Community, relationships the Native American Student Union and the Many Nations Longhouse, Native American recruitment and retention officers in Admissions and CMAE, Indigenous advisers in Academic Advising and Tykeson
- ▶ **Enrollment Projections:** Early success (10 students) and steady growth of our NAS minor since its launch in 2013 (25-40, annually; 43 currently) leads us to conservatively estimate an enrollment for the NAIS Major of 3-5 students in year 1, 10-15 students annually by year 5, and 20-25 majors annually by year 10.



NAIS Undergraduate Major

- ▶ **Interdisciplinary track** requires 56 credits, at least 28 in residence, and at least 36 at the upper division. Optional supervised senior practicum w/tribal partner.
- ▶ **Language track** requires 56 credits, at least 28 in residence and at least 28 at the upper division, with the addition of a 2nd year of Indigenous language instruction.



Institutional Resources & Support

- ▶ **Faculty FTE:** 24 full-time TTF and Career NTTF Faculty across 14 departments and schools in CAS, COE, and SOJC
- ▶ **Director:** Supported by a course release funded by CAS and replacement instruction funded by DEI through AY 2025-26
- ▶ **Administrative FTE:** Split between two OAs in the Department of Indigenous, Race, and Ethnic Studies
- ▶ **Advising FTE:** Shared between the NAIS Director, CMAE Native American Adviser and Retention Specialist, Tykeson Academic Advisers (Public Policy, Society, and Identity)
- ▶ **Takeaway:** Program FTE is already fully-funded with no anticipated requests for additional support. Might need to revisit administrative and advising FTE at some point in the future should the major grow as we anticipate it might.



Institutional Priorities & Strategic Plan

- ▶ Diversity, Equity, and Inclusion: Knowledge, Faculty, Students
- ▶ Provost Initiatives on the Environment, Racial Disparities and Resilience, Service to Communities and to the State
- ▶ UO Commitments to Indigenous Nations, Communities, and Students (2017 MOU)
- ▶ SB-13: Tribal History/Shared History
- ▶ Post-Pandemic Prospects, Commitments, and Strengths
- ▶ PhD Program in Indigenous, Race, and Ethnic Studies
- ▶ Growing Relationships with other NAIS/AIS Programs in the State and Region



NATIVE AMERICAN STUDIES



O UNIVERSITY OF
OREGON



PhD in Spanish

Romance Languages Department
University of Oregon

The PhD in Spanish:

- will complement our PhD program in Romance Languages (French, Italian, Portuguese, and Spanish.)
- will allow graduate students to develop expertise in Spanish and Latin American Literary and Cultural studies or Spanish Sociolinguistics.
- Unlike the PhD in RL, PhD in Spanish students do not have to approach their research through a comparative perspective among linguistic traditions.





- 30 graduate students in our program (MA and PhD), of which 11 PhD students who could potentially change their PhD in RL to a PhD in Spanish.
- We can anticipate that we will accept and enroll 3-4 new PhD in Spanish students per academic year.



Purpose

- The Ph.D. program in Spanish:
- will expand the professional opportunities available to our graduate students,
- bring us in line with the graduate offerings of our comparator institutions,
- greatly expand and diversify our applicant pool
- will admit prospective B.A.-holding applicants directly to the PhD program



PhD in Spanish expertise topics:

- Language in Contact: Sociolinguistics, Second Language Studies, and/or Language Program Director
- Translation Studies
- Poetics, Genre and Form
- Critical Race and Postcolonial Studies
- Gender and Queer Studies
- Media Studies (Visual, Material and Digital Cultures)
- Environmental Studies, Food Studies, and Green Humanities
- Geographies: Mediterranean Studies, Transatlantic Studies, European Studies, Latin American Studies

Benefits to UO and Oregon

- UO would be the only Oregon university with a Ph.D. in Spanish.
- Oregon is one of only three states in the U.S. that does not offer a PhD in Spanish. The other two states are Wyoming and Idaho.
- Strengthen graduate education in the Humanities at UO
- Recruit a more diverse pool of outstanding graduate students
- Respond to the demographic shifts in Oregon and the growing Latinx population
- Contribute to institutional and statewide goals for student access and diversity, quality learning, research, innovation, and economic and cultural support.

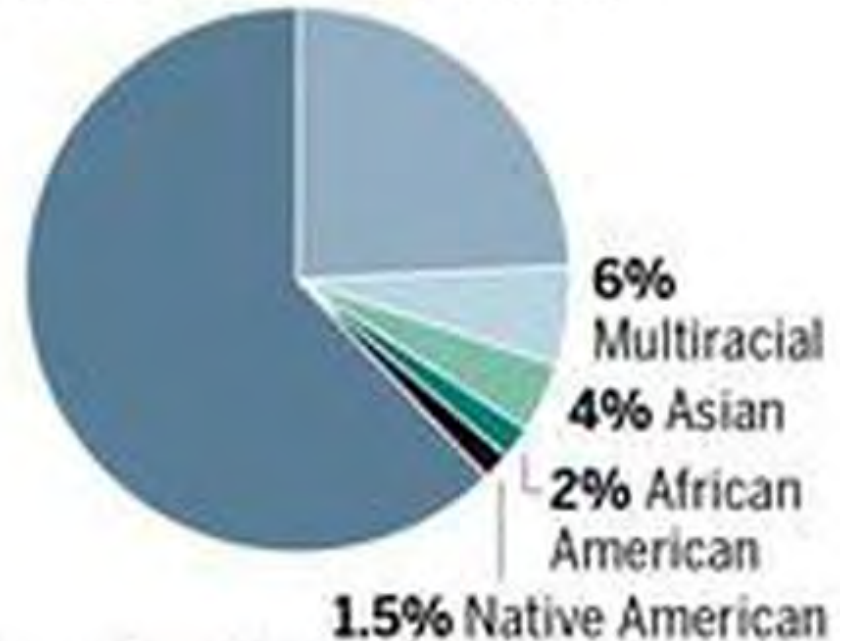
Oregon's first-graders

Students in the class of 2025

44,700 students

62% White

24% Latino



Source: Oregon Department of Education

DAN AGUAYO/THE OREGONIAN



Our PhD in Spanish:

- Will diversify the offerings of the Romance Languages Department.
- It really does not demand more resources and more GE allocations than the ones already committed.
- We do not ask for more financial support.

(The program will benefit from another tenure line on Latin American Colonial and Postcolonial Studies, but we can launch our PhD in Spanish with our current faculty members.)

Upon completion:



- Academic Path (Tenure Track jobs, Lectureships)
- Education: Language instruction in Middle School, High School or College,
- Government (Diplomacy)
- Publishing Houses
- Research institutions/ administrative positions/ Academic advising
- Media and consultation
- Translation and Interpretation
- and NGOs (non-profit organizations)

Agenda Item #8

UO Online



Online Education

at the **UNIVERSITY OF OREGON**

May 20, 2021

Carol Gering
Associate Vice Provost
UO Online

Progress Updates

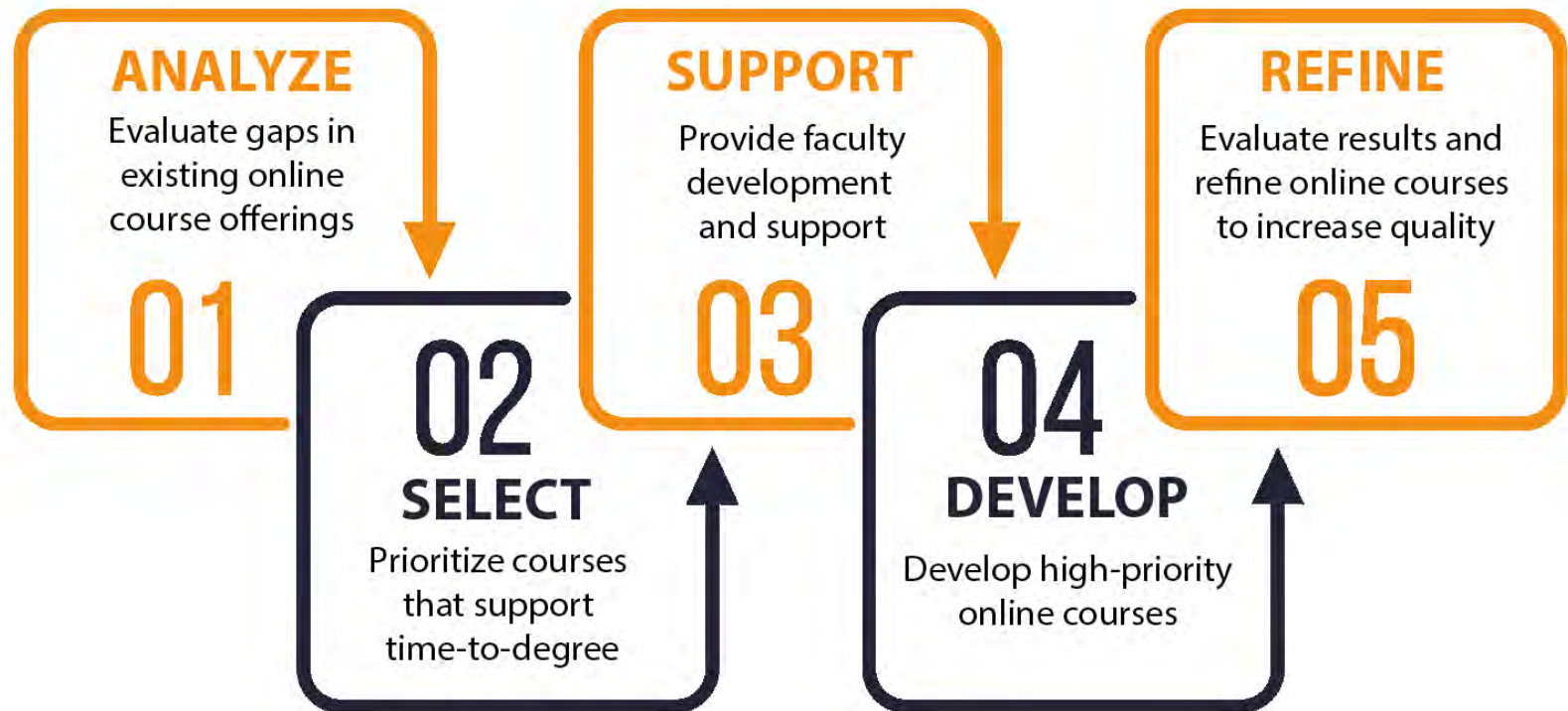
Next steps identified in the December 2019 report:

- ✓ Analyze student survey data
- ✓ Prioritize course revisions
- ✓ Relocate exam center
- ✓ Refresh video studio
- ✓ Strengthen faculty support
- ✓ Develop MS Psychology courses
- ✓ Recruit for MS Psychology

Plan for Undergrad Development

ONLINE COURSES

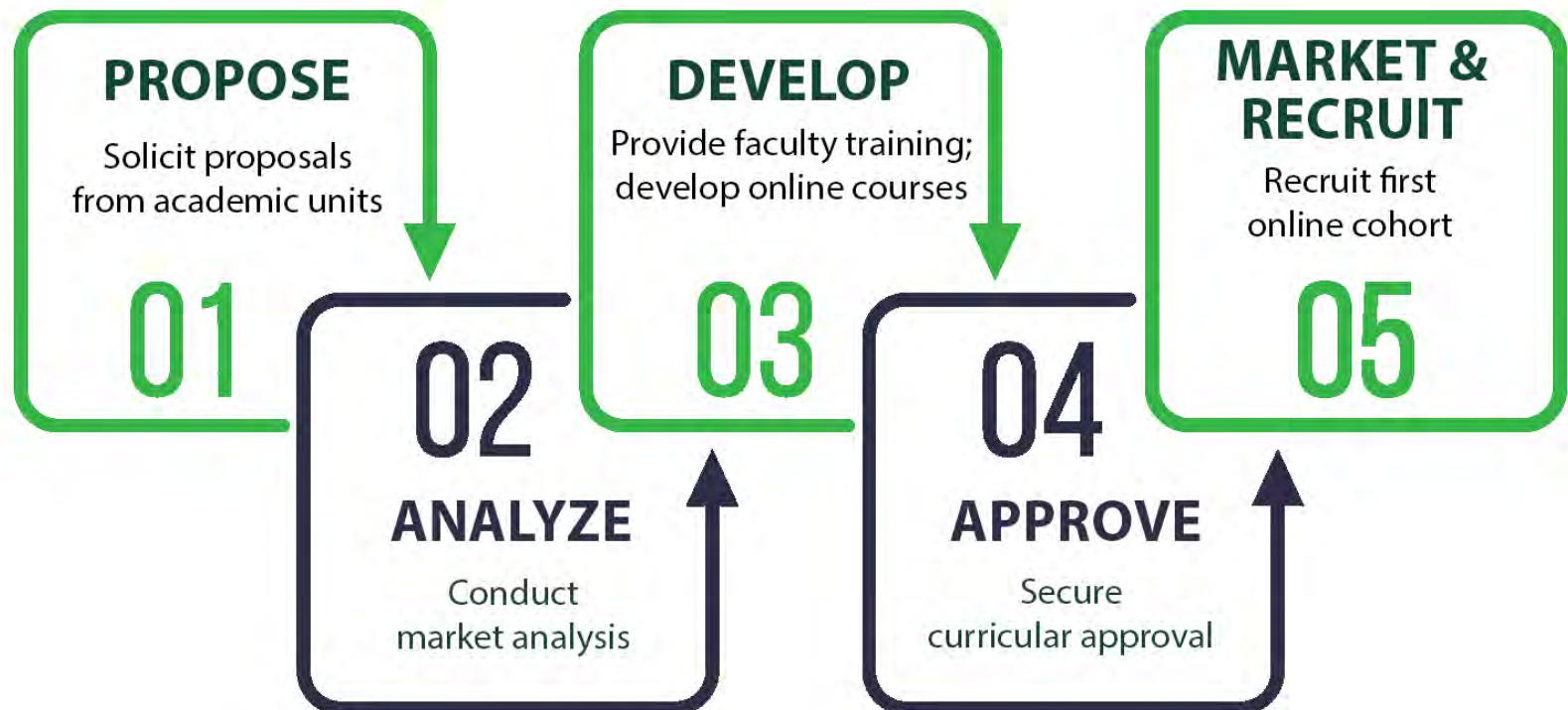
Target Population: **EXISTING UNDERGRADUATE STUDENTS**



Plan for Grad Development

ONLINE PROGRAMS

Target Population: NEW GRADUATE STUDENTS



Highlights

The 2020 pivot to remote instruction accelerated the development of online courses for undergraduates.

Development of online graduate programs continued at a steady, but slightly slower, pace.

Online Course Initiative

In Summer 2020, we launched an initiative to build asynchronous online versions of high-enrollment undergraduate courses.

121
faculty

167
course
sections

Initiative Benefits

- Increased student satisfaction & retention
- Increased faculty confidence in teaching online
- Created new teaching resources

64%

of all registered undergrads took at least one of these newly developed courses

Online Master's in Psychology



UNIVERSITY OF OREGON'S

ONLINE MASTER'S IN PSYCHOLOGY



"I was looking for a program that focused on scientific research and psychological innovation, all while being able to balance my life as a full-time employee and coach. I chose OMP because it checked all of my boxes: flexible, innovative, individual specific."

CARISSA COLLINS '22

Online Master's of Psychology

- **Launched in Winter 2021**
- **19 students in first cohort**
- **Second cohort to begin Fall 2021, with 20-25 students**

What's Next: Undergraduate

Focus on strategic role of online courses to support student success:

1. Opportunities for students to *stay on track* over summer.
2. Academic-unit work on innovation and strategic use of online assets:
 - Role in the curriculum
 - Scheduling patterns
 - New courses
 - Combination of courses

What's Next: Graduate

- **A new online Master's in Applied Behavioral Analysis is making its way through the approval process.**
- **Evaluate potential for additional online programs, including accelerated masters.**

Summary Report: Online Course Initiative April 2021

Synopsis

The Online Course Initiative (OCI) launched in Summer 2020 with the short-term goal of creating well-designed courses to meet immediate student need during the Covid-19 crisis. Over the 3 terms of the initiative, 120 faculty developed 105 unique courses offered in 167 new online sections across 6 schools/colleges, enrolling almost 12,000 students (64.1% of registered undergraduates). In addition to the short-term achievement, the OCI reached longer-term goals of expanding UO's online portfolio and investing in UO's teaching culture and curricular innovation. Faculty expanded their skills and knowledge through high-touch training and individualized support. Further, UO Online and TEP built online guides, training materials, and resources for the initiative that will live on as best practice guidance. As we conclude this initiative and look to the future, the Office of the Provost will actively engage with faculty, academic units, and deans to strategically build on the curricular online assets. In addition, our expanded ability to deliver in online and remote modalities offers considerable opportunity for strategic growth and program development.

Initiative Overview

Following the rapid pivot to remote teaching in response to the pandemic, the Provost convened a Student Success and Remote Teaching Task Force in April 2020 charged with:

1. Building on the work faculty had completed to transition their courses into remote formats.
2. Providing a forward-looking plan for remote and online education focused on student success that would inform decision-making and strategic investments.

As a first priority, the task force recommended accelerating production of online courses that impact large numbers of UO undergraduate students. The rationale for this recommendation emphasized that online courses provide flexibility in the face of multiple teaching challenges including: social distancing, students and faculty with disabilities, students with family responsibilities and other caregiving demands on their time, and the physical constraints for high-enrollment classes. While an advantage during the pandemic, selection of these courses for development also allows curricular innovation for student success and timely completion of degrees, enhanced support for instructors, and long-term pedagogical benefits in enhancing strategic online offerings.

Based on these recommendations and with the support of the President and Provost, UO launched an ambitious Online Course Initiative (OCI) to design online versions of high-impact undergraduate courses from disciplines across the university. Goals of the initiative were three-fold:

1. Ensuring that we have engaging, well-designed versions of key courses that impact large numbers of UO undergraduates.
2. Expanding online course offerings strategically, with a view toward longer-term student success benefits.
3. Investing in UO's teaching community in a time of crisis by providing training and support for faculty and by facilitating faculty conversations around engaged, inclusive, and research-informed practices.

The initiative launched in summer 2020 and concluded in spring 2021. The third and final cohort of faculty Course Developers completed construction of courses that are being taught online for the Spring

2021 term. Appendix A (pp. 5-7) lists courses developed during the OCI. Appendix B (pp. 8-10) details participating faculty and roles.

Key Elements and Participants

Courses were considered for inclusion in the initiative based on enrollment history as well as curricular need around courses that impact the most students, thereby maximizing curricular innovation and UO's investment. The list of prioritized courses and associated faculty was refined based on feedback from deans and department heads before invitations were extended to faculty Course Developers. Courses targeted for this initiative were built by faculty members (113) who were scheduled to teach the courses, with support from instructional designers. To boost instructional design capacity, eight Career faculty members with expertise in online instruction were selected and trained as Faculty Fellows to work alongside UO Online instructional designers. This model was selected because of the volume of courses to be developed as well as the ability to train Fellows to serve as local resources in their units after the initiative had ended. Total cost for the OCI, for Faculty Fellow and Course Developer stipends and OPE is \$757,180.

Faculty Course Developers and Faculty Fellows benefited from additional training as well as direct support. Faculty Fellows participated in a two-week facilitated training and earned certification in [Applying the Quality Matters Rubric](#) for quality assurance of online courses. Faculty Course Developers participated in UO-developed training co-led by UO Online and TEP, met weekly with an assigned instructional designer or faculty fellow, and worked to build a course in Canvas over a 10-week period prior to teaching the course. In some cases, two or more faculty members who were scheduled to teach the same course collaborated on a unified course build, with a goal of cohesive student experience across all class sections.

The initiative focused on asynchronous online courses based on benefits of this modality for students and on the long-term value for faculty and academic units. For students, asynchronous online courses maximize time flexibility, which can be a significant benefit for those who must manage multiple obligations, such as jobs and childcare. Offering online versions of key courses helps students manage schedule conflicts and complete their degrees without delays. For faculty, the components of an online course—such as Canvas materials, brief recorded lectures, assignments, and formative assessments—become assets they can use in future terms at UO, whether teaching online or in the classroom, consistent with the goal of investing in UO's excellent teachers, not just courses. Faculty often comment that designing an online course refines their teaching skills by expanding their portfolio of teaching strategies.

Results and Impact of the Initiative

Number of courses: The online course initiative enlisted 121 faculty (113 Course Developers and 8 Faculty Fellows) to develop 105 unique courses. Some of these redesigned courses have been offered in multiple terms or taught by multiple instructors, leading to 167 new online course sections offered across fall, winter and spring terms this academic year. Courses came from six different UO colleges/schools (CAS, COD, COE, LCB, SOJC, and SOMD) and 41 academic departments. Across the three terms, 11,770 unique students (64.1% of registered undergraduate students) have been enrolled in at least one of these redesigned courses. Students who enrolled in at least one initiative-designed course in the fall were more likely to re-enroll in UO courses for winter term than students who took no initiative-designed courses in fall.

Student Experience in Fall Term: At the end of each term, students complete course student experience surveys. At the writing of this report, the surveys have been collected and analyzed for fall term. For courses in the initiative that were taught by the same instructor in Fall 2019 and Fall 2020, surveys following the redesign showed the greatest improvement in “Level of Challenge,” “Organization,” “Assignments and Projects,” and “Accessibility.” Notably, improving organization and accessibility were emphasized during the OCI as hallmarks of effective online courses. Across campus, student course ratings were higher in Fall 2020 relative to Fall 2019. Compared to other large-enrollment courses, OCI courses were rated as having a larger increase in “Organization,” “Instructor Communication,” and “Active Learning” than large-enrollment courses not in the Online Initiative.

Megan, senior Business Administration major, wrote to say, “The WEB classes that I've taken have been great and well organized. It's a HUGE benefit to be able to pause a video lecture when I feel my mind wandering and take a quick break and then re-engage. I have been extremely disappointed that there are so few WEB classes and they always fill up quickly which would lead me to believe others share this perspective with me. Not to mention as a nontraditional student who works full-time having access to WEB classes makes it easier to juggle my responsibilities.”

Post-Initiative Reflections

This initiative was unprecedented at UO in terms of scale (the number of online courses developed simultaneously), aggressive timeline, a focus on high-enrollment courses, and the reach into academic units that have historically shied away from online delivery. Structured interviews were conducted with Faculty Fellows and UO Online instructional designers to understand what was most improved about OCI courses, what areas proved most difficult for instructors in developing online courses, how the initiative was successful, and where we could improve our methods for helping faculty transition to online teaching in the future. Consistent themes from the interviews are summarized as follows:

How online courses were improved: Mirroring student feedback (above), Faculty Fellows and Instructional Designers described courses as being more structured, organized, and consistent over time – students knew what would happen in the course and how to be successful. Because of this and the asynchronous online modality, courses were more flexible for students with varying schedules and time constraints. The “instructor presence,” the feeling that instructors are actively engaged with their online course and available for guiding students, was also noted as a highlight of how the courses were developed.

Challenges for instructors: Many of the instructors in the online initiative were completely inexperienced with online teaching. The transition to asynchronous teaching modalities was challenging for many, especially having to learn new technology tools (Canvas, Panopto, etc.). Another challenge was understanding and implementing accessibility standards in online classes, for example, providing alternative text for images, captioning videos, and making resources accessible to all students.

Successes of the initiative: Fellows and Instructional Designers frequently noted the future benefits of the initiative, including that exposure to online teaching increases the confidence of faculty, and that the teaching resources that were developed will be useful in future online classes as well as being an important resource to support student learning if courses were to return to a traditional classroom format. Faculty Fellows especially enjoyed their roles and ability to collaborate with colleagues from different disciplines on their teaching.

Areas for improvement: Some instructors wanted more technology tools integrated into Canvas to support their teaching, both more campus-wide tools and more rapid availability. More one-on-one support would be helpful because faculty are at different levels of experience with teaching and need different amounts of support. Instructors may need more support and training for creating resources for students that meet accessibility standards. Many instructors have never taken or taught an online course before and want more examples of high-quality online course offerings to support their transition to online teaching.

Next Steps

During the spring 2021 term, AVP Carol Gering, in collaboration with Interim VP of UESS, Kimberly Johnson, will meet with academic units to discuss the strategic role of online courses in their curriculum. Questions to be addressed include:

1. How can academic units leverage online assets created during the initiative to improve student success, reduce pain points, and make programs more nimble?
2. What are the value propositions of online courses for students and for faculty?
3. What is the optimal number of online courses to offer within undergraduate academic programs to support timely degree completion and to meet departmental needs?
4. Can we use online courses to better serve UO's non-traditional and transfer students?
5. What areas should we target next? What are the curricular-driven priorities for online or hybrid courses within academic units?

Appendix A: Courses Developed Through Online Course Initiative

School/College	Division	Course Identifier	Course Title
CAS	Social Sciences	ANTH 145	Principles of Archaeology
CAS	Social Sciences	ANTH 170	Introduction to Human Origins
CAS	Social Sciences	ANTH 171	Introduction to Monkeys and Apes
CAS	Social Sciences	ANTH 173	Evolution of Human Sexuality
CAS	Social Sciences	ANTH 175	Evolutionary Medicine
CAS	Social Sciences	ANTH 270	Introduction to Biological Anthropology
CAS	Natural Sciences	ASTR 122	Birth and Death of Stars
CAS	Natural Sciences	ASTR 123	Galaxies and the Expanding Universe
CAS	Natural Sciences	BI 130	Introduction to Ecology
CAS	Natural Sciences	BI 132	Introduction to Animal Behavior
CAS	Natural Sciences	BI 150	The Ocean Planet
CAS	Natural Sciences	BI 199L	Special Studies Happiness Neuroscience
CAS	Natural Sciences	BI 211	General Biology I: Cells
CAS	Natural Sciences	BI 214	General Biology IV: Mechanisms
CAS	Natural Sciences	CH 111	Introduction to Chemical Principles
CAS	Natural Sciences	CH 221	General Chemistry I
CAS	Natural Sciences	CH 222	General Chemistry II
CAS	Natural Sciences	CH 223	General Chemistry III
CAS	Natural Sciences	CH 331	Organic Chemistry I
CAS	Natural Sciences	CH 335	Organic Chemistry II
CAS	Humanities	CINE 230	Remix Cultures
CAS	Humanities	CINE 265	History of the Motion Picture I
CAS	Humanities	CINE 267	History of the Motion Picture III
CAS	Natural Sciences	CIS 122	Introduction to Programming and Problem Solving
CAS	Humanities	CLAS 110	Classical Mythology
CAS	Humanities	CLAS 201	Greek Life and Culture
CAS	Social Sciences	EC 202	Introduction to Economic Analysis: Macroeconomics
CAS	Humanities	ENG 280	Introduction to Comic Studies
CAS	Humanities	ENG 480	Modern American Superhero
CAS	Natural Sciences	ENVS 203	Introduction to Environmental Studies: Humanities
CAS	Natural Sciences	ERTH 101	Exploring Planet Earth
CAS	Natural Sciences	ERTH 306	Volcanoes and Earthquakes
CAS	Social Sciences	ES 101	Introduction to Ethnic Studies
CAS	Humanities	FLR 250	Introduction to Folklore
CAS	Social Sciences	GEOG 142	Human Geography

CAS	Social Sciences	GEOG 342	Geography of Globalization
CAS	Social Sciences	GLBL 250	Value Systems in Cross-Cultural Perspective
CAS	Social Sciences	HIST 102	Making Modern Europe
CAS	Social Sciences	HIST 308	History of Women in the United States I
CAS	Natural Sciences	HPHY 322	Human Physiology I
CAS	Natural Sciences	HPHY 324	Human Physiology II
CAS	Natural Sciences	HPHY 371	Physiology of Exercise
CAS	Humanities	HUM 102	Humanities II
CAS	Humanities	HUM 103	Humanities III
CAS	Humanities	LING 150	Structure of English Words
CAS	Natural Sciences	MATH 105	University Math I
CAS	Natural Sciences	MATH 111	College Algebra
CAS	Natural Sciences	MATH 241	Calculus for Business and Social Science I
CAS	Humanities	PHIL 101	Philosophical Problems
CAS	Humanities	PHIL 102	Ethics
CAS	Humanities	PHIL 110	Human Nature
CAS	Humanities	PHIL 120	Ethics of Enterprise and Exchange
CAS	Humanities	PHIL 130	Philosophy and Popular Culture
CAS	Humanities	PHIL 340	Environmental Philosophy
CAS	Natural Sciences	PHYS 153	Light, Color, and Vision
CAS	Natural Sciences	PHYS 201	General Physics
CAS	Natural Sciences	PHYS 204	Introductory Physics Laboratory
CAS	Social Sciences	PS 102	Thinking Like a Social Scientist
CAS	Social Sciences	PS 106	Power, Politics, and Inequality
CAS	Social Sciences	PS 111	Introduction to Political Science
CAS	Social Sciences	PS 201	US Politics
CAS	Social Sciences	PS 297	Introduction to Environmental Politics
CAS	Natural Sciences	PSY 202	Mind and Society
CAS	Natural Sciences	PSY 302	Statistical Methods in Psychology
CAS	Natural Sciences	PSY 308	Developmental Psychology
CAS	Social Sciences	SOC 204	Introduction to Sociology
CAS	Social Sciences	SOC 207	Social Inequality
CAS	Social Sciences	SOC 304	Community, Environment, and Society
CAS	Social Sciences	SOC 317	Sociology of the Mass Media
CAS	Social Sciences	WGS 101	Introduction to Women's and Gender Studies
COE		CDS 201	Communication Disorders in Society and Media
COE		FHS 216	Diversity in Human Services

Design		ARCH 201	Introduction to Architecture
Design		ARCH 202	Design Skills
Design		ARCH 492	Environmental Control Systems II
Design		ARH 204	History of Ancient Mediterranean Art
Design		ARH 205	History of Western Art II
Design		ART 101	Understanding Contemporary Art
Design		ART 111	The Artist Experience
Design		ART 115	Surface, Space, & Time
Design		ART 116	Core Interdisciplinary Laboratory
Design		ARTD 252	Interactive Digit Arts
Design		PPPM 201	Introduction to Public Policy
LCB		FIN 311	Economic Foundations of Competitive Analysis
LCB		MGMT 335	Launching New Ventures
LCB		MGMT 415	Human Resources Management
LCB		MKTG 311	Marketing Management
LCB		OBA 311	Business Analytics I
LCB		OBA 312	Business Analytics II
LCB		OBA 335	Operations Management
PER		PEMB 101	Meditation I
SOJC		J 100	Media Professions
SOJC		J 101	Grammar for Communication
SOJC		J 201	Media and Society
SOJC		J 211	Gateway to Media
SOJC		J 212	Writing for Communicators
SOJC		J 320	Gender, Media, and Diversity
SOJC		J 350	Principles of Public Relations
SOJC		J 385	Communication Law
SOJC		J 396	International Communication
SOJC		J 460	Brand Development: [Topic]
SOMD		MUS 125	Understanding Music
SOMD		MUS 264	US Popular Music 1930 to 1965
SOMD		MUS 265	US Popular Music 1965 to 2000
Unclassified		UGST 199	Special Studies Tackling Tests
Unclassified		UGST 199	Special Studies Tackling Text
Unclassified		UGST 199	Special Studies Tackling Time

Appendix B: Faculty Participating in Online Course Initiative

School/College	Division	Faculty	Role
CAS	Humanities	Alvarado, Ramon	Developer
CAS	Humanities	Aronson, Michael	Developer
CAS	Humanities	Chamberlain, David	Developer
CAS	Humanities	Eckerman, Christopher	Developer
CAS	Humanities	Gopal, Sangita	Developer
CAS	Humanities	Johnson, Mark	Developer
CAS	Humanities	Kelp-Stebbins, Katherine	Developer
CAS	Humanities	Knowlton, Kenny	Developer
CAS	Humanities	Laskaya, Anne	Developer
CAS	Humanities	Lowthorp, Leah	Developer
CAS	Humanities	Muraca, Barbara	Developer
CAS	Humanities	Payne, Doris	Developer
CAS	Humanities	Ralda, Oscar	Developer
CAS	Humanities	Saunders, Ben	Developer
CAS	Humanities	Sirois, Andre	Developer
CAS	Humanities	Stern, Michael	Developer
CAS	Humanities	Wojcik, Daniel	Developer
CAS	Natural Sciences	Banavar, Jayanth	Developer
CAS	Natural Sciences	Barber, Nicola	Developer
CAS	Natural Sciences	Bell, Ted	Developer
CAS	Natural Sciences	Colbert, Phil	Developer
CAS	Natural Sciences	Connolly, Amy	Developer
CAS	Natural Sciences	Doxsee, Ken	Developer
CAS	Natural Sciences	Exton, Deborah	Developer
CAS	Natural Sciences	Fisher, Cassy	Developer
CAS	Natural Sciences	Fisher, Scott	Developer
CAS	Natural Sciences	Frey, Ray	Developer
CAS	Natural Sciences	Giachetti, Thomas	Developer
CAS	Natural Sciences	Greenbowe, Tom	Developer
CAS	Natural Sciences	Haley, Michael	Developer
CAS	Natural Sciences	Henderson, Kristen	Developer
CAS	Natural Sciences	Hodges, Sara	Developer
CAS	Natural Sciences	Hulslander, Cristin	Developer
CAS	Natural Sciences	LeMenager, Stephanie	Developer
CAS	Natural Sciences	Loneragan, Mark	Developer
CAS	Natural Sciences	Matern, Philip	Developer
CAS	Natural Sciences	McCormick, David	Developer
CAS	Natural Sciences	Measelle, Jeffrey	Developer
CAS	Natural Sciences	Micklavzina, Stan	Developer

CAS	Natural Sciences	Policha, Tobias	Developer
CAS	Natural Sciences	Price, Mike	Developer
CAS	Natural Sciences	Scannel, Billy	Developer
CAS	Natural Sciences	Schlenoff, Debbie	Developer
CAS	Natural Sciences	Smith, Brian	Developer
CAS	Natural Sciences	Su, Xiaobo	Developer
CAS	Natural Sciences	Tingey, Craig	Developer
CAS	Natural Sciences	Watkins, James	Developer
CAS	Natural Sciences	Wood, Michelle	Developer
CAS	Social Sciences	Beck, Erin	Developer
CAS	Social Sciences	Blumenthal, Scott	Developer
CAS	Social Sciences	Brence, Steven	Developer
CAS	Social Sciences	Buck, Daniel	Developer
CAS	Social Sciences	Bufalino, Jamie	Developer
CAS	Social Sciences	Fitzpatrick, Scott	Developer
CAS	Social Sciences	Fujiwara, Lynn	Developer
CAS	Social Sciences	Gash, Alison	Developer
CAS	Social Sciences	Heinz, Annelise	Developer
CAS	Social Sciences	Kauffman, Craig	Developer
CAS	Social Sciences	Lievanos, Raoul	Developer
CAS	Social Sciences	Lowndes, Joe	Developer
CAS	Social Sciences	Luebke, David	Developer
CAS	Social Sciences	Mitchell, Ronald	Developer
CAS	Social Sciences	Repogle, Elaine	Developer
CAS	Social Sciences	Scott, Ellen	Developer
CAS	Social Sciences	Snodgrass, Josh	Developer
CAS	Social Sciences	Sterner, Kirstin	Developer
CAS	Social Sciences	Ting, Nelson	Developer
CAS	Social Sciences	Urbancic, Mike	Developer
CAS	Social Sciences	Vasquez Tokos, Jessica	Developer
CAS	Social Sciences	White, Frances	Developer
CAS	Social Sciences	Wooten, Stephen	Developer
CAS	Social Sciences	York, Richard	Developer
CAS	Natural Sciences	Bala, Jagdeep	Fellow
CAS	Natural Sciences	Barber, Nicola	Fellow
CAS	Humanities	Khalsa, Harinder	Fellow
CAS	Natural Sciences	Pennefather, Jordan	Fellow
CAS	Natural Sciences	Price, Mike	Fellow
CAS	Humanities	Recktenwald, Nick	Fellow
CAS	Humanities	Rice, Jennifer	Fellow
LCB		Ford, Erik	Fellow

COE		McLaughlin, Karen	Developer
COE		Muruthi, James	Developer
COE		Nese, Rhonda	Developer
Design		Dahl, Sonja	Developer
Design		Elzeyadi, Ihab	Developer
Design		Givens, James	Developer
Design		Harper, Jamie	Developer
Design		Irvin, Renee	Developer
Design		Michlig, Christopher	Developer
Design		Morgan, Donald	Developer
Design		Park, John	Developer
Design		Seaman, Kristen	Developer
Design		Williams, Daisy-O'lice	Developer
LCB		Ao, Wallice	Developer
LCB		Jin, Ming	Developer
LCB		Lillegard, Nathan	Developer
LCB		Starr, Tina	Developer
LCB		Vahdati, Yasamin	Developer
LCB		Yin, Fang	Developer
LCB		Yuan, Hong	Developer
PER		Taylor, Renee	Developer
SOJC		Abdenour, Jesse	Developer
SOJC		Blaine, Mark	Developer
SOJC		Butler, Charlie	Developer
SOJC		Chavez, Christopher	Developer
SOJC		Foxman, Maxwell	Developer
SOJC		Gleason, Tim	Developer
SOJC		Heyamoto, Lisa	Developer
SOJC		Kjellstrand, Torsten	Developer
SOJC		Martinez, Gabriela	Developer
SOJC		Milbourn, Todd	Developer
SOJC		Morrison, Dan	Developer
SOJC		Mundy, Dean	Developer
SOJC		Newell, Bryce	Developer
SOJC		Pompper, Donalynn	Developer
SOJC		Sen, Bish	Developer
SOJC		Smith, Hollie	Developer
SOMD		McWhorter, Brian	Developer
SOMD		Wayte, Larry	Developer
UGST		Hagen, Dan	Developer

Agenda Item #9

UO Portland

UO Portland Summary: May 2021
Outline of Discussion Topics
Jane Gordon, Vice Provost, UO Portland

- Vision and strategy created 2016/17
- Growth/evolution in each of the academic programs and in research
- Much more connected with Portland region
- UO Portland campus, functioning cohesively; major enhancements in student support, equity and inclusion, and working with campus partners
- Most UO Portland students are studying in graduate programs. Three exceptions – final year of Product Design, Architecture, and new Portland Internship Experience
- Our location in Old Town
- UO Portland going forward



UNIVERSITY OF
OREGON

PORTLAND

Vision & Strategic Plan Summary

Brief history of UO Portland Vision

In the fall of 2016, a vision was developed for UO Portland. It was written as a series of “bridges,” because Portland is known as “Bridgetown,” and because our vision spans diverse opportunities, interdisciplinary study, and

partnerships, as well as innovative and impactful research and teaching. The connections between people, ideas, and innovations are described as a series of bridges that promote movement in both directions.





Strategic Plan 2016-2021

UO Portland's Strategic Initiatives were developed in 2016 by a collaborative team of members from each school and college represented at UO Portland. These initiatives have since guided our work, and the team continues to meet annually to refine our goals, track our progress, and look for new and innovative ways to collaborate.

What follows are examples of the actions that met our strategic goals between 2017 and the start of 2021.

Vision



01

Learning — Doing

02

Students — Alumni

03

Inquiry — Impact

04

University — Community

05

Portland — The World

06

EUG — PDX

The White Stag Block, and its neighbor the Naito building, are home to distinctive graduate degree programs and other learning opportunities. Students are taught by talented faculty and distinguished practitioners. The programs in Portland provide students with critical experiential learning through access to cutting-edge industry expertise, mentoring, and networking opportunities in the economic center of our state. Additionally, executive education is offered in non-traditional formats to meet the needs of modern professionals. This includes students from the region and around the country and globe who fly in for short, intensive sessions meshed with distance education components. World-class career development series and academic conferences also bring international experts from both industry and the academy to our urban campus.

From high school students to prominent alumni, those who step through the front door of UO Portland enter into a realm of lifelong education. Strong connections with high school counselors and educators and strategic partnerships with community colleges in the region help pave the way for a growing and diverse student body in Eugene. Undergraduate students from Eugene visit and attend UO Portland to enhance their education in an urban setting, joining graduate students in internships, networking, and professional development opportunities. Our alumni are also engaged, attending events, volunteering individually and on UO boards, and sharing their expertise with our students.

What starts as a simple idea can become something that transforms lives. The research and collaboration at UO Portland make a difference in solving problems throughout the region and beyond. Discovery and creativity drive economic and social progress through faculty research, student engagement, and interdisciplinary collaboration with government and industry leaders. Faculty in both Eugene and Portland utilize the Portland region and our remarkable facilities as an expansive urban laboratory. Faculty and students collaborate across disciplines and geography to explore big-idea initiatives with measurable impacts.

A sense of community goes beyond the classroom for UO Portland students and faculty. Business, public, and non-profit neighbors recognize the importance of having UO Portland in Old Town and the benefit of the university being actively engaged in city and regional affairs. Strategic alliances with civic, philanthropic, business, community, cultural, and educational institutions around the region – thanks in part to thousands of alumni – provide ongoing academic opportunities and increase the UO's visibility and contributions to the state.

As home to some of the world's most innovative companies and NGOs, Portland has become a launching pad and a destination, especially among Pacific Rim countries. These relationships are increasingly mirrored in the UO Portland programs that draw a growing international student population and various enterprises interested in collaborative research and training through a global lens.

The bridge between Eugene and Portland is fundamental to facilitating the flow between the cities for students and faculty. This connection is essential for accomplishing everything described in this vision. We work to make the cities closer, more accessible, and appreciative of what each campus has to offer toward the university's overall vision of excellence.



01 Learning — Doing

Strategy

- Support and expand experiential learning at UO Portland
- Support existing, and create new graduate degree offerings
- Enhance professional education

- Almost all UO Portland students engage in experiential learning through studios, internships, and community engagement
- Between 80-90 percent of law students based in Portland have externships
- Sports Product Management added an online degree program
- Oregon Reality Lab created by the School of Journalism and Communication

- Sports Product Design Nucleus Lab launched
- UO Portland faculty from different colleges now co-teach interdisciplinary classes
- School of Journalism and Communication hosts annual receptions celebrating Snowden interns
- Exploring new degree options with research and marketing groups

Portland Internship Experience

This new 10-week internship program pairs 30 UO undergraduate students with small businesses, nonprofits, and educational civic agencies that benefit from internship assistance while providing educational opportunities. The internships are philanthropically supported.

- Strategic Communication developed an accelerated degree program
- Plans are underway to launch College of Education degree programs in Portland



02 Students — Alumni



Strategy

- Ensure alumni know about UO events in Portland
- Increase involvement of alumni with UO Portland
- Curated “Nixya'awi/Crow's Shadow,” featuring art by Native American high school students
- Our students teach through the Architecture Foundation of Oregon’s Architects in Schools program
- Partnered with TedX Youth on events
- Product Design/Sports Product Design participate in Unparalleled Design Week and Portland high school events
- Science Night events with UO faculty members presented multiple times each year in Portland

- Involve high school and potential undergraduate students in UO Portland events

- Co-host UO C-Suite Breakfasts for professional alumni
- Publish regular Around the O Portland edition, sent to 26,000 regional alumni
- School of Journalism and Communication undergraduates network with alums through Practically Professional program
- Advancement added staff in Portland to focus on alumni engagement

Portland Gear Partnership

Brand Camp brought 76 high school and college students to the UO Portland campus in the summer of 2019. Students visited maker spaces, interacted with program representatives and met with an undergraduate admissions recruiter. The university hosted a reception for campers to present

their creative work from the week to local companies. Organized by Portland Gear, Brand Camp is a workshop for students to work with influential entrepreneurs and business owners in the Portland region. UO Portland continues to partner with Brand Camp.

- Portland Alumni Mentorship Program developed for law students
- Oregon Executive MBA started the Alumni Networking Database and Consulting Corps
- Architecture & Environment hosted a series of “Portland Practices” thematic roundtable conversation and alumni networking events
- UO Portland library provides access to UO collections to alumni

03

Inquiry — — Impact

Strategy

- Promote interdisciplinary research
 - Support research and scholarship of UO Portland faculty and students
 - Support visibility of student research and creative work
-
- Historic Preservation received Tinker Hatfield award for work in the Albina Neighborhood
 - Sports Product Design, Architecture and Interior Architecture received Tinker Hatfield award and co-taught "Design for Healthy Aging" class
 - "Lunch and Learn" is a regular series that promotes faculty research
 - College of Design student work regularly displayed



Institute for Health in the Built Environment

Since launching in 2018, IHBE has collaborated with 56 researchers across 18 disciplines at 19 institutions. It has been awarded an NSF grant, two USFS Wood Innovation grants, and three USDA ARS grants. Their paper “2019 COVID-19 Pandemic: Built Environment Considerations to Reduce Transmission” had over 100K views and has been cited 95 times.

- Strategic Communication students win top honors in national Page Case Study Competition two years in a row
- Library and Learning Commons provides ongoing support for Scholar's Bank
- Numerous sports Product Design students won international design and research awards
- Oregon Executive MBA created Ducks Disrupt Healthcare Bootcamp
- Sports Product Design hosted "Mighty Oregon: Designing for Sport"
- Architecture students won Clinton Global Initiative and Architecture Foundation of Oregon awards
- Portland and Eugene architecture students organized the HOPES X ecological design annual conference
- Law students with the Green Business Initiative organized West Coast leaders for annual sustainability conference
- Labor Education and Research Center published research that spurred the first-ever statewide fair scheduling law
- Research examining COVID-19's impact on essential workers performed by the Labor Education and Research Center

04

University — Community

Strategy

- Raise UO Portland's participation and visibility with local community/business
 - Strengthen connections with local colleges and universities
 - Increase public engagement
 - Feature UO president and faculty research initiatives
-
- Hundreds of community events hosted by our programs during the period of this report
 - Historic Preservation Albina Project awarded funding as part of UO's PNW Just Futures Institute for Racial and Climate Justice
 - Architecture program hosts Design for Spatial Justice studios focusing on equitable urban development
 - Agora Journalism Center helped journalists rethink their relationship with communities and hosted the "Doer's Gathering" focused on homelessness in Portland



Wings: UO Presidential Speaker Series

University of Oregon President Michael Schill has hosted a series of inspiring and intimate evening of discussion, research and inquiry. This speaker series focuses on the extraordinary people connected to the UO who have ideas that take flight to improve our community and advance society.

- Multimedia Journalism students collaborated with community members
- Strategic Communication students won top honors in national Page Case Study Competition two years in a row
- Worked with Old Town Community Association, Portland Business Alliance, Greater Portland Inc, and various non-profit & professional organizations
- Deepened connections with OHSU, OSU, PSU, Oregon College of Oriental Medicine, Pacific Northwest College of Art, OMSI
- Energy Studies in Building Laboratory received Portland Clean Energy Fund award
- Prevention Science Institute provided free evidence-based mental health services to nearly 700 families in the metro area
- Partnered with Multnomah County Library to promote membership
- Sports Product Design Sneaker Science was part of OMSI maker fair



University of Oregon



05 Portland — The World

- Institute for Health in the Built Environment established an international reputation
- Workshops developed for international students
- Hosted Portland Urban Architecture Research Lab, 10th Anniversary conference
- College of Arts and Science hosted International Hispanic Cinema conference sessions
- Sports Product Management and Sports Product Design programs are a draw for international students
- Hosted a new series of “Advanced Design Workshops” with innovative architectural practitioners from around the world

- Strategy** • Establish research-based programs, institutes or centers of excellence
- Strengthen partnership with Office of International Affairs; recruit international students
 - Host international conferences

- Law faculty convened national experts to tackle issues of democracy, dispute resolution, and climate change
- Product Design and Sports Product Design hosted the annual IDSA conference in 2017 and 2018
- Sports Product Design was a data collection site for Size NA (the largest 3D body scanning study in North America)

Urbanism Next

Established in 2016, the Urbanism Next Center studies how emerging transportation technologies impact city form and development. The center has worked with the cities of Portland, Eugene, Gresham, Seattle, Vancouver, BC, San Jose, Detroit, Pittsburgh, Miami-Dade County, and others to help understand how bikeshare, e-scooters, transportation network companies, microtransit,

and autonomous vehicles could impact equitable outcomes for communities, as well as carbon emissions, congestion, and policy frameworks. It created The NEXUS, an online resource and database, hosted four annual conferences and released 19 reports. Urbanism Next received funding from the federal government (NSF, FTA, NCHRP, NITC), local governments, and foundations (Knight Foundation, Bullitt Foundation).

06 EUG — PDX

- Strategy**
- Address challenges in student housing
 - Develop convenient transportation between campuses
 - Ensure UO Portland can connect with Eugene with reliable IT
 - Encourage UO Portland faculty and staff to serve on UO committees

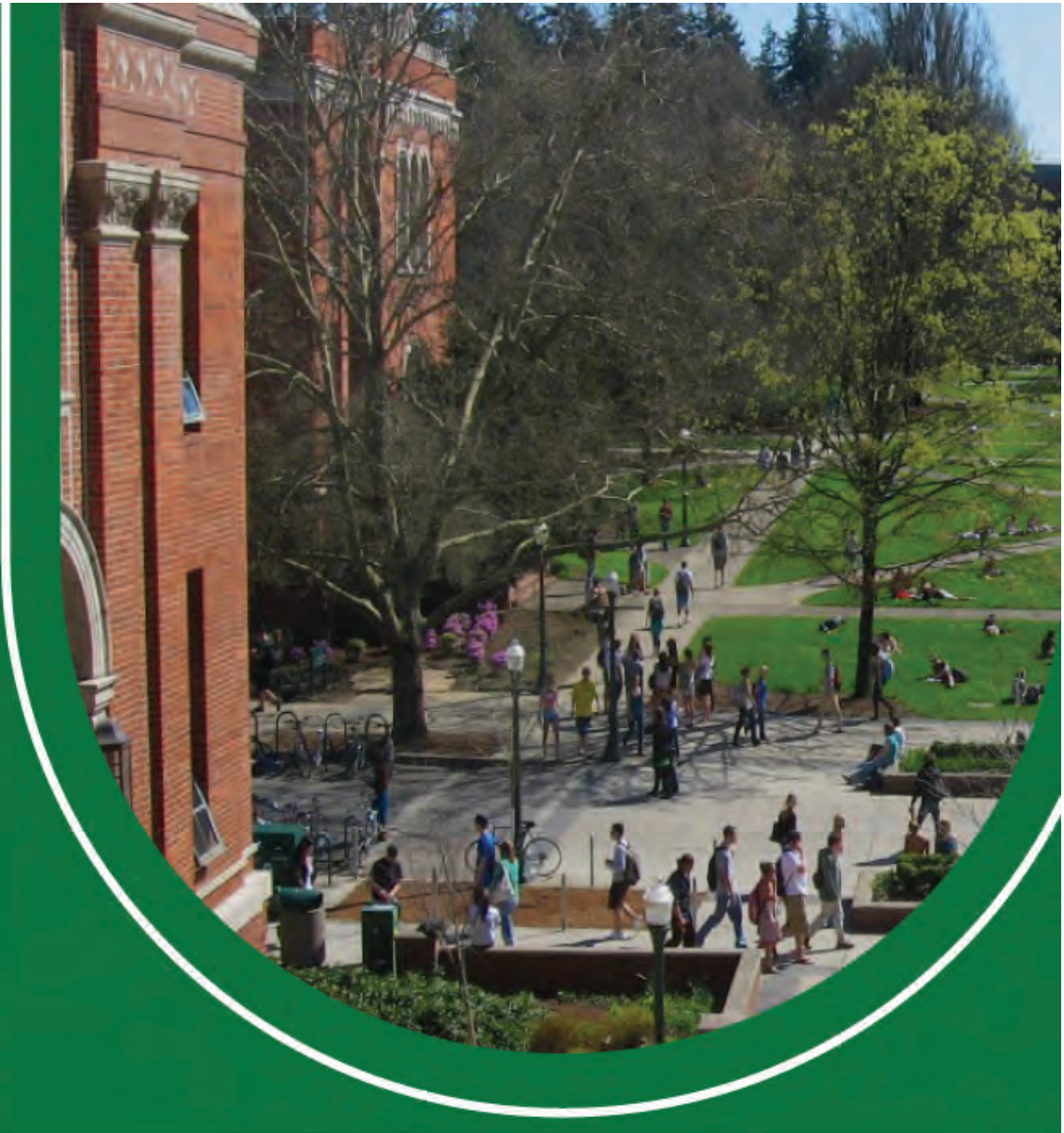
- Developed housing guides for students
- Completed RFI and RFP for a shuttle service between Portland and Eugene
- Worked with IT to ensure better connectivity
- Hosted visits/presentations from multiple campus departments
- Established regular visits with president and provost



- Increased participation by PDX faculty and staff on university committees, in leadership training, and on the Faculty Senate
- Explored potential of renting short term stay apartments for faculty/staff
- Law increased distance learning offerings for Eugene and Portland students even pre-pandemic

Connecting Online

A silver lining of COVID has been that UO Portland is easily connected with the Eugene campus. This has facilitated meetings, participation in faculty, staff and student events, and teaching across campuses. It is our hope that these new remote communication skills will promote more cross-campus connectivity even when it is not mandated by a pandemic.





pdx.uoregon.edu

Designed by Stacy Yurishcheva, Strategic Communication graduate student

University Advancement

Portland Initiatives Update

PDX Alumni & Constituents

Alumni	53,678	UOAA Members	5,384
Non alumni	66,502		
Grand Total	120,180		

Donations FY20



Donors FY20

6,432


+includes gifts & memberships made by people (any giving made via foundations, corporations or other non-human organizations not included)

The Portland Initiative



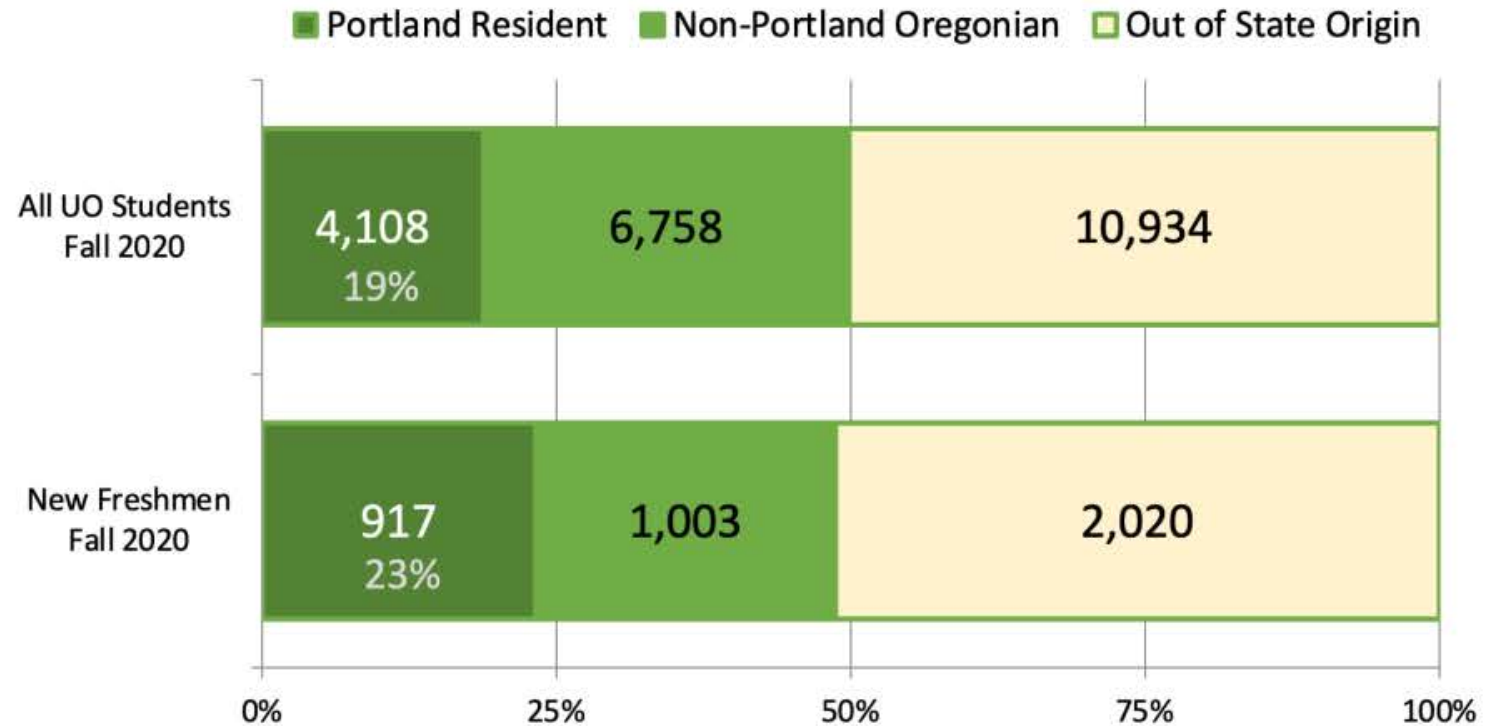
Establishing UO Advancement as a Force in the Region

Four Imperatives:

- Improve quality of constituent data and research
 - Increase contemporary awareness of UO within our constituencies
 - Increase constituent engagement and revenue
 - Identify & mobilize next generation of volunteer leaders
- 

PORTLAND AS A SHARE OF UO POPULATION

STUDENTS WITH A PORTLAND
ORIGIN MAKE UP ABOUT
1 IN 5 OF OUR STUDENT BODY.



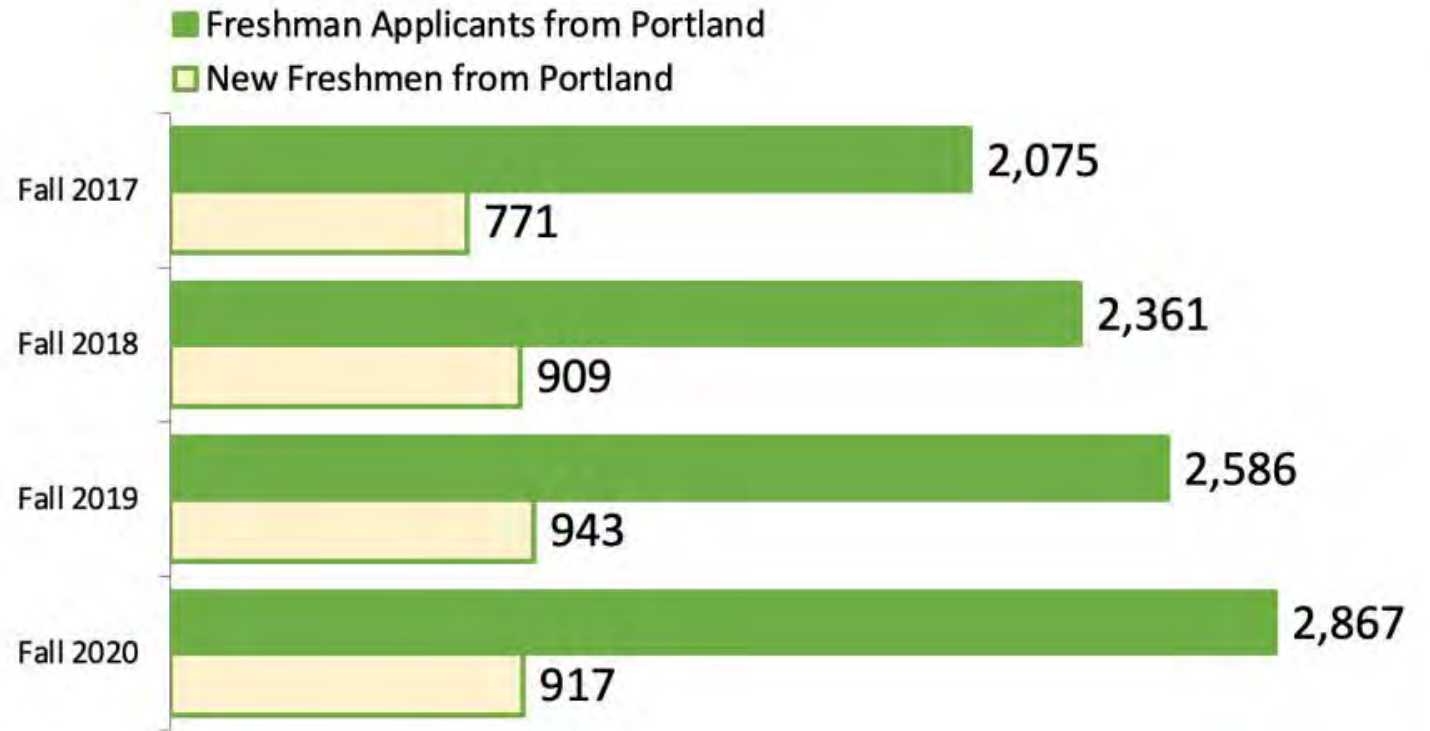
SOURCE: FALL FOURTH WEEK DATASETS (FWKGSTUD). DATA REFLECTS GEOGRAPHIC ORIGIN WHICH IS DIFFERENT THAN OREGON RESIDENCY. PORTLAND ORIGIN IS AN ORIGIN OF COLUMBIA, MULTNOMAH, OR WASHINGTON COUNTIES. UO SSEM RESEARCH AND ASSESSMENT, 4/5/2021



PORTLAND FRESHMAN FUNNEL

FALL 2017 TO FALL 2020

We have been increasing the number of applicants from Portland, with a recent record of 2,867 freshman applicants in fall 2020.



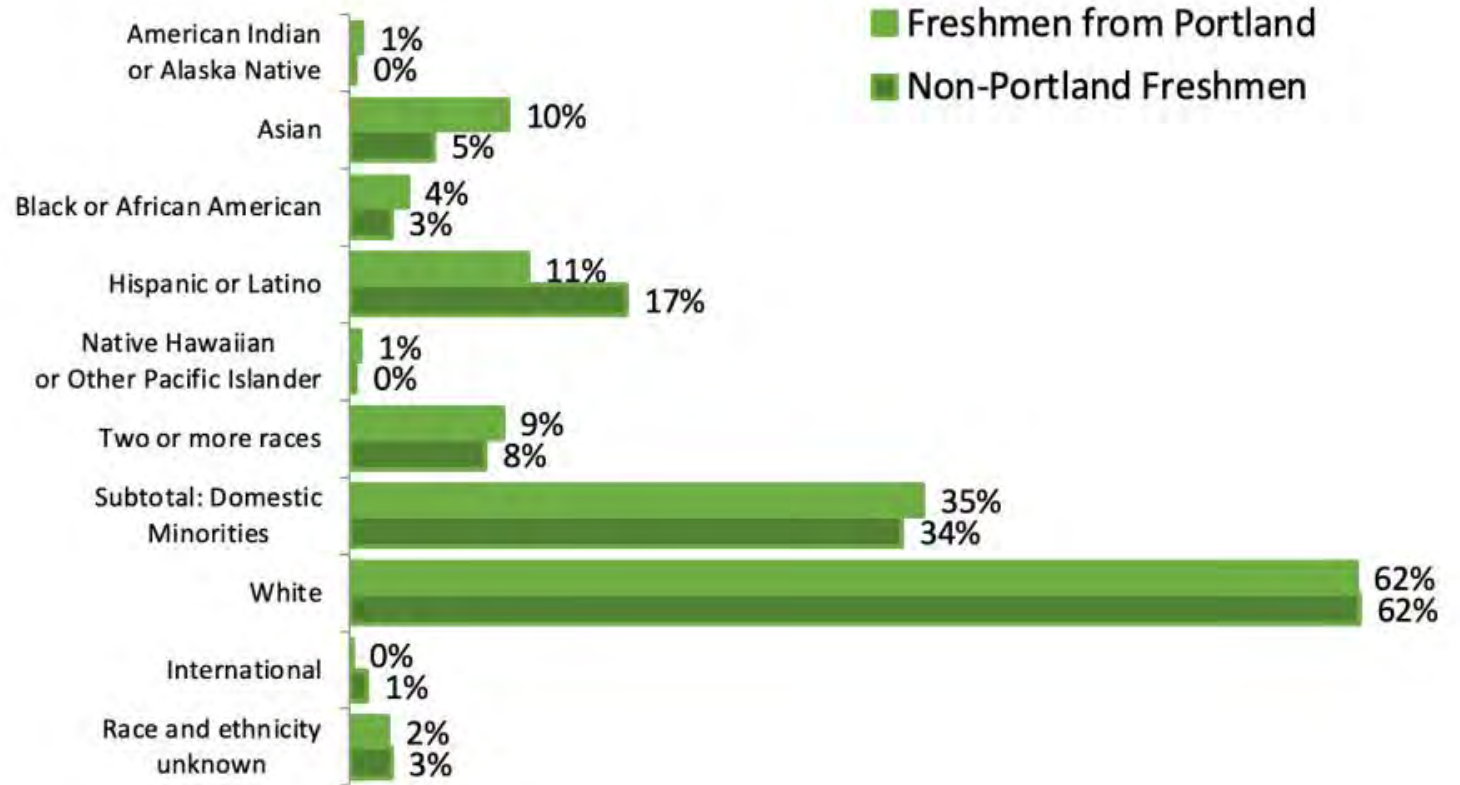
SOURCE: FALL FOURTH WEEK DATASET (SSEMRA APPLICANT EXTRACT). PORTLAND ORIGIN IS A GEOGRAPHIC ORIGIN OF COLUMBIA, MULTNOMAH, OR WASHINGTON COUNTIES. UO SSEM RESEARCH AND ASSESSMENT, 4/5/2021



PORTLAND RACIAL/ ETHNIC DIVERSITY

NEW FALL 2020 FRESHMEN BY PORTLAND/NON-PORTLAND ORIGIN

While overall domestic minority rates are similar, Portland freshmen have higher Asian and lower Hispanic representation than other new freshmen.

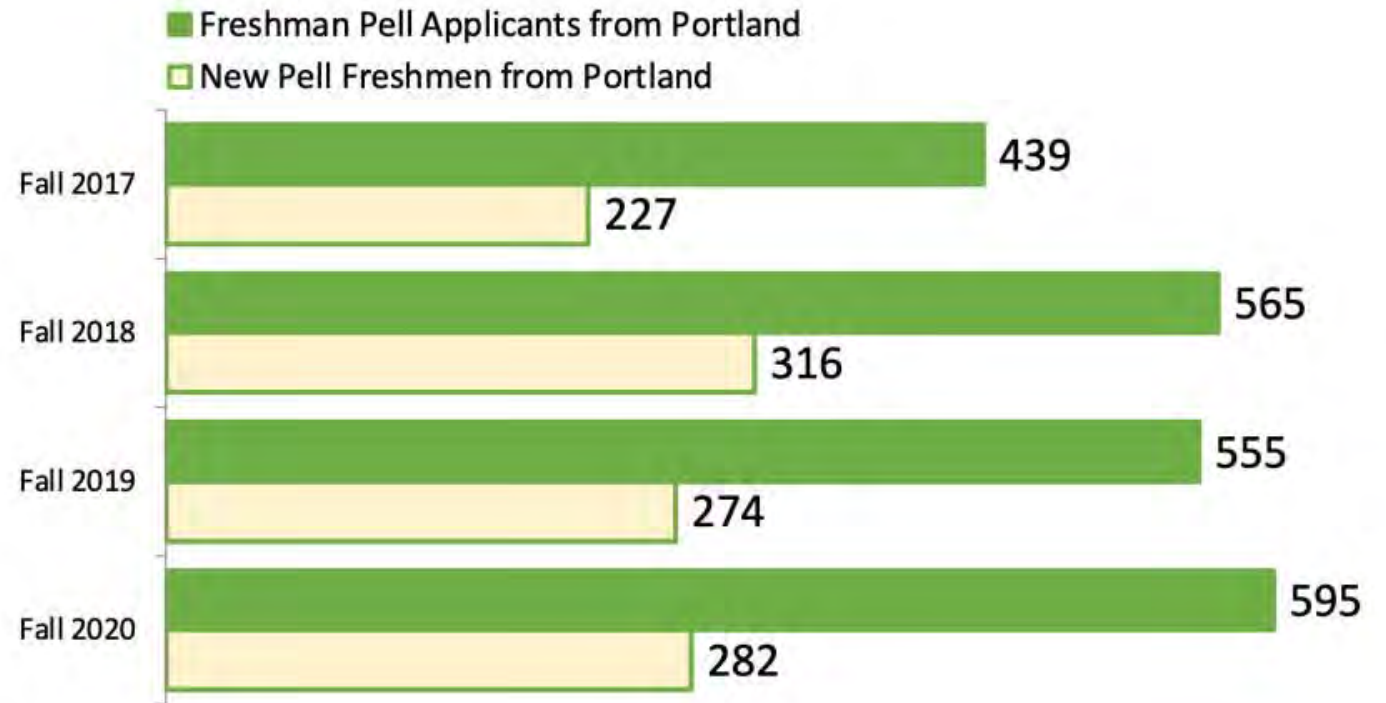


SOURCE: FALL FOURTH WEEK DATASET (SSEMRA APPLICANT EXTRACT). PORTLAND ORIGIN IS A GEOGRAPHIC ORIGIN OF COLUMBIA, MULTNOMAH, OR WASHINGTON COUNTIES. UO SSEM RESEARCH AND ASSESSMENT, 4/5/2021

PORTLAND PELL ELIGIBLE FRESHMEN

FALL 2017 TO FALL 2020

Of the 959 Pell-eligible freshmen enrolling in fall 2020, 29% (282) are from Portland.

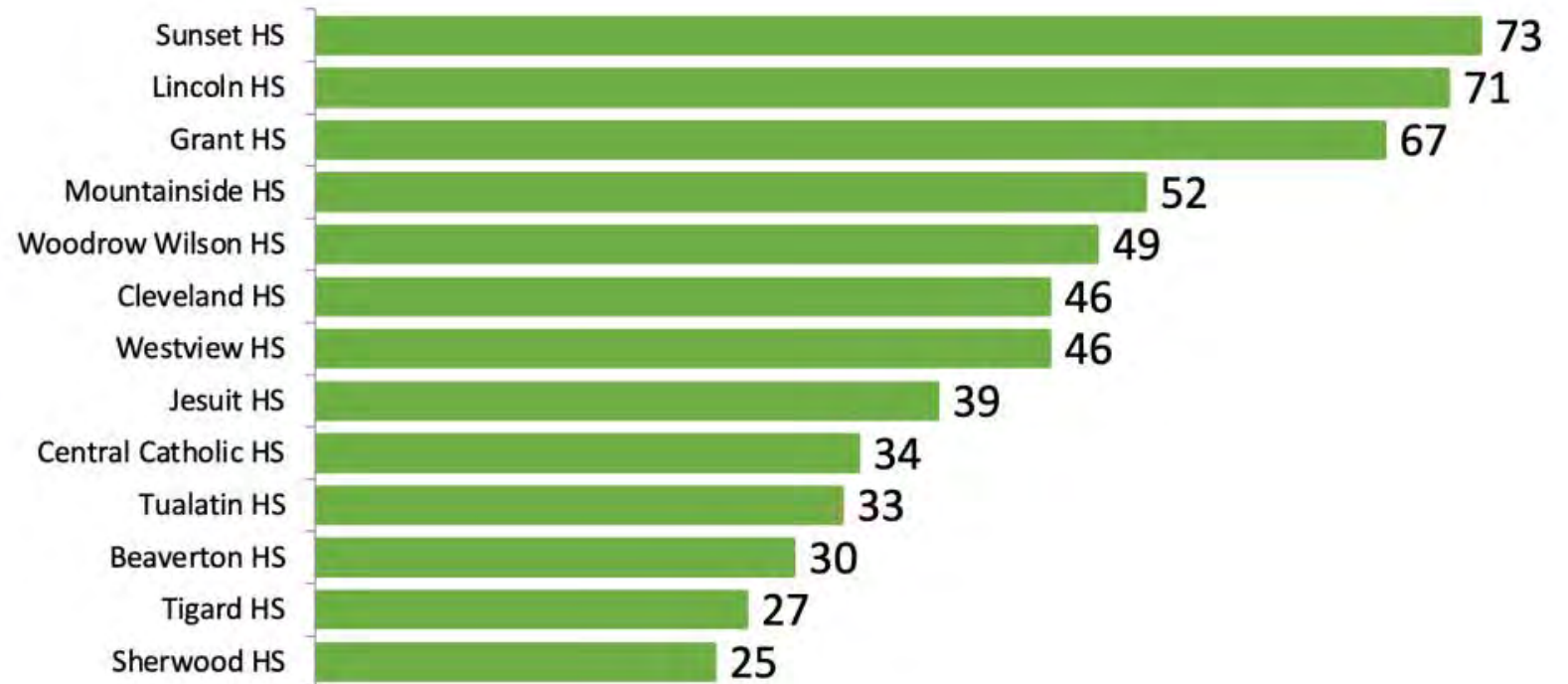


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PORTLAND FEEDER HIGH SCHOOLS

NUMBER OF NEW ENTERING
FRESHMEN: FALL 2020



SOURCE: FALL FOURTH WEEK DATASET (SSEMRA APPLICANT EXTRACT). STUDENTS FROM PORTLAND ORIGIN. PORTLAND ORIGIN IS A GEOGRAPHIC ORIGIN OF COLUMBIA, MULTNOMAH, OR WASHINGTON COUNTIES. UO SSEM RESEARCH AND ASSESSMENT, 4/5/2021



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Agenda Item #10

Office of Investigations & Civil Rights Compliance (OICRC)

The Office of Investigations and Civil Rights Compliance (OICRC), formerly known as the Office of Affirmative Action and Equal Opportunity and the Office of the Title IX Coordinator, is a space where students, faculty, and staff can discuss and report issues, concerns, and conflicts concerning discrimination and harassment. This can include sex or gender-based harassment, stalking, bullying, or violence. The OICRC supports campus community members by promoting a learning and working environment free of discrimination and harassment; investigating, addressing, and resolving reports and complaints of discrimination and harassment; and explaining university policies and procedures regarding discrimination, harassment, retaliation, and equal opportunity.

Nicole Commissiong became associate vice president and director of the OICRC on October 1, following work as the assistant dean for student affairs at the School of Law. A brief bio is attached following this summary.

Also included in this packet is a copy of a UO Policy proposal and associated concept form. This policy is not before the Board for approval, but is provided for information and as context for Nicole's discussion with trustees. The policy relates to prohibited discrimination and retaliation, and is the culmination of a good deal of consultation and work to both consolidate many disparate policies and update language to align with current law and best practice. The concept is currently posted for public comment and is anticipated to receive final approval by the president before the end of this academic year.

One section of this policy relates to **mandatory reporting obligations for certain members of the UO community, including trustees**. In the proposed concept, this is section VI.2. (Under existing policy (until the new concept is enacted), that designated reporter information can be found in Section II.D. of the Student Sexual and Gender-Based Harassment and Violence Complaint and Response Policy.) Nicole will review these obligations with trustees.

NICOLE COMMISSIONG, JD

Associate Vice President, Chief Civil Rights Officer and Title IX Coordinator

Nicole Commissiong is the associate vice president, chief civil rights officer and Title IX coordinator for the University of Oregon. As the Title IX coordinator, Nicole is responsible for coordinating the university's efforts to prevent and respond to sexual assault in compliance with Title IX. She oversees all programs and processes that may involve gender or sex equity issues, including sexual assault prevention programs; crisis and risk management responses; pay disparity issues; communication between the UO and law enforcement, the district attorney's office, the city, Eugene Police Department, the University of Oregon Police Department, and Sexual Assault Support Services; and all other related investigators and investigations. Prior to her current role, Commissiong served for over a decade as assistant dean for student affairs at UO School of Law and served as a deputy Title IX coordinator. In this role, Commissiong helped to shape student and faculty facing policy. She is an alumna of the University of Oregon, graduating with BAs in journalism and history in 1997, and a JD in 2001.



POLICY CONCEPT FORM

Name and UO Title/Affiliation:	Nicole Commissiong, AVP, Office of Investigations and Civil Rights Compliance
Policy Title & # (if applicable):	Discrimination Complaint and Response (V.11.02)- Revision Others – Repeal upon consolidation (see below)
Submitted on Behalf Of:	Human Resources and Office of Investigations and Civil Rights Compliance
Responsible Executive Officer:	Jamie Moffitt, VP for Finance and Administration/CFO

SELECT ONE: New Policy Revision Repeal

Click the box to select

HAS THE OFFICE OF GENERAL COUNSEL REVIEWED THIS CONCEPT: Yes No

If yes, which attorney(s): Jeslyn Everitt, Associate General Counsel

GENERAL SUBJECT MATTER

Include the policy name and number of any existing policies associated with this concept.

Defines “Discriminatory Misconduct” including prohibited discrimination, harassment and retaliation; discussing reporting obligations and the investigation process

RELATED STATUTES, REGULATIONS, POLICIES, ETC.

List known statutes, regulations, policies (including unit level policies), or similar related to or impacted by the concept. Include hyperlinks where possible, excerpts when practical (e.g. a short statute), or attachments if necessary. Examples: statute that negates the need for or requires updates to an existing policy; unit level policy(ies) proposed for University-wide enactment; or existing policies used in a new, merged and updated policy.

Related Policies

[Student Conduct Code](#)

[Sexual Misconduct Standard Operating Procedures](#)

[Employee Formal Process](#)

[Conflict of Interest Policy and Abuses of Power Policy](#)

[Faculty Records Policy](#)

[Student Records Privacy Policy](#)

[Grievance Procedures](#)

[Academic Freedom](#)

[Freedom of Inquiry and Free Speech](#)

[Community Standards Affirmation](#)

[Proscribed Conduct Policy](#)

[Unions – Collective Bargaining Agreements](#)

Related Statutes

Title VII of the Civil Rights Act of 1964
Civil Rights Act of 1991
Title IX of Education Amendments 1972
Age Discrimination in Employment Act of 1967
Pregnancy Discrimination Act of 1978
Rehabilitation Act Section 503 & 504
American with Disabilities Act (ADA)
Uniformed Services Employment and Reemployment Rights Act (USERRA)
Vietnam Era Veterans Readjustment Assistance Act (VEVRAA)
Immigration Reform and Control Act
Clery Act
Equal Pay Act of 1963
Executive Order 11246
Family Educational Rights and Privacy Act of 1974 (FERPA)
Immigration and Nationality Act
Oregon Revised Statute 659A – state law discrimination
Oregon Equal Pay Act, as amended
OAR 839-010-0000 – whistleblowing disclosures by employees
State laws regarding child abuse reporting

STATEMENT OF NEED

What does this concept accomplish and why is it necessary?

This policy revision accomplishes the following:

1. Consolidates the following policies into a single policy. (I.e., Policy V.11.02 would be revised and the others would be repealed.) Several of these policies dated back to the Oregon University System, and either were outdated or contained information that was better suited to procedures rather than policies.
 - Discrimination Complaint Response Policy, <https://policies.uoregon.edu/vol-5-human-resources/ch-11-human-resources-other/discrimination-complaint-and-response>
 - Student Sexual and Gender-based Harassment Policy, <https://policies.uoregon.edu/vol-5-human-resources/ch-11-human-resources-other/student-sexual-and-gender-based-harassment-and>
 - Sexual Harassment Policy, <https://policies.uoregon.edu/content/sexual-harassment>
 - Sexual Misconduct Policy, <https://policies.uoregon.edu/content/sexual-misconduct>
 - Employment Discrimination Policy, <https://policies.uoregon.edu/employment-discrimination>
2. Responds to recent audit on Non-Retaliation Processes, including recommendations that UO create an overarching policy on retaliation and that the University make necessary updates to the Sexual Harassment policy to reflect recent changes to both state and federal sexual harassment laws.

3. Creates consistent reporting obligations. During trainings, stakeholders were often confused by the reporting standards in prior policies. For example, the Discrimination Complaint and Response policy had a single reporting requirement for all forms of prohibited discrimination other than student gender-based discrimination. The Student Sexual and Gender-based Harassment Policy imposed different requirements on different employees with respect to gender-based harassment involving students. The net effect was that employees had different reporting obligations depending on whether the complainant was a student or employee, and different reporting obligations for student sex-based harassment as compared to other forms of harassment. This new policy eliminates this complexity and confusion by creating a single reporting structure that applies equally and evenly to all forms of discriminatory misconduct, and to reports from both students and employees.
4. Incorporates new laws, including:
 - Title IX rulemaking, effective August 2020. In particular, this new policy utilizes the definitions of sexual harassment, stalking, dating violence, and domestic violence from the Title IX/VAWA definitions. This ensures ease of reporting since our policy definitions align with the definitions we report for Clery purposes and that are subject to the Title IX rulemaking.
 - ORS 350.253, effective 2020. Requires a specific definition of sexual harassment.
 - Workplace Fairness Act (SB 726 and 429), effective 2020. Requires provisions around non-disparagement and statute of limitations.
5. Updates definitions, including:
 - Created a single source for definitions of discriminatory misconduct. This policy consolidates existing definitions. Once this policy is adopted, the definitions of discriminatory misconduct in the Student Code of Conduct will be removed and the Code will instead incorporate by reference the definitions in this policy.
 - Added definition of sexual assault, not previously in the policy.
 - Added definition of incapacitation, not previously in the policy.
6. Eliminates inconsistencies and creates a more concise and understandable policy, moving extraneous information to the procedures, consistent with UO's approach to other policies.

AFFECTED PARTIES

Who is impacted by this change, and how?

All students, employees, and campus community members, in that reporting obligations as well as the definitions of prohibited misconduct are being changed.

CONSULTED STAKEHOLDERS

Which offices/departments have reviewed your concept and are they confirmed as supportive? (Please do not provide a list of every individual consulted. Remain focused on stakeholders (e.g. ASUO, Office of the Provost, Registrar, Title IX Coordinator, etc.).)

All unions were invited to participate in the workgroup. The workgroup also included two ASUO representatives, and representatives from University Senate, Student Conduct, Student Life, Office of General Counsel, Human Resources, and Office of Investigations and Civil Rights Compliance, and the OA Council.

The President's leadership team was also consulted including the provost and vice presidents for Diversity, Equity and Inclusion, Advancement, Communications, Student Life, Finance and Administration, Research, Athletics and Student Services and Enrollment Management, and the Chief Human Resources Officer.

For additional student perspectives, the following were consulted: ASUO, Dean of Students (Kris Winters), Domestic Violence Clinic (Kasia Mylnski), Legal Advocate for Respondents (Andrew Coit), Crisis Intervention and Sexual Violence Support Services Program (Jessica Haymaker), Undergraduate Excellence and Student Success (Kimberly Johnson), and University Counseling Services (Shelly Kerr).

For additional employee perspectives, the following were consulted: Internal Audit (Leah Ladley), University Senate (Elliot Berkman), affinity groups, past members of the Committee on Sexual and Gender-Based Violence, all deputy Title IX coordinators, and the Conduct Committee.

Reason for Policy

This policy outlines the university’s non-discrimination stance; provides definitions for prohibited discrimination, harassment (including sexual harassment) and retaliation; outlines reporting options and obligations; and describes the investigation process. Formal grievance procedures are set forth in applicable collective bargaining agreements and the university’s grievance policy.

Entities Affected by this Policy

This Policy applies to all students, staff, faculty, university partners, and other individuals participating in or seeking to participate in, or benefit from, the university’s programs or activities, whether on or off campus, including education and employment.

Web Site Address for this Policy

[Provided by Office of the University Secretary after policy is posted online]

Responsible Office

For questions about this policy, please contact the Office of Investigations and Civil Rights Compliance at (541) 346-3123 or icrcinfo@uoregon.edu.

Enactment & Revision History

[To be completed upon enactment]

Policy

I. Policy Statement

The university is committed to equal access to programs and activities, admission, course offerings, facilities, and employment for all of its: (1) students, (2) employees, and (3) university community members. It is the policy of the university to maintain an environment free of discrimination against any person because of their real or perceived “protected characteristic” including race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy (including pregnancy-related conditions), age, physical or mental disability, genetic information (including family medical history), ancestry, familial status, citizenship, service in the uniformed services (as defined in federal and state law), veteran status, expunged juvenile record, and/or the use of leave protected by state or federal law.

Discrimination or harassment based on one or more of these protected characteristics violates the dignity of individuals, impedes the realization of the university's educational mission, and will not be tolerated.

It is the responsibility of every member of the university community to foster an environment free from discrimination, harassment, and retaliation. All students, employees, and other members of the university community are strongly encouraged to take reasonable and prudent actions to prevent or stop acts of discrimination, harassment, or retaliation. This may include directly intervening when safe to do so, enlisting the assistance of others, contacting law enforcement, or seeking assistance from a person in authority.

This Policy uses the term "respondent" to refer to the person alleged to have violated the policy; the term "complainant" to refer to the person who was subject to the respondent's alleged misconduct; and "Chief Civil Rights Officer" to refer to the university's Chief Civil Rights Officer & Title IX Coordinator.

II. Policy Jurisdiction

This Policy applies to all students, staff, faculty, university partners, and other individuals participating in or seeking to participate in, or benefit from, the university's programs or activities, whether on or off campus, including education and employment.

For claims against students and student organizations, jurisdiction is defined by the Student Conduct Code.

For claims against employees, this Policy applies to conduct that: (1) occurs on campus or property owned or controlled by the university (university property), (2) occurs in the context of a university employment or educational program or activity, (3) uses university resources, such as workplace telephones, video conferencing technology, e-mail, or other means of electronic communication, or (4) has continuing adverse effects on or creates a hostile environment for members of the university community. The university will follow applicable collective bargaining agreements, policies and procedures in determining whether corrective action can be imposed for behavior that occurs "off duty."

For claims against third parties, such as contractors, visitors, alumni, and guests, the university will determine the appropriate manner of resolution, which may include without limitation referral to local law enforcement or to the school or employer of the third-party respondent, and/or restriction from access to campus or university programs or activities. The university's ability to take disciplinary action against a third-party respondent is limited and will be determined by the nature of the misconduct and the university's relationship to the third-party respondent.

III. Definitions of Discriminatory Misconduct

1. Discriminatory Misconduct

The university prohibits Discriminatory Misconduct, which is defined to include the following:

- a) **Discrimination:** An adverse action taken against an individual or group on the basis of that individual's or group's protected characteristic(s). Discrimination takes two forms: disparate treatment and disparate impact. Disparate treatment occurs when the adverse action is motivated in whole or in part by the protected characteristic. Disparate impact occurs when a policy, requirement, or regularized practice, although neutral on its face, adversely impacts persons in a protected class. An adverse action includes actions that significantly change the terms and conditions of employment, or actions that have a significant detrimental impact on a student's education.
- b) **Harassment:** Unwelcome verbal or physical conduct based on a protected characteristic that is sufficiently severe or pervasive that it substantially interferes with an individual's employment, education or access to university programs, activities or opportunities, and would have such an effect on a reasonable person who is similarly situated. Harassment may include, but is not limited to, verbal or physical attacks, graphic or written statements, threats, or slurs. Whether the alleged conduct constitutes Harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved.
- c) **Sexual Harassment:** A specific form of Harassment involving unwelcome conduct of a sexual nature (such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature) when:
- 1) Submission to such advances, requests, or conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic experience, or participation in any university program or activity (*quid pro quo*);
 - 2) The conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance or it has created an intimidating, hostile or offensive environment and would have such an effect on a similarly-situated reasonable person.
- d) **Sexual Misconduct:** Having or attempting to have sexual contact with another individual without affirmative consent. "Sexual contact" includes:
- 1) Non-consensual penetration: Penetration by a person upon another person without affirmative consent. Penetration includes any vaginal or anal penetration by a penis, object, tongue, or finger, as well as any mouth-to-genital contact, no matter how slight the penetration or contact.
 - 2) Non-consensual sexual contact: Sexual contact, including without limitation kissing, touching intimate body parts, and fondling, without first obtaining affirmative consent to the specific activity. The term intimate body parts includes, but is not limited to, breasts, buttocks, groin, genitals, or other body parts that under the circumstances a reasonable person would know that the other person regards to be an intimate body part. Non-consensual touching may include touching directly or through clothing, and also includes intentionally causing a person to touch an intimate part of another person,

or intentionally causing a person to touch their own intimate part. Touching also includes contact made with bodily fluids.

For the purposes of this definition, “affirmative consent” is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, gender expression, or any other protected characteristic.

The following principles apply to the above definition of affirmative consent:

- Affirmative consent cannot be obtained through physical force, threats, or coercion.
 - Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time.
 - Consent to any sexual act or prior consensual sexual activity does not necessarily constitute consent to any other sexual act.
 - An individual cannot provide affirmative consent if they are below the legal age of 18, unless otherwise permitted by law.
 - An individual cannot provide affirmative consent if they are incapacitated. A person is incapacitated when they lack the ability to choose knowingly to participate in sexual activity, for example when they are unconscious, asleep, involuntarily restrained, physically helpless, or otherwise unable to provide consent. When alcohol or other drugs are involved, incapacitation is a state of drunkenness, intoxication or impairment that is so severe that it interferes with a person’s capacity to make informed and knowing decisions.
 - It is the responsibility of each individual involved to ensure they have the affirmative consent of the other(s) to engage in each act of sexual activity. In determining the presence of affirmative consent, the university will analyze whether the communication (through words and/or actions) would be interpreted by a reasonable person under similar circumstances as a willingness to engage in a particular sexual act and if so, whether incapacitation, force, and/or compulsion were used to obtain that consent.
- e) **Stalking:** Occurs when an individual engages in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for the person’s own safety or the safety of others, or (b) suffer substantial emotional distress. “Course of conduct” means two or more instances, including but not limited to unwelcome acts in which an individual directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about an individual, or interferes with an individual’s property. “Substantial emotional distress” means significant mental suffering or anguish. Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used.

- f) **Dating Violence:** Any act of violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship. For the purpose of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of Domestic Violence.

- g) **Domestic Violence:** Any act of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws in the state of Oregon.

- h) **Sexual Exploitation:** Taking sexual advantage of another for one's benefit, or to benefit or advantage anyone other than the one being exploited, by: (a) viewing, possessing, producing, or distributing child pornography; (b) non-consensual recording, disseminating, or copying of images, photography, video, or audio recording of sexual activity or nudity conducted in a private space; or (c) purposefully exposing another individual to a sexually transmitted infection, or sexually transmitted disease, without their knowledge.

- i) **Retaliation:** An adverse action against an individual taken because the individual engaged in a protected activity. Adverse action means any action that is reasonably likely to deter a person from engaging in a protected activity. "Adverse action" does not include petty slights or trivial annoyances. "Protected activity" includes (a) reporting (whether internally or externally) or inquiring, in good faith, about suspected wrongful or unlawful activity; (b) assisting others in making such a report; (c) participating in an investigation or proceeding related to suspected wrongful or unlawful activity; or (d) participating in the university's reasonable accommodation processes.

2. Supervisor

For purposes of this Policy, a "Supervisor" is someone who has the power to take tangible employment actions against an employee, i.e., to effect a significant change of employment status, such as hiring, firing, failing to promote, reassignment with significantly different responsibilities, or a decision causing a significant change in benefits. A person whose job title contains the word supervisor is not necessarily a Supervisor for purposes of this Policy. The term "Supervisor" does not include persons who supervise exclusively graduate employees and/or student employees.

IV. Academic Freedom and Free Speech

In all its actions, the university will respect the rights of freedom of expression and academic freedom, as set forth in law, university policies and applicable bargaining agreements.

V. Options for Reporting

This section discusses options for reporting Discriminatory Misconduct subject to this Policy.

1. Filing a Report

The university encourages all students, employees, and other members of the university community who believe they have experienced misconduct under this Policy to report the incident immediately to the university. Reports may be submitted to the university's Chief Civil Rights Officer and Manager of Investigations via a web form or by phone or email. Please see related resources at the end of this Policy for contact/submission information. Reports may be submitted anonymously.

Identifying witnesses and providing as many details as possible in a report increases the university's ability to respond and/or take corrective action.

2. Time Frame for Reporting

Individuals are encouraged to report Discriminatory Misconduct as soon as possible in order to maximize the university's ability to respond promptly and effectively. Although the university does not limit the timeframe for reporting, the passage of time may impact or limit the university's jurisdiction, the ability to impose discipline, and/or the ability to gather relevant evidence that may be lost due to the passage of time.

3. Reporting to Law Enforcement

A reporting party has the right to report, or decline to report, potential criminal conduct to law enforcement. Upon request, the university will assist a reporting party in contacting law enforcement at any time. Under limited circumstances where there is a threat to the health or safety of any university community member, the university may independently notify law enforcement. An individual may make a report to the university, to law enforcement, to neither, or to both.

The university's resolution process and law enforcement investigations may be pursued simultaneously but will operate independently of one another. The university will, when appropriate, coordinate information with law enforcement if law enforcement is notified. The university, upon request, may also temporarily pause its investigation to allow preliminary fact-gathering by law enforcement. Under Oregon law, there are different time limits for prosecuting different crimes, and charges must be filed within the applicable statute of limitations for a given crime.

4. Confidential Resources

The university also offers a number of confidential resources for individuals who are unsure whether to report misconduct or who seek counseling or other emotional support in addition to, or without, making a report to the university.

VI. Expectations of Employees When Notified of Discriminatory Misconduct

As a caring community, and to promote a compassionate campus community, the university expects all employees to do the following when responding to disclosures of Discriminatory Misconduct under this Policy:

- Listen to what the person wants to tell you before providing supportive resources, referrals, and information, including those resources listed at the end of this Policy;
- Inform the person of reporting options, including the option to report to the Office of Investigations and Civil Rights Compliance;
- Be sensitive to the needs of the person who allegedly experienced the conduct, without being judgmental, dismissive, condescending, discriminatory, or retaliatory; and
- At the outset of the conversation, if the person making the disclosure appears under 18, ask them if they are 18 years of age or older. If they are under 18, explain that all employees, except for confidential employees engaging in privileged communications, are required to report all disclosures of “abuse” as defined by state law (see ORS § 419B.005), including physical or sexual abuse, sexual exploitation, or a current threat of physical or sexual abuse of a minor, to the Department of Human Services or a law enforcement agency.

In addition to these general expectations, all employees are designated as either Confidential Employees, Designated Reporters, or Assisting Employees and have the additional obligations set forth below.

1. Confidential Employees

The university has identified certain employee positions as Confidential Employees. Confidential Employees will not share information disclosed to them with others without the express permission of the person making the disclosure or as required or permitted by applicable law or professional codes of ethics (such as cases involving imminent risk of serious harm).

The following employees are Confidential Employees under this Policy, when acting in their confidential, professional role:

- All health care and mental health professionals working at the University of Oregon, including without limitation employees at University Health Services;
- Crisis Intervention and Sexual Violence Support Services staff;
- The University’s Ombudsperson and program staff (Note: The Ombudsperson does not have a legal privilege of confidentiality, but under their professional code of ethics the Ombudsperson must take steps to avoid, whenever possible, disclosure of confidential records and information);

- Employee and contract attorneys representing students in Student Conduct processes;
- Other employees who have a professional commitment and/or legal privilege that may enable them to oppose successfully an application for a court order seeking disclosure of communications.

2. Designated Reporters

The university has identified certain employee positions as Designated Reporters. When Designated Reporters become aware of an alleged incident of Discriminatory Misconduct under this Policy that involves a student or employee as either the complainant or respondent, they are always obligated to report information they have to the university's Chief Civil Rights Officer (Title IX Coordinator).

Designated Reporters should be prepared to report the name, date, time, location, and description of the incident to the extent such information is known. They otherwise will maintain an individual's privacy to the greatest extent possible.

Designated Reporters should not investigate any matter themselves. If a Designated Reporter knows that a matter has already been brought to the attention of the appropriate university office or officer, the Designated Reporter does not need to report it but is encouraged to bring new or additional information to the attention of the Chief Civil Rights Officer. Designated Reporters are also not required to share information disclosed during public awareness events (e.g. "Take Back the Night" and town halls) or as part of an Institutional Review Board-approved human subjects research protocol.

List of Designated Reporters:

- All members of the Board of Trustees (including student, faculty, and staff members) and the Board Secretary
- President and vice presidents (including assistant and associate levels)
- Provost and vice provosts (including assistant and associate levels)
- Deans, including assistant, associate, and divisional deans
- Department Heads
- Dean of Students, including dean of student positions within schools or colleges
- Chief Human Resources Officer
- All attorneys in the Office of General Counsel
- Athletic Directors, including assistant, associate, deputy, or other senior-level athletic directors
- All NCAA intercollegiate coaches and directors of operations
 - EXCEPTION: A coach below the level of head coach is only a Designated Reporter when they receive reports from someone other than a student-athlete on their own team.
- Student Conduct Case Managers
- Title IX Coordinator, OICRC investigators, and appeals officers
- Directors, including assistant and associate directors, or similar of:
 - Campus Planning and Facilities Management
 - Housing
 - Residential Life & Educational Initiatives
 - Fraternity and Sorority Life
 - Student Conduct
 - Study Abroad

- Employee & Labor Relations
- Resident Assistants and Orientation Leaders
- Residence Life Professional Staff and
- University of Oregon Police Officers and Campus Security Officers

In addition, all university Supervisors, as well as all Human Resources professionals within departments and colleges, are Designated Reporters when informed of Discriminatory Misconduct by any employee. The Chief Civil Rights Officer may make changes to this list as necessary and following consultation with appropriate stakeholders. Any changes will be posted in the Policy Library, and affected employees will receive appropriate notification and training, including materials designed to provide notice to students. Designated Reporters who fail to report as required by this Policy may be subject to discipline or other appropriate corrective measures.

3. Assisting Employees

Employees, including faculty, who are not Designated Reporters or Confidential Employees, do not have reporting obligations under this Policy. However, they are considered Assisting Employees and are still expected to do the following when responding to disclosures:

- Comply with the expectations for all employees set forth above.
- Provide the person making the disclosure with resources, including confidential resources as listed at the end of this Policy.
- When appropriate in the conversation, inform the person making the disclosure that unless there is a report made to a Designated Reporter or the Office of Investigations and Civil Rights Compliance, it is unlikely that steps can be taken to stop the discrimination or harassment, remedy its effects, or prevent future instances of discrimination and harassment, because no one in a position to do so will know about the underlying behavior. With a report, the university will be obligated to take corrective action.
- Explicitly ask the person making the disclosure if they want to report the incident to the Office of Investigations and Civil Rights Compliance; and then follow the person's wishes in either making a report for them, assisting them in making the report, not reporting, and/or referring them to confidential resources. In general, reports to the Office of Investigations and Civil Right Compliance and/or referrals to other resources should be made while the person is with you, if possible, but in no event later than 24 hours after the person expressed this wish.

In general, Assisting Employees should not share the information disclosed to them unless requested to do so by the person making the disclosure, or unless the information conveyed suggests a threat to the health or safety of any person, or other mandatory reporting obligations are triggered (e.g., under the Clery Act or state or federal law). For situations involving a threat to someone's health or safety, the employee shall ask the person for permission to convey the information to an appropriate office, such as law enforcement, and shall discuss with the person other ways in which the risk can be minimized. If the person refuses to have an appropriate office contacted, and the employee feels there is a threat to someone's health or safety, then the employee may call the appropriate office and disclose the information received. In the instances where the person is under 18 years of age and discloses "abuse,"

the employee shall follow state law. See Miscellaneous Information, “Information on Child Abuse Reporting,” below.

VII. University Response to Reports of Discriminatory Misconduct

The university will take prompt and equitable corrective measures in an attempt to stop, remedy the effects of, and prevent future instances of Discriminatory Misconduct, as defined in this Policy. If the university initiates an investigation, it will be impartial. In responding to incidents of Discriminatory Misconduct, the university will follow state and federal law, university policies, and any applicable collective bargaining agreements. Employees and students may also choose to exercise applicable formal grievances rights. A complaining party’s options will be explained to that person by the Office of Investigations and Civil Rights Compliance, Human Resources, or the Office of Student Conduct and Community Standards, as appropriate.

1. Supportive Measures

Regardless of whether an investigation or other university process is initiated, the university will provide supportive measures as appropriate. In deciding which supportive measures to implement, the university will attempt to mitigate the impact on affected parties, while also balancing the rights of the alleged wrongdoer.

For students, supportive measures may include academic arrangements (such as class withdrawals, incomplete grades and alternative course completion, extension of deadlines), campus escort services, assistance with housing, transportation, and other support services, ombudsperson services, legal advice, confidential support persons, referrals to community agencies, and/or other reasonable measures. Students may also seek confidential resources such as health and counseling services, as well as financial assistance, visa and immigration assistance, and safety planning. All students who have experienced, witnessed, or been accused of Discriminatory Misconduct are entitled to supportive measures.

For employees, supportive measures may include change of employment conditions, leaves of absence, modifications to work schedules, safety planning, information and assistance regarding employee resources, and/or other reasonable measures. Employees may also seek confidential resources such as counseling services through the university’s Employee Assistance Program.

2. Interim Actions

After receiving a report of Discriminatory Misconduct, the university may implement interim action(s) when determined necessary to address a substantial and immediate threat of harm to persons or property or when there are reasonable concerns that an investigation may be compromised. Interim actions will remain in place until lifted or modified by a university official with authority to do so. Interim actions aim to prevent the repetition of prohibited conduct, if occurring, and eliminate opportunities for retaliation against a complainant, the individual who reported, other specified persons, and/or a specific student organization. The specific interim action(s) implemented will vary depending on the circumstances of each report. In some instances, the university may share information regarding such interim measures with a complainant, or other appropriate individuals, on a need-to-know basis, such as

safety planning. Respondents will be provided with the opportunity to raise an objection about the interim action or request that it be made less restrictive. Interim actions for employee respondents may include administrative leave or changing reporting lines.

3. Investigation of Complaints

The Office of Investigations and Civil Rights Compliance is responsible for responding to reports of Discriminatory Misconduct under this Policy. Upon receipt of a report, complainants are offered support resources and the opportunity to meet with an investigator. Following that interview, the investigator determines whether the allegations, if proven true, would constitute a policy violation. If so, a formal complaint is drafted and the respondent is provided notice that an investigation has been initiated, offered support resources, and offered an interview. During the investigation, witnesses for both parties are interviewed, and documents such as emails, text messages, photographs, and other documentary evidence are also considered. Determinations whether or not a violation of this Policy has occurred are based on a preponderance of the evidence standard, and respondents are presumed not responsible until a decision is rendered. Following the decision, parties are afforded applicable appeal or grievance rights. Operative procedures are set forth in the Standard Operating Procedures for student cases and the Employee Formal Process for employee cases.

4. Corrective Action

If the university finds that an employee, student, or university community member has engaged in Discriminatory Misconduct under this Policy, it will take immediate and appropriate corrective action. Students who have engaged in Discriminatory Misconduct may face sanctions up to and including suspension or expulsion. Employees who have engaged in Discriminatory Misconduct may face discipline up to and including termination. Campus community members who violate this Policy may be excluded from campus and may otherwise lose the right to use university property and/or to participate in university-sponsored programs and activities.

5. Bad Faith Complaints

Individuals who make bad-faith complaints may be subject to disciplinary action, student conduct code violations, or other appropriate corrective action. A complaint is made in bad faith when it is intentionally dishonest.

6. Remedial Action

At any time following a report of Discriminatory Misconduct, the Chief Civil Rights Officer and/or Chief Human Resources Officer may review the complaint, investigative report and/or any sanction to determine whether additional remedies for the parties or university community are necessary to restore and preserve equal access to the university's education programs and activities or to maintain a respectful workplace. Examples of such remedies may include the initiation or continuation of supportive measures, facilitated dialogue, and/or training for members of the university community, as well as modifications to academic, employment, or housing conditions or assignments. Remedial, non-

disciplinary action may be taken where the alleged conduct does not constitute a policy violation, but additional incidents or escalation of conduct could give rise to a policy violation.

7. Confidentiality and Privacy

Information received in connection with the reporting, investigation, and resolution of allegations of Discriminatory Misconduct will be treated as private and will not be disclosed except to those individuals whom the university determines are necessary to conduct an appropriate investigation, to provide assistance and resources to parties, to perform other appropriate university functions, or in accordance with applicable law.

VIII. Workplace Fairness

In compliance with the Oregon Workplace Fairness Act, the university is required to notify employees of the following:

- Oregon state law requires that any legal action taken on alleged discriminatory conduct (specifically that prohibited by ORS 659A.030, 659A.082 or 659A.112) commence no later than five years after the occurrence of the violation. Claims against the university are also subject to the notice provisions set forth in ORS 30.275, which typically requires notice to the university within 180 days of the incident.
- The university will not require an employee to enter into any agreement if the purpose or effect of the agreement prevents the employee from disclosing or discussing conduct constituting discrimination, harassment, or sexual assault.
- An employee claiming to be aggrieved by discrimination, harassment, or sexual assault may, however, voluntarily request to enter into a settlement, separation, or severance agreement which contains a nondisclosure, nondisparagement, or no-rehire provision and will have at least seven days to revoke any such agreement.
- Employees are encouraged to document any incidents involving conduct that constitutes prohibited discrimination under state or federal law.

IX. External Complaints

The university encourages all individuals with a pertinent complaint to follow the process in this Policy. However, individuals may always choose to make a discrimination complaint directly to outside agencies or law enforcement, including, but not limited to, the Bureau of Labor and Industries' Civil Rights Division, the Office for Civil Rights of the U.S. Department of Education, the U.S. Equal Employment Opportunity Commission, or the Educational Opportunities Section of the Civil Rights Division of the U.S. Department of Justice.

X. Differential Treatment Required or Allowed by Law

Neither this Policy nor any other university policy shall be interpreted as preventing the university from complying with laws that require preferential treatment – such as Oregon's Veterans Preference laws – or from engaging in constitutional admissions practices designed to achieve diversity goals.

Related Resources

Related Reporting Obligations

- Employees who have been designated as [Campus Security Authorities](#) also have reporting obligations under the Clery Act.
- All University of Oregon employees are [mandatory reporters](#) for child abuse (ORS 419B.010), elder abuse (ORS 124.060), abuse of adults with mental illness or developmental disabilities (ORS 430.765), and abuse of individuals under care in a long-term care facility (ORS 441.640).

Campus Resources (link to table when complete)

Related Policies and Procedures:

[Student Conduct Code](#)

[Sexual Misconduct Standard Operating Procedures](#)

[Employee Formal Process](#)

[Conflicts of Interest and Abuses of Power: Sexual, Physically Intimate, or Romantic Relationships with Students Policy](#)

[Faculty Records Policy](#)

[Student Records Privacy Policy](#)

[Grievance Procedures](#)

[Academic Freedom](#)

[Freedom of Inquiry and Free Speech](#)

[Community Standards Affirmation](#)

[Proscribed Conduct Policy](#)

[Protection of Minors](#)

[Unions – Collective Bargaining Agreements](#)

Miscellaneous Information:

[Information on the Clery Act](#)

[Information on Child Abuse Reporting](#)

[Information on Anonymous Reporting to the UO Police](#)

[Information on Minors on Campus](#)

[Information on Title IX](#)

[Information on Safe Ride Program](#)

[Information on UOPD Safety Escorts](#)

[Information on filing a complaint with the Office for Civil Rights](#)

Agenda Item #11

Student Conduct Code Amendments

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), UO Policy III.01.01. Authority to amend the Code is not delegated and rests only with the Board.

In June 2020, the Board approved a rewrite of the Code, which was the result of an extensive review process. The proposed changes before the Board this spring are based on the University's experience implementing the new Code throughout the academic year. The Office of the Dean of Students received feedback and guidance from a number of stakeholders, including the Office of Investigations and Civil Rights Compliance and the Office of General Counsel. These proposed changes were reviewed by the Student Conduct Advisory Board, which had no opposition.

The effective date of any approved changes would be August 15, 2021, to align said changes with a transition from the current fiscal and academic year to the next.

A redline version articulating all proposed changes is attached to the resolution as Exhibit A; sections or subsections with no proposed changes were redacted (with notations as such) for space management. A summary of changes follows that exhibit.

There is one proposed change (item 12 on the summary/crosswalk) that is dependent on another policy change, which is not yet in effect. Thus, your approval of that particular change would be contingent upon this secondary policy action. Section IV.4 of the Code relates to discriminatory misconduct. The attached proposal deletes the section in its entirety, save for a cross-reference to a university policy on Prohibited Discrimination and Retaliation. That policy is currently working through the policy-making process and it is the culmination of much legwork and stakeholder consultation. (The concept form and draft policy are included in this meeting packet under Agenda Item #10.) The goal is to ensure consistency and alignment across policies, particularly as it relates to definitions. By no longer having policy language in two places, there is reduced risk for confusion or misalignment. Enactment of that policy is anticipated by the end of this academic year, well before the August 15 effective date of the revised Code. As noted, if that policy is not enacted as anticipated, this related Code change would not go into effect.

Board of Trustees of the University of Oregon

Resolution: Adopted of Proposed Changes to the Student Conduct Code

Whereas, the University of Oregon has a Student Conduct Code, UO Policy III.01.01, the primary mission of which is to “set forth the community standards and procedures necessary to maintain and protect an environment conducive to learning”;

Whereas, to be effective, the Student Conduct Code must be easy to navigate and understand, reflect current practices, and align with applicable laws and standards;

Whereas, the current Student Conduct Code requires updates to improve clarity and to ensure consistent alignment with other University policies, particularly those pertaining to prohibited discriminatory conduct;

Whereas, proposed changes, provided in Exhibit A, have been reviewed by key stakeholders, including the Student Conduct Advisory Board, and are now submitted for approval; and,

Whereas, authority to amend the Student Conduct Code rests solely with the Board of Trustees.

Now, therefore, the Board of Trustees of the University of Oregon hereby adopts the changes Student Conduct Code attached hereto as Exhibit A with an effective date of August 15, 2021.

Moved: _____ Seconded: _____

Trustee	Vote	Trustee	Vote
Aaron		Kari	
Ballmer		Lillis	
Bragdon		McIntyre	
Colas		Murray	
Ford		Ralph	
Gonyea		Wilcox	
Hornecker		Wishnia	

Record here if approved by voice vote without dissent: _____

Dated: _____ Recorded: _____

Section I: Introduction

{Section redacted: no proposed changes}

Section II: Definitions

{Definitions 1-8 and 10-14 redacted: no proposed changes}

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.

Section III: Scope, Authority, and Jurisdiction

{Subsections 1-3 redacted: no proposed changes}

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.~~Students whose off-campus behavior has a significant adverse impact on the University community, its members, and/or the pursuit of its mission and educational objectives. The University may also apply the Student Conduct Code to conduct that would have violated the Student Conduct Code if it occurred on University Premises and a) involved violence; or b) involved academic work or any University records, documents, or identifications.~~
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. Any intentional action that helps, or is intended to help, another engage in academic misconduct.

EXHIBIT A

PROPOSED CHANGES

- 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. ~~Making up data 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

{Subsection redacted: no proposed changes}

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

PROPOSED CHANGES

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.
- ~~j-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.
- ~~k-l.~~ Safety hazard: Tampering with firefighting equipment or smoke detectors, causing a false alarm, or endangering the health or safety of ~~or~~ others.
- ~~l-m.~~ Theft: Unauthorized taking or possession of property of another, including goods, services, and other valuables.
- ~~m-n.~~ _____ Threatening behavior: Behavior that constitutes a threat, as defined by the Campus Violence Prevention Policy.
- ~~n-o.~~ Unauthorized access or use: Unauthorized access to, entry to, or use of property or physical or virtual space, including or misuse of access privileges or means of access.

PROPOSED CHANGES

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.

~~q-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.

~~p-q.~~ Misuse of computing resources: Violation of UO acceptable use of computing resources policy pertaining to use of computing or network resources, including:

- i. 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.

~~q-r.~~ Violation of law: Any action or behavior, that violates federal, state, or local law.

~~Generally, "Violation of law" will be applied in lieu of, rather than in addition to, another applicable provision of prohibited conduct.~~

~~r-s.~~ Violation of University Policy: Any action or behavior, by a Student that violates

~~University Policy current, official Policy published by the University.~~

~~s-t.~~ Weapons.

- i. 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

PROPOSED CHANGES

- a. Any action or behavior prohibited by the University of Oregon Prohibited Discrimination and Retaliation Policy~~Violation of the Discrimination Complaint and Response Policy.~~
- b. ~~Sexual Misconduct: Non-consensual sexual activity or contact, including: penetration, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome and sufficiently severe, pervasive, and objectively offensive that interferes with work or access to educational benefits and opportunities because it has created an intimidating, hostile, or degrading environment and would have such an effect on a reasonable person of the Complainant's status. For the purpose of this provision, explicit consent means voluntary, non-coerced, and clear communication indicating a willingness to engage in a particular act. Includes an affirmative verbal request or response, or voluntary acts unmistakable in their meaning.~~
- i. ~~Non-consensual penetration: Penetration by a person upon another person without explicit consent. Penetration includes any vaginal or anal penetration by a penis, object, tongue, or finger and mouth-to-genital contact no matter how slight the penetration or contact.~~
- ii. ~~Non-consensual sexual contact: Including, but not limited to, kissing, touching intimate body parts, and fondling without first obtaining explicit consent to the specific activity. It includes intentionally touching part of another person's body without explicit consent when under the circumstances, a reasonable person would know that the other person regards it to be an intimate body part, including but not limited to the other person's genitals, breasts, groin, or buttocks; intentionally causing a person to touch an intimate part of another person; or, intentionally causing a person to touch their own intimate part. Touching includes contact made with bodily fluids.~~
- iii.i. ~~Sex and gender-based harassment: As defined by the University Discrimination Complaint and Response policy. Includes sex and gender-based stalking, sex and gender-based harassment and bullying, dating violence, and domestic violence.~~
- c. ~~Sexual exploitation: Taking sexual advantage of another for one's benefit, or to benefit or advantage anyone other than the one being exploited, by:~~
- i. ~~Viewing, possessing, producing, or distributing child pornography;~~
- ii. ~~Non-consensual recording or copying of images, photography, video, or audio recording of sexual activity or nudity conducted in a private space; or~~
- iii. ~~Purposefully exposing another individual to a sexually transmitted infection, or sexually transmitted disease, without their knowledge.~~

Section V: Resolution Process

{Section redacted: no proposed changes}

Section VI: Interim Action

{Section redacted: no proposed changes}

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. Director Resolution.

{Subsection redacted: no proposed changes}
3. Academic Sanction.

{Subsection redacted: no proposed changes}
4. Withdrawing from a Course.

{Subsection redacted: no proposed changes}

Section VIII: Retention of Student Conduct Records

{Section redacted: no proposed changes}

Section IX: Student Conduct Code Adoption and Revision

{Section redacted: no proposed changes}

#	Section	Old	New	Notes
1	II. Definitions; 9. Student Organization	"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.	"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.	<ul style="list-style-type: none"> • To clarify that if a student organization is recognized when the behavior occurred, they are considered a student organization for the purposes of this Code, regardless of their current recognition/registration status. • Ensures that student organizations cannot avoid consequence by disaffiliating from the institution. • Already practice and reasonably assumed by retention of jurisdiction for individual students. • No opposition from SCAC.
2	III. Scope, Authority, and Jurisdiction; 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 Students whose off-campus behavior has a significant adverse impact on the University community, its members, and/or the pursuit of its mission and educational objectives. The University may also apply the Student Conduct Code to conduct that would have violated the Student Conduct Code if it occurred on University Premises and a) involved violence; or b) involved academic work or any University records, documents, or identifications.	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 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.	<ul style="list-style-type: none"> • Developed in collaboration with General Counsel. • Pulls all off-campus jurisdiction into one sentence. When there are two sentences which overlaps, there is an argument that the preceding sentence is irrelevant. • This language has been consistently upheld in court. • Clarifies the University's nexus. • No opposition from SCAC.

3	III. Scope, Authority, and Jurisdiction; 6.	Allegations of misconduct by Student Organizations will be managed using the same process as individual Students.	Allegations of misconduct by Student Organizations will be managed using the same process (Section V. Resolution Process) as individual Students.	<ul style="list-style-type: none"> To clarify “process” means the Resolution Process in this code and not the Standard Operating Procedures developed by the Director. No opposition from SCAC.
4	IV. Prohibited Conduct; 1. Academic Misconduct, a. Assisting in the commission of academic misconduct	Any intentional action that helps, or is intended to help, another engage in academic misconduct.	Any action which helps another engage in academic misconduct.	<ul style="list-style-type: none"> Removes “intent” It is important to address issues where intent cannot be established. Intent is considered during the action plan phase. No opposition from SCAC.
5	IV. Prohibited Conduct; 1. Academic Misconduct, c. Fabrication	Making up data or results and recording, reporting, or using them as authentic.	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.	<ul style="list-style-type: none"> Broadens definition of fabrication to capture falsification that occurs in the context of an academic course or other requirement. No opposition from SCAC.
6	IV. Prohibited Conduct; 2. General Misconduct, 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 sanctions, and cease and desist.	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.	<ul style="list-style-type: none"> Add “outcomes” to clarify it means the entire action plan, not just administrative sanctions. No opposition from SCAC.
7	IV. Prohibited Conduct; 2. General Misconduct, 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 University or public official.	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.	<ul style="list-style-type: none"> Clarifying this provision only applies to a University or public official who is acting within their official capacity. No opposition from SCAC.

8	IV. Prohibited Conduct; 2. General Misconduct, j. Public Urination or Defecation	(new provision)	Public Urination or Defecation: To urinate or defecate in any public location not specifically designated as a restroom.	<ul style="list-style-type: none"> • Was previously covered in “Lewd Conduct” or “Disorderly Conduct” which were eliminated during the code rewrite last year. • We realized this year that we forgot to identify this in the prohibited conduct provisions and were limited in our ability to address this issue. • No opposition from SCAC.
9	IV. Prohibited Conduct; 2. General Misconduct, o. Unauthorized Access or Use	Unauthorized entry to or use of property or physical or virtual space, or misuse of access privileges or means of access. This includes conduct which violates the Access Control Policy and the Facilities Scheduling Policy. (was IV. 2, n.)	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.	<ul style="list-style-type: none"> • Clarifies it relates to the access and use of places, spaces, and/or things. • Covers misuse that is not covered by “theft”. • No opposition from SCAC.
10	IV. Prohibited Conduct; 2. General Misconduct, r. Violation of law	Violation of law: Any action or behavior, that violates federal, state, or local law. Generally, “Violation of law” will be applied in lieu of, rather than in addition to, another applicable provision of prohibited conduct. (was IV. 2, q.)	Violation of law: Any action or behavior, that violates federal, state, or local law.	<ul style="list-style-type: none"> • Removes details about the practical application of the provision. This qualifier is out of place in this document. • No opposition from SCAC.
11.	IV. Prohibited Conduct; 2. General Misconduct, s. Violation of University Policy	Any action or behavior, by a Student that violates current, official Policy published by the University. (was IV. 2, r.)	Violation of University Policy: Any action or behavior that violates University Policy.	<ul style="list-style-type: none"> • Clarifies this applies to student organizations in addition to students. • Policy is defined in this document so there should not be further definition qualifiers in this provision. • “Current” must be removed because it is dependent on which policy existed when the violation allegedly occurred. That is the policy that will be relied upon for this provision, not the current policy. • No opposition from SCAC.

12	IV. Prohibited Conduct; 4. Discriminatory Misconduct	(entire section deleted)	Any action or behavior prohibited by the University of Oregon Prohibited Discrimination and Retaliation Policy.	<ul style="list-style-type: none"> • To ensure there is no conflicting definitions, policies, or procedures, all discriminatory misconduct will be captured in the new policy that applies to all UO community members, not just UO students. • This new policy is currently in the final stages of development and should be published prior to August 15. <i>If the policy is not enacted in a way that makes this deletion feasible, the Board will be notified and this section would <u>not</u> be modified as provided in Exhibit A.</i> • SCAC had an opportunity to review and provide feedback on the new policy draft. • No opposition from SCAC.
13	Section VII. Academic Misconduct Procedures; 1. Faculty Resolution, a.	If a faculty member suspects Academic Misconduct has occurred, that person should contact the Respondent directly.	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.	<ul style="list-style-type: none"> • There are situations in which the faculty member is unable to reach out to the Respondent directly. • Clarifies in that situation the report should be submitted to the Director for resolution. • No opposition from SCAC.