Agenda Item #8

Diversity, Equity & Inclusion

UNIVERSITY OF OREGON | Division of Equity and Inclusion

November 20, 2020

TO: University of Oregon Board of Trustees

FR: Yvette Alex-Assensoh, Vice President for Equity and Inclusion

RE: Presentation Materials – 12.4.20 Board of Trustees Meeting

I am collaborating with Provost Patrick Phillips and CHRO Mark Schmelz on a set of accountabilities for equity, inclusion and diversity. We are looking forward to sharing our work with you, and benefitting from your insight and wisdom.

Attached are the following documents for your review in advance of the meeting:

I. PowerPoint presentation: *Defining, Measuring and Achieving Our IDEAL Campus*. Kindly note that Diversity at the University of Oregon is more than numbers and percentages. It's about communities and individuals: students, professors, and staff members, with unique and multiple identities, experiences, and perspectives working to participate effectively and in solidarity with equity and all forms of anti-oppression in a global society. For the sake of time, our presentation will focus primarily on racial and ethnic diversity because these are areas where the UO has made the least progress. However, our institutional metrics aim to reflect and measure the breadth of diversity across race, ethnicity, gender, ability, sexuality, nationality, language, religion, ideology, age, etc.

II. Proposed *Data Dashboard – Defining, Measuring and Achieving Our Ideal Campus*, identifying measurable objectives for the university in the areas of Diversity, Achievement, Inclusion & Engagement, and Transformational Leadership.

III. Report: *IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus*, which provides a summary and analysis of the evaluation of the initial implementation of 35 Diversity Action Plans (DAPs) across campus.

IV. *Summary Findings, Consultation with Dr. Daryl Smith*. During Summer 2020, Deans and Vice Presidents met individually with Dr. Daryl Smith, Senior Research Fellow and Professor Emerita of Claremont Graduate University, to discuss their unit's DAP outcomes to date and plans for forward-facing goals and initiatives.

V. HB2864 Implementation Committee Charge

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541-346-3175 | FAX 541-346-6576 | **inclusion.uoregon.edu**

Defining, Measuring and Achieving Our IDEAL Campus

Presentation to the UO Board of Trustees

December 4, 2020

Patrick Phillips, Provost and Senior Vice President,
Professor, Department of Biology

Yvette M. Alex-Assensoh, VP, Equity and Inclusion,
Professor, Department of Political Science

Mark Schmelz, Chief Human Resources Officer

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Agenda

- The Urgency of Now
- Defining and Operationalizing Accountability Areas
  - Diversity
  - Achievement
  - Inclusion
  - Transformational Leadership
- Next Steps
- Discussion

Current UO Contexts

- Opportunities
  - Burgeoning Infrastructure
  - Building Muscle for Inclusion
- Challenges
  - Incrementalism
  - Monoculturalism

Accountability Framework

Metrics

- Predictive:
  - Stewarded by Department Heads, Deans, Senior Level Administrators and monitored by Provost & Senior VP, CHRO and VPEI
- Outcome:
  - Institutional Metrics for Campus-Wide Dashboard that report up to the President

Schema

- Equity-Lens
  - Focuses on Individual and Institutional Performance
  - Color Conscious
  - Anti-racist as well as Anti-Oppressive
  - Disaggregation: race, gender, SES, job category, rank, discipline and seniority, where appropriate

Institutional Metrics for Measuring and Defining Success

The University's demographics more closely mirror that of our national communities and aspirant peer institutions.

Graduation, tenure and promotion, and awards are not predicted by one's race, ethnicity, gender, sexual orientation, or disability status.

Faculty, staff and students believe that the institution values their contributions and is vested in their success, and that they belong at the UO.

Inspired and collaborative leadership that engages all levels of the campus community in creating curriculum, policies, processes that are anti-oppressive and raise the standard of inclusive excellence for all.

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Current Data Categories

Tier 1: Already collected and already is or could easily be published

Tier 2: Data are already collected and additional work must be done to make it publishable

Tier 3: Data are not yet collected

Defining Representation

Diversity Metrics for Faculty, Staff and Students

Predictive Metrics

- Demographic make-up of applicant pools
- Availability Data
- Anti-bias education and processes for search committee members and search committee policies

Outcome Metrics

- Faculty: Tenure Status (NTTF, TTF) and Rank
- Staff: Job Family, Location across hierarchies
- Students: Undergraduate and Graduate Students

Availability Data: CAS Humanities

Job Group	Category	Employees	Availability	Plan
TTF	Gender	50.4%	55.8%	No
TTF	Minority	23.9%	19.8%	No

Data Source: Affirmative Action Report

Example of Diversity Metrics: Faculty

0.5% increase in Black/African American NTTF

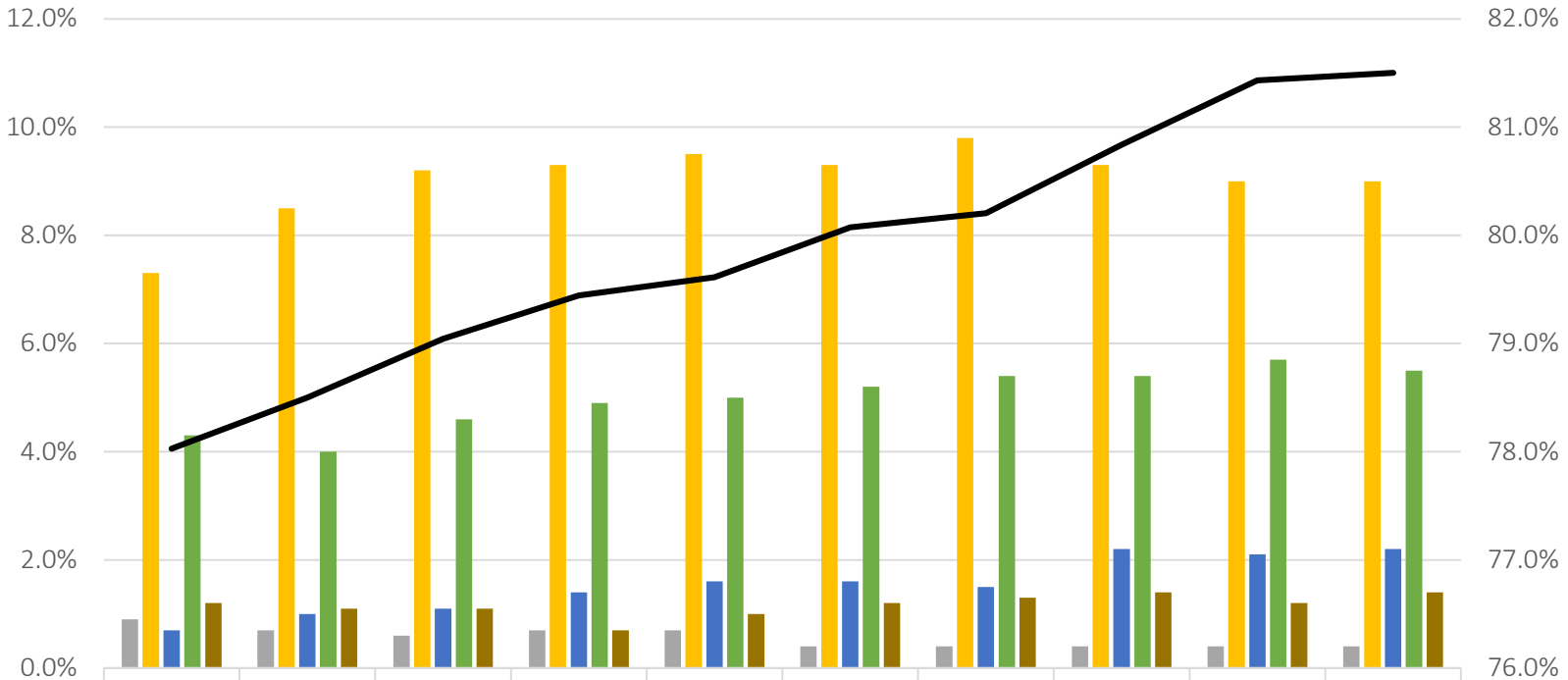
2010 v 2019

1.5% increase in Black/African American TTF

2010 v 2019

Data Source: Office of Institutional Research

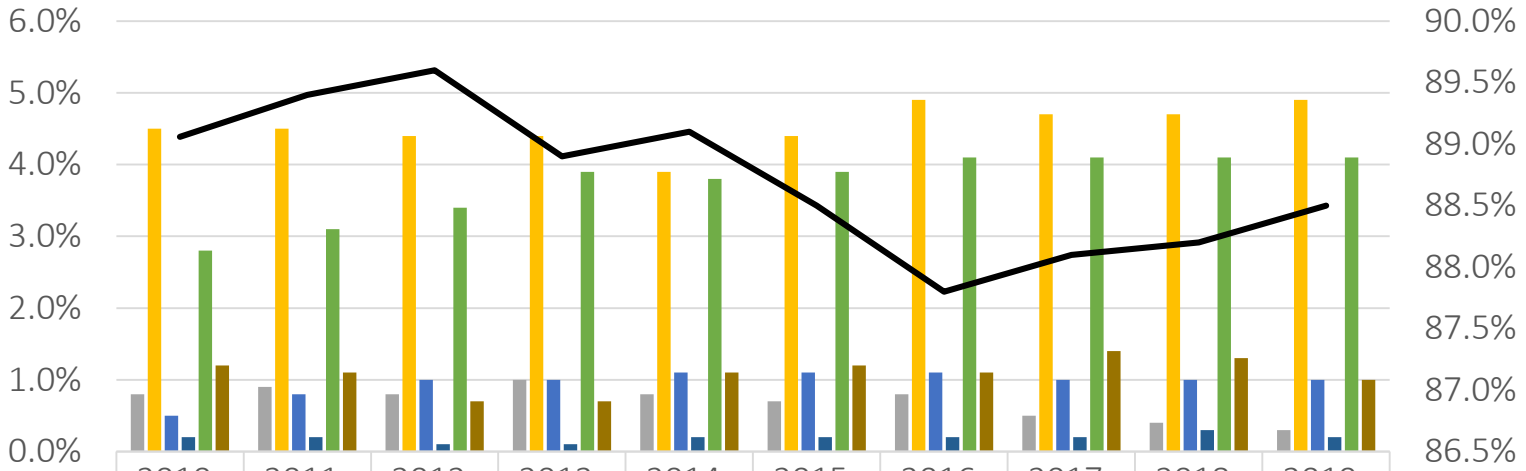
Tenure-Related Faculty



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian or Alaska Native	0.9%	0.7%	0.6%	0.7%	0.7%	0.4%	0.4%	0.4%	0.4%	0.4%
Asian	7.3%	8.5%	9.2%	9.3%	9.5%	9.3%	9.8%	9.3%	9.0%	9.0%
Black or African American	0.7%	1.0%	1.1%	1.4%	1.6%	1.6%	1.5%	2.2%	2.1%	2.2%
Hispanic or Latino	4.3%	4.0%	4.6%	4.9%	5.0%	5.2%	5.4%	5.4%	5.7%	5.5%
Two or More Races	1.2%	1.1%	1.1%	0.7%	1.0%	1.2%	1.3%	1.4%	1.2%	1.4%
White	78.0%	78.5%	79.0%	79.4%	79.6%	80.1%	80.2%	80.8%	81.4%	81.5%

Data Source: Office of Institutional Research

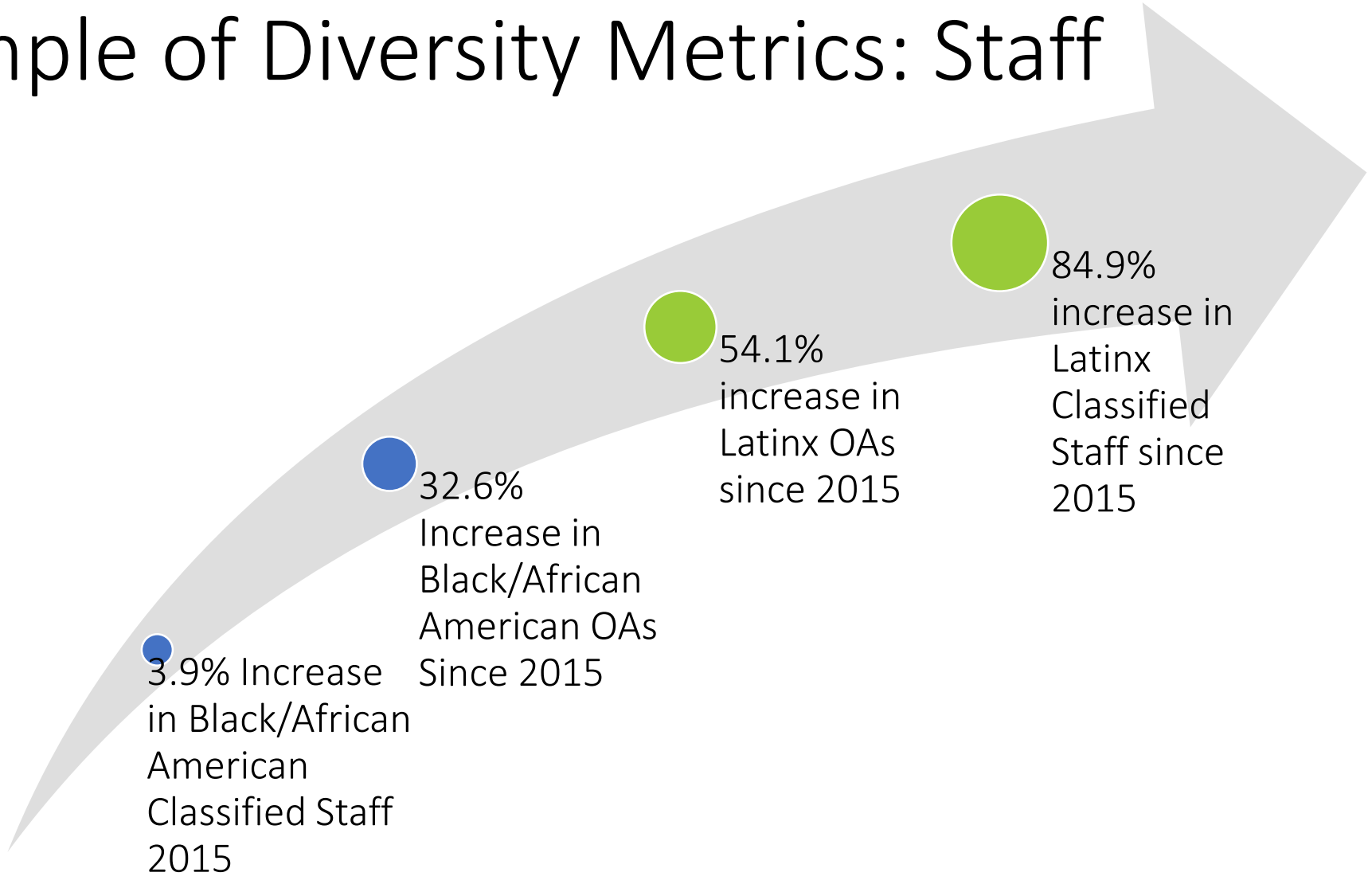
Non Tenure-Related Faculty



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian or Alaska Native	0.8%	0.9%	0.8%	1.0%	0.8%	0.7%	0.8%	0.5%	0.4%	0.3%
Asian	4.5%	4.5%	4.4%	4.4%	3.9%	4.4%	4.9%	4.7%	4.7%	4.9%
Black or African American	0.5%	0.8%	1.0%	1.0%	1.1%	1.1%	1.1%	1.0%	1.0%	1.0%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%
Hispanic or Latino	2.8%	3.1%	3.4%	3.9%	3.8%	3.9%	4.1%	4.1%	4.1%	4.1%
Two or More Races	1.2%	1.1%	0.7%	0.7%	1.1%	1.2%	1.1%	1.4%	1.3%	1.0%
White	89.1%	89.4%	89.6%	88.9%	89.1%	88.5%	87.8%	88.1%	88.2%	88.5%

Data Source: Office of Institutional Research

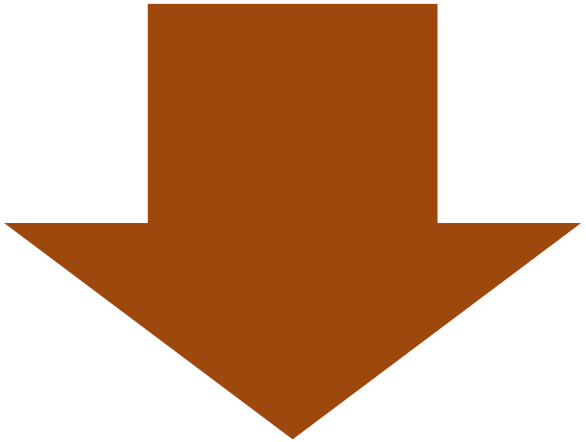
Example of Diversity Metrics: Staff



Data Source: Office of Institutional Research

Example of Diversity Metrics: Students

3.2% increase in Latinx students since 2015



5.5% decrease in International students since 2015

Data Source: Office of Institutional Research

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Metric Comparisons with UC-Berkeley and University of Michigan:

Indicator	University of Michigan	UC Berkeley
Faculty Diversity	race/ethnicity, sex, tenure status or job family	count ladder ranked, % women, % from underrepresented groups, % tenured
Undergraduate Student Diversity	race/ethnicity, sex, enrollment status (class level, entry status	count, % women, % from underrepresented groups, % first generation, % international
Graduate Student Diversity	race/ ethnicity, sex, degree level (masters, doctoral, professional)	count, % women, % from underrepresented groups, % doctoral, % international

Data Sources:
https://diversity.umich.edu/data-reports/
https://diversity.berkeley.edu/reports-data/diversity-data-dashboard

Diversity Interventions

- Active Recruitment
- Implicit Bias Training
- Implementation of Diversity Action Plans
- Strategy Groups
- President's Diversity Advisory Community Council
- Active Retention
- IHP
- Trauma-Informed Coaching

Defining Achievement

Achievement Metrics for Staff

Predictive Metrics

- Promotion
- Awards

Outcome Metric

- Achievement rates at par across demographic groups

Achievement Metrics for Undergraduate Students

Predictive Metrics

- Second-Year Retention Rates
- Award Applications

Outcome Metric

- Achievement rates at par across demographic groups

Achievement Metrics for Graduate Students

Predictive Metrics

- Exam Passage Rates for MA and Ph.D. Students
- Average Time to Degree
- Financial Awards
- Academic Awards
- Job Placement

Outcome Metric

- Graduation rates at par across demographic groups

Achievement Metrics for Faculty

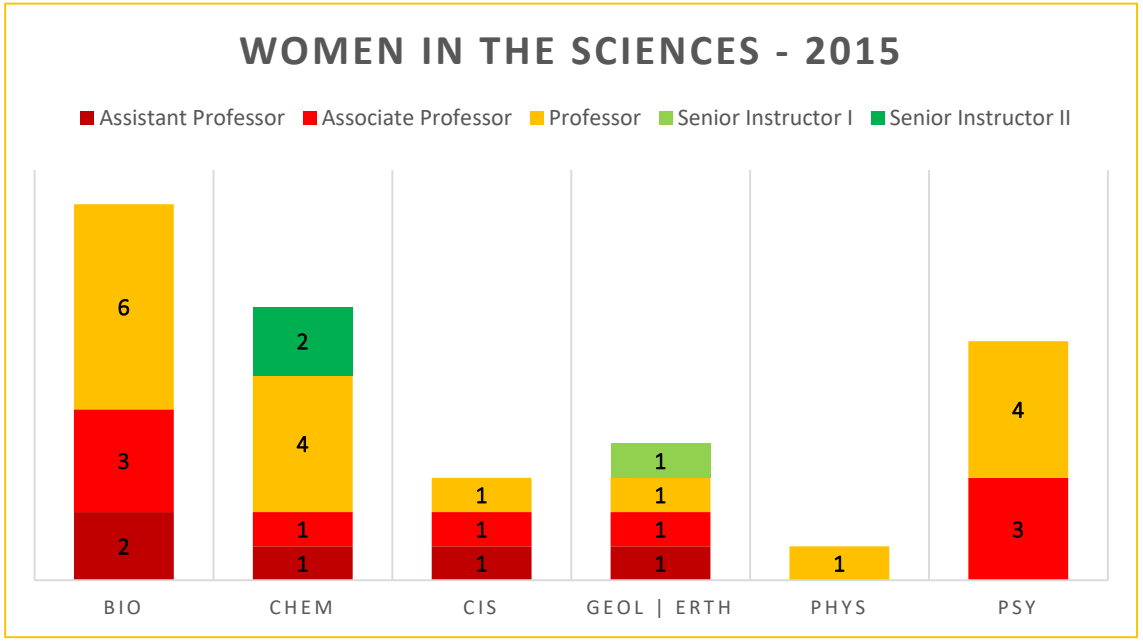
Predictive Metrics

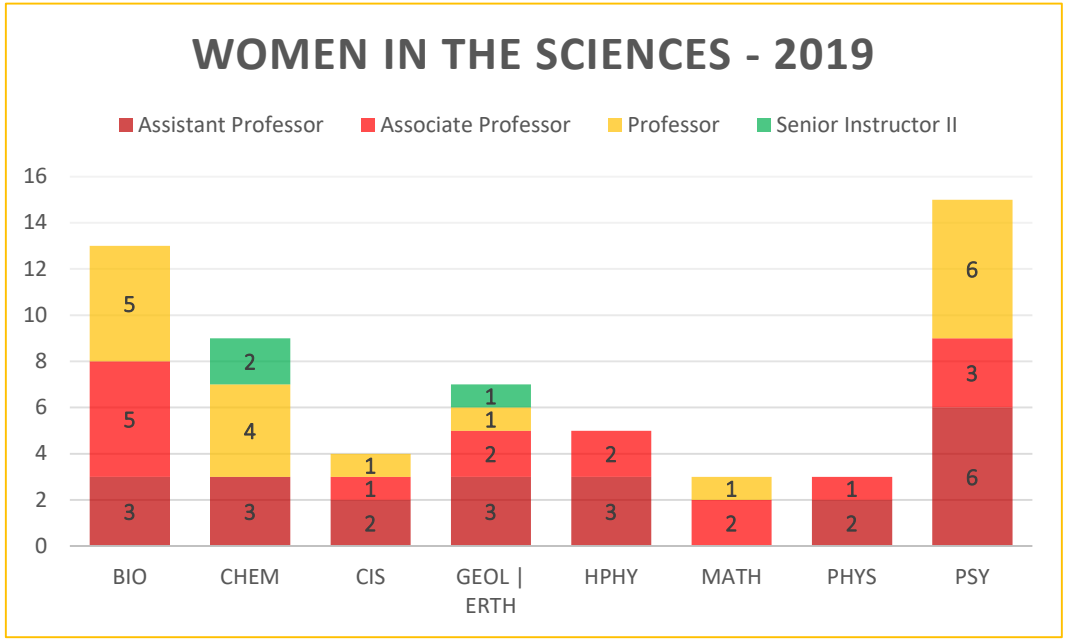
- Third-Year Review Process
- Research and Teaching Awards
- Quality and Quantity of Service

Outcome Metric

- Achievement rates at par across demographic groups

Example of Faculty Achievement Metric





Data Source: Office of Institutional Research

Defining Inclusion/Engagement

Inclusion/Engagement Metrics for Faculty, Staff and Students

Predictive Metrics

- Strength and Viability of Affinity Groups; ASUO Groups; Mentoring Programs
- % of Bias, Discrimination, and Title IX complaints and adjudication resolved
- % of Campus-wide engagement in Professional Development around Equity and Anti-bias
- % of unit-based, divisional and campus-wide opportunities for engagement across demographic groups

Outcome Metrics

- Perceptions of belonging are at par across demographic groups
- Attrition rate is similar across demographic groups

Inclusiveness of Campus Places by Race/Ethnicity:

Note: Generally, Inclusiveness = n "belong" clicks / (n "belong" clicks + n "don't belong" clicks) × 100. For University Housing, Inclusiveness = (n "belong" clicks + n "both" clicks) / (n "belong" clicks + n "don't belong" clicks + n "both" clicks) × 100. Multiracial/ethnic = "Two or more races." Underserved = "American Indian or Alaska Native," "Black or African American," "Hispanic or Latino," or "Native Hawaiian or Other Pacific Islander." 85.6% of Underserved are "Hispanic or Latino." "Nonresident alien" was excluded from analysis

Data Source: Undergraduate Education & Student Success

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Place	Category	Inclusiveness	*n*
Erb Memorial Union	Asian	88	50
	Multiracial/ethnic	91.5	47
	Underserved	82.9	82
	White	85.7	308
Knight Library	Asian	66.7	21
	Multiracial/ethnic	74.1	27
	Underserved	86.7	45
	White	70.4	189
University Housing	Asian	80.6	31
	Multiracial/ethnic	67.5	40
	Underserved	73.3	60
	White	68.8	256
Lokey Science Complex	Asian	59.3	27
	Multiracial/ethnic	51.9	27
	Underserved	43.8	32
	White	53.8	145
Student Recreation Center	Asian	42.9	35
	Multiracial/ethnic	57.6	33
	Underserved	52.8	53
	White	54.7	258
Lillis Business Complex	Asian	23.8	21
	Multiracial/ethnic	40	20
	Underserved	31.1	45
	White	46.3	164
Matthew Knight Arena	Asian	30	10
	Multiracial/ethnic	50	10
	Underserved	44.4	18
	White	25	64

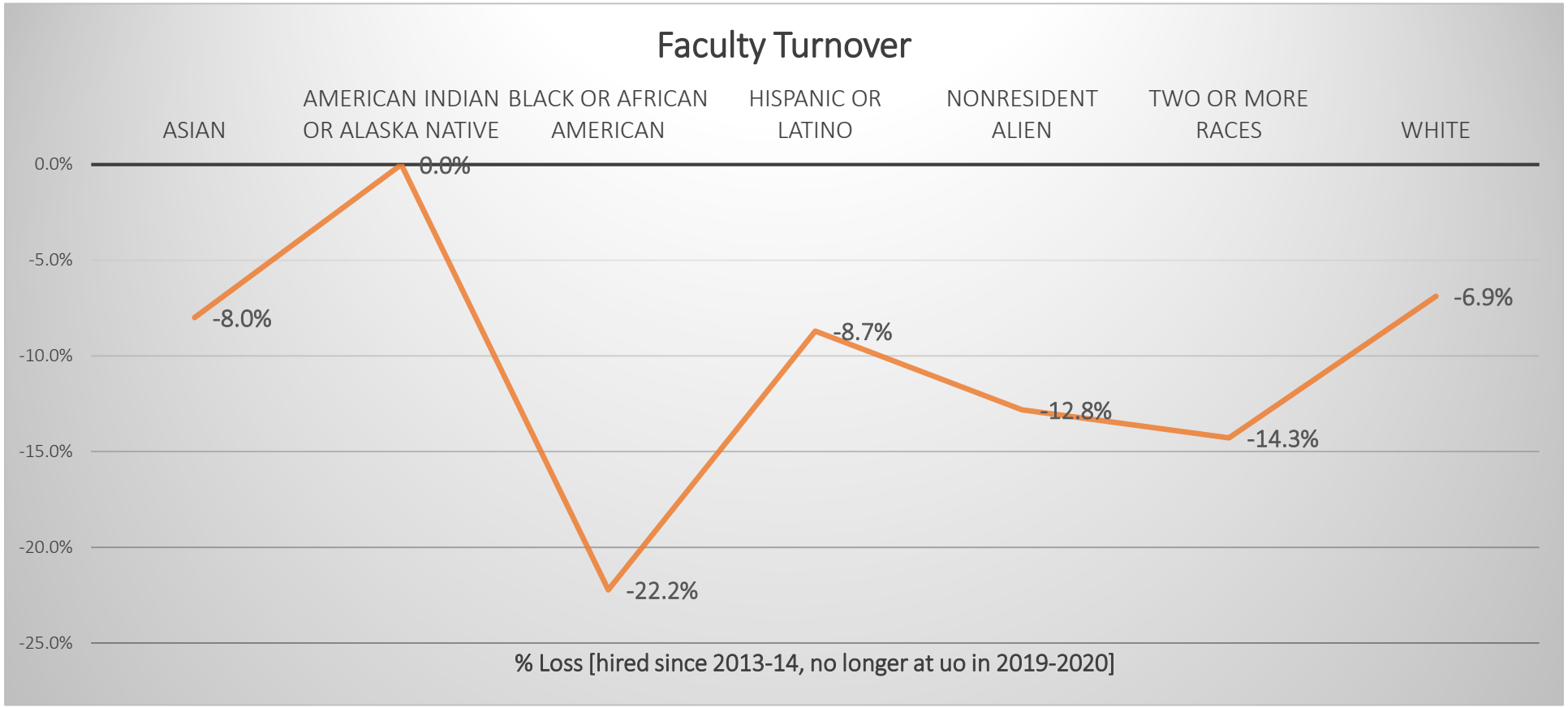
Inclusiveness of Campus Places by Gender:

Place	Category	Inclusiveness	*n*
Erb Memorial Union	Man	82.8	128
	Woman	86.8	370
Knight Library	Man	73.7	99
	Woman	73.1	193
University Housing	Man	75.4	134
	Woman	68.4	266
Lokey Science Complex	Man	50.7	77
	Woman	52.4	168
Student Recreation Center	Man	57.5	120
	Woman	51.3	271
Lillis Business Complex	Man	52.6	78
	Woman	36.1	180
Matthew Knight Arena	Man	28.1	32
	Woman	32.4	71

Note: Generally, Inclusiveness = n "belong" clicks / (n "belong" clicks + n "don't belong" clicks) × 100. For University Housing, Inclusiveness = (n "belong" clicks + n "both" clicks) / (n "belong" clicks + n "don't belong" clicks + n "both" clicks) × 100.

Data Source: Office of Assessment & Research, Division of Student Life

Example of Inclusion Metric for Faculty



Data Source: Office of Institutional Research

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Defining Transformational Leadership

Transformational Leadership Metrics

Predictive Metric

- Quantity and Quality of Institutional Processes, Policies, Curriculum and infrastructure intentionally focused on transformation aimed at making the campus anti-oppressive inclusively excellent

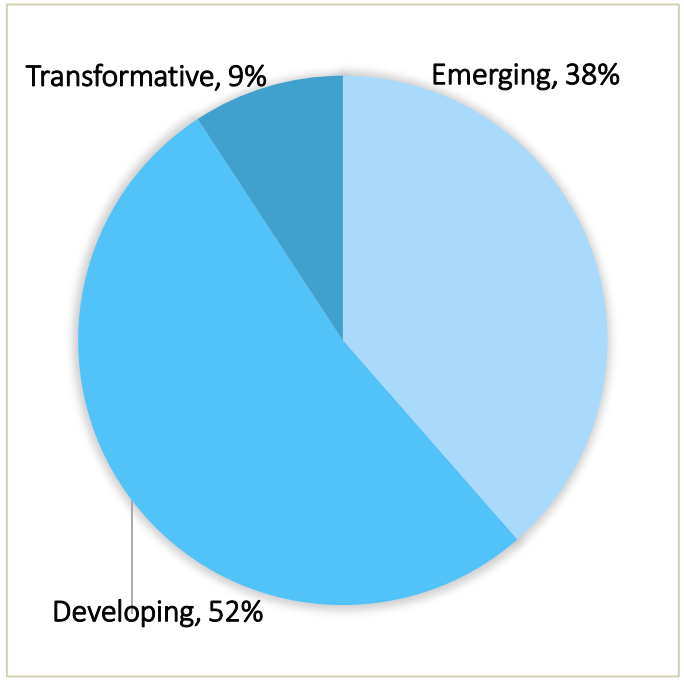
Outcome Metrics

- % and number of classes that focus on power, race and/or difference
- Conduct and disciplinary processes that are free of implicit and explicit bias

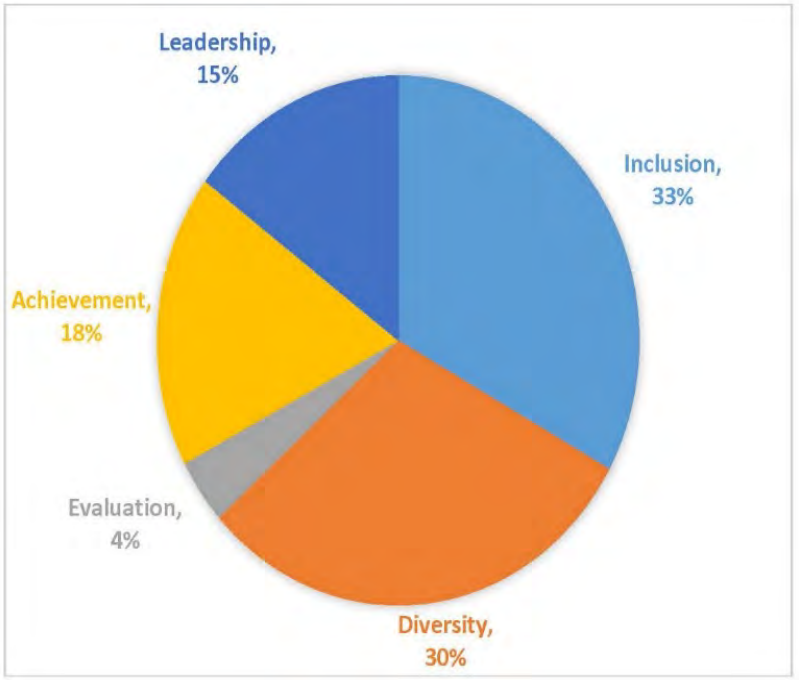
Examples of Transformational Leadership Metrics

- % Functioning Diversity Committees and % of transformational DAP work

- Number and % of curriculum focused on power, race and difference

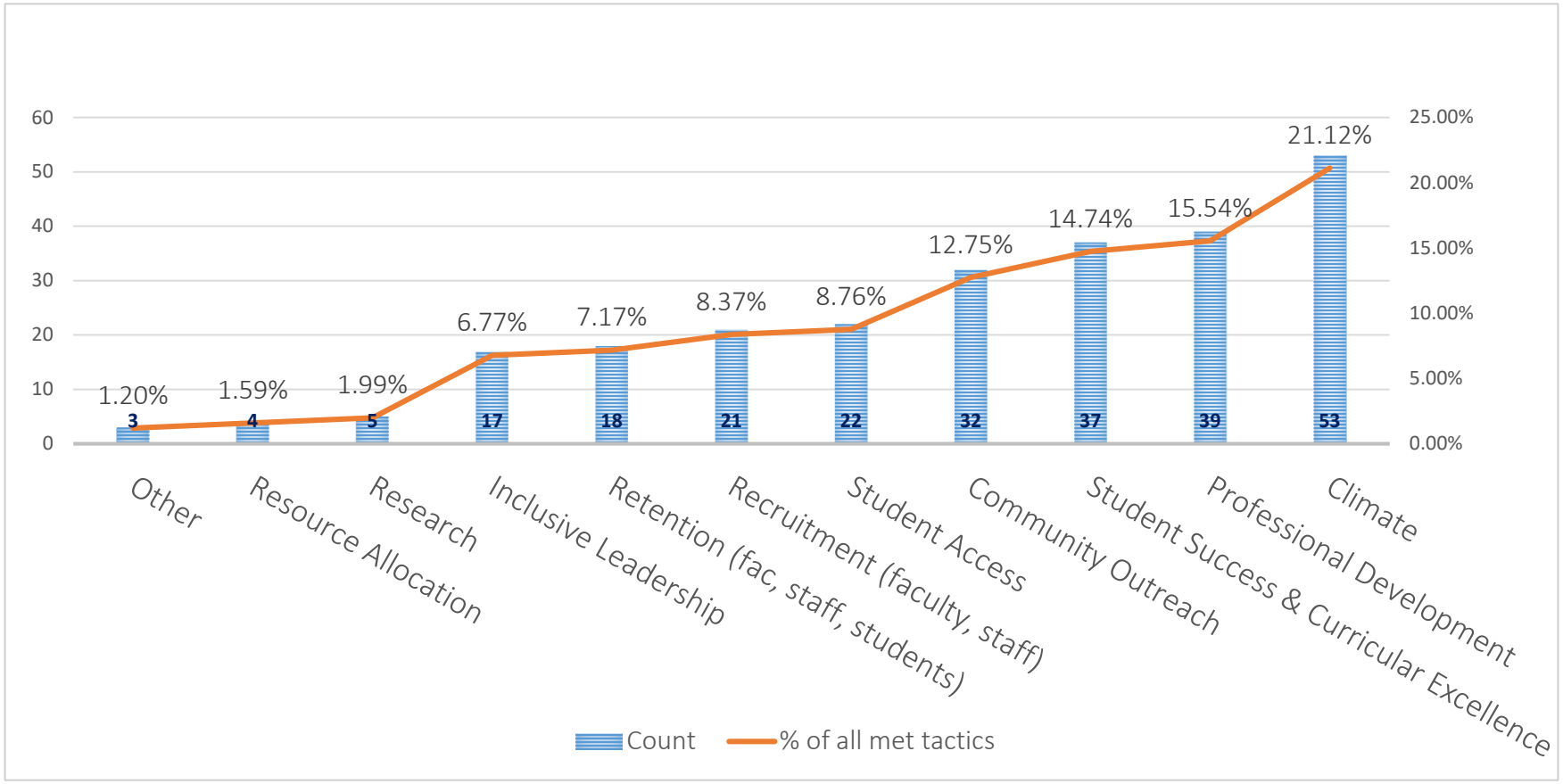


Impact that units' met tactics have in affecting change across campus



Distribution of met tactics from unit DAPs to the five pillars of the IDEAL Framework

Data Source: IDEAL Report



Categories of tactics; number of units engaged in work in that category and percentage of tactics that the work represents

Data Source: IDEAL Report

Next Steps

- Gather and refresh data to establish metrics
- Share and educate to facilitate a common understanding
- Use metrics to affirm promising practices, drive change and improve performance

Discussion

Thank you!

Special thanks to Tracy Bars, JP Monroe, Melanie Muenzer, Kelly Pembleton, Lesley-Anne Pittard and Charlotte Moats-Gallagher for their assistance and support.

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus[i]

Division of Equity and Inclusion
November 20, 2020

Yvette M. Alex-Assensoh
Professor of Political Science &
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IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

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IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Executive Summary:

In Spring term of 2017, the UO launched the IDEAL[ii] framework, activating Diversity Action Plans (DAPs) in 35 units, with the audacious goal of implementing 657 tactics.

Just 2.5 years later:

- 58% of DAP tactics were met or in progress.
- Our top DAP focus areas: improving departmental climate, student success, professional development and community outreach.
- Our top three focal groups: undergraduate or graduate students, campus at large, and staff. Very few protected classes received targeted focus.
- Promising practices emerged from our DAP work in the following areas: student internships, implicit bias, active recruitment, institutionalizing diversity committees and professional development. This work will be shared through the communities of practice framework, and as part of the UO implementation of HB2864.
- IDEAL and the DAP work that it generated received the following state-wide, national and professional recognitions: (i) Oregon Department of Education used aspects of IDEAL to build its own internal diversity plan; (ii) the UO Department of Intercollegiate Athletics identified IDEAL as a major partner in BEOREGON, which received the National 2020 NCAA/MOAA Diversity and Inclusion Award; (iii) Communications received 2020 Best of CASE (Council for Advancement and Support of Education) for PATOS: a multimedia approach to supporting the UO Latinx community; and (iv) the UO received its first Insight into Diversity Higher Education Excellence in Diversity (HEED) recognition for excellence in diversity and equity on their campus.

The aforementioned successes provide a firm foundation for the UO to be bolder and more focused in tackling the stubborn, but surmountable inequities that remain:

Retention: Black faculty are almost three times more likely to leave the UO than any other under-represented faculty group.

Representation:

Native and Pacific Islander faculty continue to comprise the smallest group of UO faculty.

While representation of women in science is increasing and promotions among women of color through the ranks is improving, the movement is much too small and too slow.

Leadership Ranks: While the university has made some progress in diversifying its administrative ranks, Native, Pacific Islander and Asian leaders are largely invisible among senior UO leadership ranks. Ongoing attention and support are needed to protect recent gains in gender and racial diversity.

Awards: In 2020, campus awards for teaching and research are still disproportionately awarded to faculty who are white and male, leaving much of the expertise that Black, Indigenous, Native, Asian, Desi, Pacific Islander and women bring to our campus under-recognized and under-valued.

Student Success: Student achievement is improving among most students, with the exception of Black students, who are lagging behind every other group.

Data Deserts: There are members of our UO community, for whom we do not collect data in ways that can be shared, including but not limited to our LGBTQIA and disabled students, staff and faculty as well as data faith communities, etc.

To that end, DEI's future work focuses intentionally on (i) leveraging research to better identify and institutionalize accountabilities around retention, achievement, inclusion-cum-engagement, and transformational leadership; (ii) building additional capacity for faculty, staff, students and leadership to unlearn behavior that rationalizes institutional underperformance; (iii) institutionalizing ethics of care and (iv) leveraging the requirements of HB2864 to work more consistently and intentionally against all forms of exclusion, including, but not limited to anti-Black and other forms of racism, sexism, anti-immigrant bigotry, settler colonialism, violence against sexual minorities, indifference toward the disabled, economic as well as geographical inequality, intolerance of ideological and religious beliefs, implicit as well as explicit bias and prejudice.

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IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Introduction:

Nationwide, higher education leaders are working with uncommon speed; some might even say scrambling, to address the inequities and institutional racism clearly exposed by COVID-19 and the murders of George Floyd, Breonna Taylor and many others. During this time, it is impossible to turn away from the inculpating evidence of racial, gender, class, ableist, religious, immigrant and sexual oppression that undergirds American life.

Yet, the onset of this Report began almost 5 years ago, when our campus embarked on the work of incorporating IDEAL (Inclusion, Diversity, Evaluation, Achievement and Leadership) into the fabric of campus life. IDEAL represents an important milestone in the UO's overall journey to build capacity for equity and inclusion. Indeed, it is foundational to the more targeted, generative and creative work that lies ahead. The goal of the report is to provide an overview of what we, as a campus, accomplished together. This report provides:

- an introduction to newcomers,
- a high-level analysis for those who were deeply involved in the work, and
- an invitation to the courageous and intentional work that lies ahead.

From the onset of IDEAL in 2016, our goal was to encourage 100% participation. We strove to inspire our UO community members to lean in and dream big as they engaged in the deep, uncomfortable and systemic work that is necessary to achieve transformative change. And dream big they did. At the end of the Diversity Action planning phase, our 35 units had proposed 657 tactics. We encouraged units to design living documents to guide the work moving forward, with the goal of checking in on our status in about three years. Fall 2019 marked the end of the approximately three-year implementation period. We spent the Winter and Spring terms meeting with colleagues, then used the summer to analyze the findings. This report describes what we accomplished together, but more importantly, it sets the stage for more transformative anti-racism, broader anti-oppression and equity work that lies ahead.

Historical Context of IDEAL:

At the core of the IDEAL framework is a deep love for the people and the State of Oregon. We hope to encourage Oregon to create a better version of itself, one that mirrors the breathtaking beauty of its environment. While Oregon is known for its abundance of trees, lush landscapes, and progressive reputation, much of its history is built on an ugly foundation of racial exclusion and oppression. For example, the University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon. They continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon. Additionally, Oregon also distinguished itself as the only State in the union to ban Black people from settling within its borders with a series of Black exclusion laws starting in 1844. Other major historical atrocities include, but are not limited to, the exploitation of Chinese and Latinx labor and the use of Japanese internment camps. Yet, Black, ADPI, Latinx, Native

and Whites contributed to the building of the place that is now known as Oregon. As a leading institution of higher learning, it is important to acknowledge the ways in which racism, oppression and exclusion live on in institutions, policies and processes across our State.

With Oregon's history as an important context, the IDEAL framework is one mechanism for re-fashioning the State and the UO into the better versions of themselves. At the UO, we feel that acknowledging this history is deeply American, patriotic and an essential entry point for creating the type of systemic change that benefits all in our campus community, and ultimately the entire State. Comprising two levels of interlocking engagement at the campus and unit levels, respectively, IDEAL is designed to engage these complexities. The framework relies on five pillars:

> Inclusion: Cultivating a welcoming environment for all.
> Diversity: Developing and implementing equitable strategies for recruiting, retaining and advancing students, faculty and staff from all backgrounds and experiences.
> Evaluation: Using assessment and measurement to evaluate our progress in meeting the university's goals for equity and inclusion.
> Achievement: Ensuring that our policies, processes and practices provide access for all in reaching their personal best.
> Leadership: Developing, nurturing and coaching leadership to facilitate inclusive environments as well as the resources for success.

At the unit level, individual academic and administrative units employ IDEAL to embed promising practices, improvements and change. Building on the work of the UO's first strategic plan, the coordinating piece of IDEAL was birthed amid rapid campus change and transition. With the support of the University Wide Diversity Committee (UWDC), the initial scope of the plan was formulated in 2013, with the initial rollout in 2014. Before it could it be implemented, two new presidents and the UO Board of Trustees came on the scene. In the midst of previous ongoing change, the UWDC and the President's Diversity Advisory Committee (PDACC) served as steadying bulwarks consistently working with the Division of Equity and Inclusion (DEI) to remind our campus that broad participation and a plan for embedding equity and inclusion were critical to successfully realizing the UO's mission.

After President Michael Schill's appointment in July 2015, the Division of Equity, Inclusion and Diversity— and the UWDC—worked to ensure IDEAL aligned with and supported his three university priorities. An updated committee report was presented to President Schill in early 2016, and a final framework was prepared by the president in spring 2016 in consultation with the VPEI and UWDC. In fall 2016, President Schill announced the implementation of IDEAL as a campus-wide initiative in which every unit was required to engage and develop Diversity Action Plans (DAPs). As part of the charge, President Schill stipulated that each unit should have local control over what it decided to undertake (within the context of best practices and legal guidelines), rather than adhering to university-wide objectives. DEI and a small team of leaders from across campus led the way in providing direction and consultation to help design and review plans for each of the 35 units, and evaluate the extent to which proposals were consistent with best practices. We also convened several working groups[iii] to examine areas of common concern across campus. Faculty, staff and students lent their time and talent to help address a variety of issues with varying levels of completion, including climate surveys, staff onboarding, leadership development and implicit bias.

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Our team of three DEI colleagues[iv], with support from our broader DEI team, worked to provide the units with professional development opportunities, individual consultations and support for implementation questions and challenges, all while championing the learning challenges and successes that occurred along the way. In the section below, we outline the overall outcomes of the Diversity Action Planning process.

Outcomes for campus

Goals Met

Through the DAP development process, faculty, staff and students across 35 academic and administrative units proposed 657 tactics. Two and one-half years later, our colleagues made progress on almost 60% of those goals, while fully meeting about a third of all the goals that were set.

Figure 1 *Geography of DAP Tactics*

We defined "met" as reaching a stage of completion for each of the specified tactics. As part of the reporting process, each unit specified their progress with tactics, and we used language from their reports to categorize whether tactics were met. We simply trusted each unit to describe what tactics were met, ongoing, or had yet to be started. Since work that is ongoing is not included in the "met" category, there is a much higher percentage of continuing movement taking place than what is represented in Figure I.

Consistent with our goals to encourage ongoing engagement with the diversity action planning/implementation process, we encouraged units to see their DAPs as living and ongoing work that is not only responsive but anticipatory. In that vein, units engaged 20 new tactics along the way because of changing contexts, new leadership, or improved ideas about what should be done.

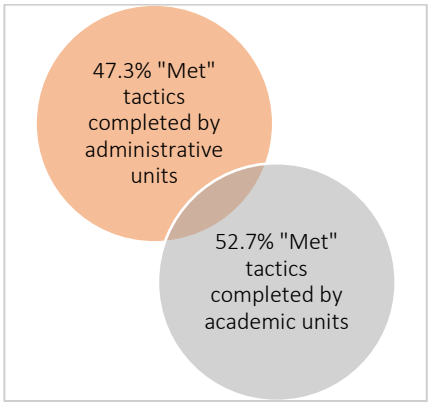


Figure 2 *Percentage of tactics met by administrative units and academic units*

While administrative and academic units used the same IDEAL framework to plan and execute their tactics, our analysis showed differences in the way that the tactics were accomplished. For example, Figure 2 shows that academic units completed a little more than half of the overall campus DAP work, likely because academic units have more bodies to contribute to the work.

Categories of Tactics

The initial implementation of IDEAL was all about providing a framework for choice to allow units to "get in

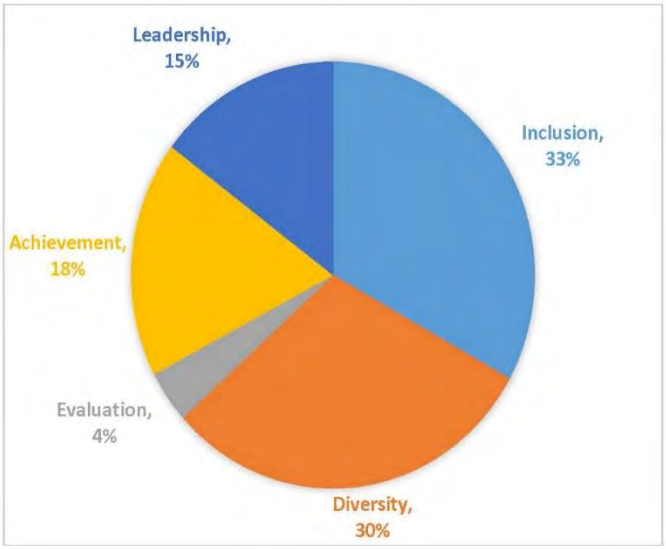


Figure 3 *Distribution of met tactics from unit DAPs to the five pillars of the IDEAL Framework*

where they fit in". In the section below, we examine how the tactics aligned with the different pillars of IDEAL.

Figure 3 illustrates that work in the areas of inclusion (cultivating a welcoming environment for all) and diversity (developing and implementing equitable strategies for recruiting, retaining and advancing students, faculty and staff from all backgrounds and experiences) together represented 60% of DAP implementation tactics. This was followed by a focus on achievement. Less than 15% of the units focused on leadership, and only a small segment of our campus targeted evaluation, which was required during the design phase, but not during the implementation phase.

Within each of the IDEAL pillars, units had an opportunity to design their own programs, policies and processes. Figure 4 provides an overview of the major categories of tactical areas, including three types of information: categories of tactics, the number of units engaged, and the percentage of met tactics represented in this tactical area.

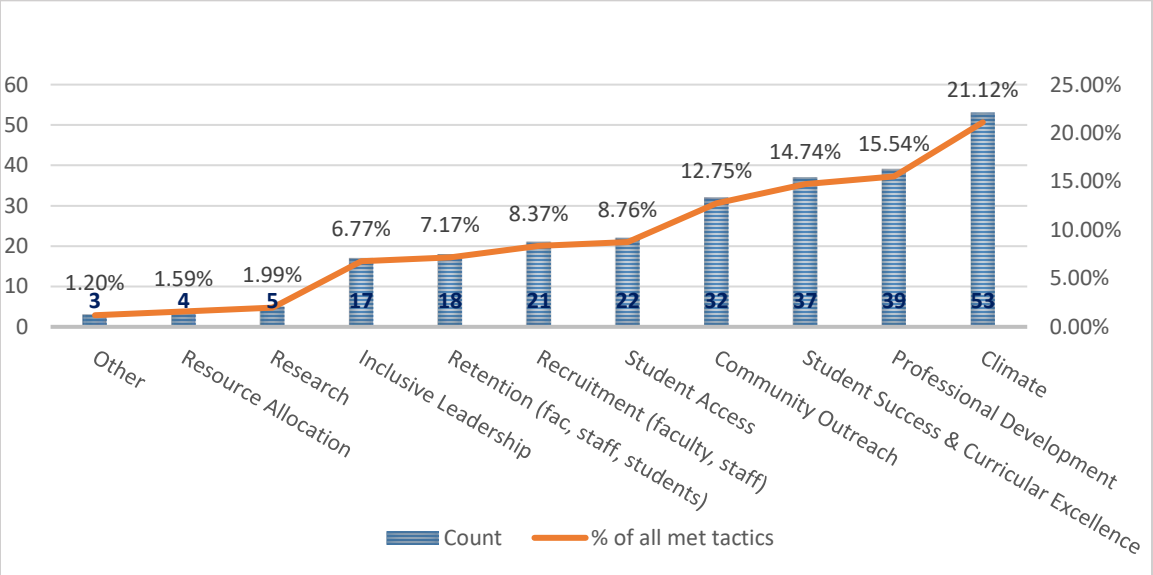


Figure 4 *Categories of tactics; number of units engaged in work in that category, and percentage of tactics that the work represents.*

Highlights from Figure 4:

- Over 50 tactics across academic and administrative units focused on efforts to enhance our campus climate, which represented about one-fifth of all tactics that were met.
- At the lower end of the DAP tactics are research programs, which represent 5 tactics and just under 2% of all met tactics overall.
- Community outreach covered a range of areas that engaged students, suppliers, alumni and friends of UO in efforts to build capacity for equity, inclusion and diversity. It also highlights efforts to nurture development among our community members through professional development opportunities, build a more inclusive leadership culture at the UO and allocate our resources in ways that are more equitable.
- While 8% of all tactics focused on better faculty, staff and student recruitment, another 7% focused on implementing processes to nurture retention across faculty, staff and student populations. These efforts, along with a wide swath of programming focused on student success, are examples of promising work as we focus more intentionally as a campus on ensuring that our students are thriving and prepared for leadership on a global stage.

Communities of Practice

The decision to allow each unit to select its own focus led to many different types of work. Figure 5, shows the tactics that units approached in common, along with the units engaged in this work. Moving forward, there is an opportunity to bring these units together to create communities of practice--groups that work collaboratively to address issues across our campus. In a forthcoming companion "Happy Talk" report, we highlight contributions from each of our units, providing an opportunity for campus to learn more about what other units worked on as part of the DAP implementation process. Communities of practice also provide the opportunity to scale up best practices for campus-wide use.

TACTIC	UNITS EMPLOYING TACTIC
Implicit Bias and other trainings	ADV, KC, OGC, OtP, SSEM, VPFA, VPRI, VPSL, CAS, CHC, DGE, GRAD, IS, LAW, LERC, LIBR,
Active recruitment strategies for hiring, recruitment and retention	KC, OGC, OtP, CAS, COE, IS, LAW, LCB, LIBR UESS
Active and engaged diversity committee	ADV, KC, VPFA, CAS, LCB, LIBR
Performance evaluations include diversity/inclusion component	ADV, OtP, VPFA, VPSL, ATH
Increase services and impact related to student achievement and success	ADV, OGC, OMB, VPFA
Policies and procedures reflect an inclusive and welcoming environment	KC, OGC, OMB
Provide professional development and service opportunities to staff	SSEM, VPFA, UESS
Integrate education on a culture of diversity, equity, and inclusion into divisional employee orientation	SSEM, VPSL, IS

TACTIC	UNITS EMPLOYING TACTIC
Develop programs that support, mentor, and prepare members of underrepresented groups for leadership opportunities, including internship programs	OGC, LAW, UOPDX, VPSL, VPFA, ADV, DEI
Exit/Stay Surveys	VPFA, OtP, DEI
KEY: ADV = Advancement | ATH = Athletics | CAS = College of Arts & Sciences | CHC = Clark Honors College | COE = College of Education | COMM = University Communications | DEI = Equity & Inclusion | GRAD = Graduate School | IS = Information Services | KC = Knight Campus | LAW = School of Law | LCB = Lundquist College of Business | LERC = Labor Education & Research Center | LIBR = Libraries | OGC = Office of the General Counsel | OMB = Ombuds Office | OtP = Office of the Provost | SOJC = School of Journalism & Communication | SOMD = School of Music & Dance | SSEM = Student Services & Enrollment Management | VPFA = Finance & Administration | VPRI = Research & Innovation | VPSL = Student Life | UESS = Undergraduate Education & Student Success |UOPDX = UO Portland	

Figure 5 *Units across campus employing similar DAP tactics*

Climate

Over 70% of the unit plans included a desire to implement a unit-level climate survey. This is understandable because campus climate is linked to retention.

Based on that feedback, we convened a team of colleagues from academic and administrative units to assess the viability of a campus-wide climate survey focused on inclusion and a respectful workplace. This group made recommendations to the President that we commission a climate survey for our entire campus.

Figure 6 outlines the process that was established, including proposal review and the selection of a firm to do the work. However, the contracting process ended during the onset of COVID-19. For understandable reasons, we decided to postpone the campus survey until AY21/22. In the meantime, we are advising units to move forward in rectifying known climate issues in their units and departments, including, but not limited to disrespectful colleagues, unhealthy communication patterns, and micro-aggressions.

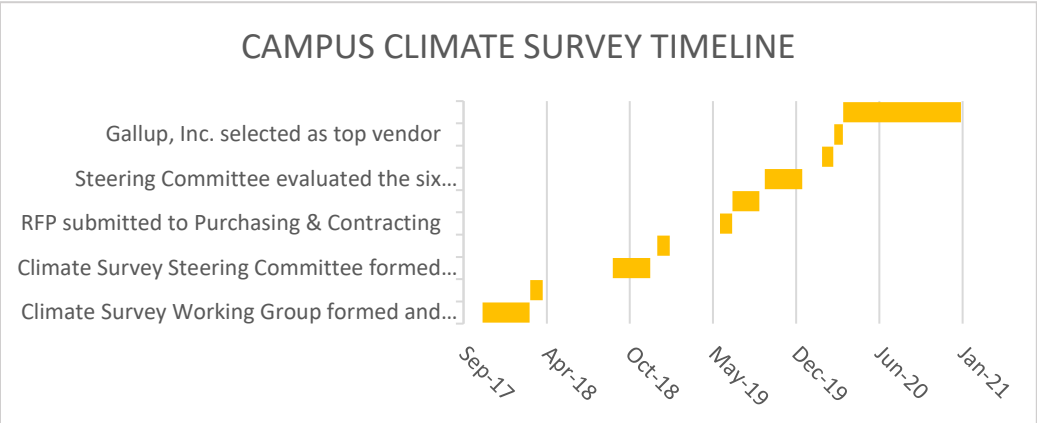


Figure 6 *Update on Climate Survey Work*

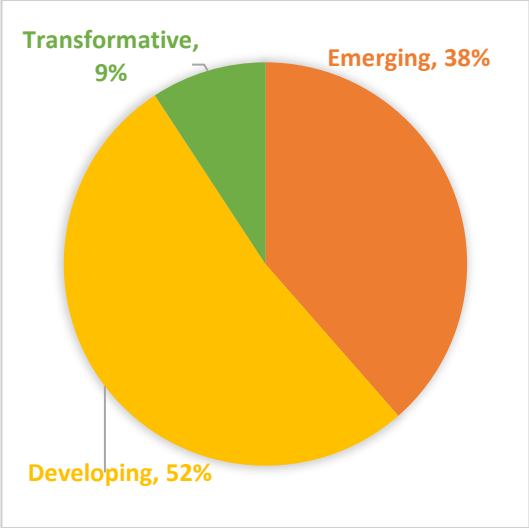


Figure 7 Impact that units' met tactics have in affecting change across campus

In keeping with IDEAL's goal of making equity and inclusion commonplace, the next section of our report examines the depth of engagement that each of the tactics catalyzed.

Developmental Impact of the DAP work

Equity and Inclusion work is categorized into three different types of impact. We painstakingly categorized each met tactic into one of the following categories based on typologies from research on equity and inclusion in higher education:[v]

Emerging: Work that focuses on raising awareness about equity, inclusion and diversity. It is often symbolic, occurring at the surface of the organization. Typically, it is transactional in nature and not directly linked to levers of institutional change. Although this work is usually driven by leadership, some emerging efforts may build upon local grassroots ideas and initiatives.

Developing: Efforts focused on putting infrastructure, policies and processes into place. Developing efforts usually build on either pilot efforts or previous "emerging work." Developing work often focuses on building relationships and making connections between awareness and practice.

Transformative: Efforts focused on the bones and sinew of the organization, with intentionality about shifting the culture, norms, policies and process toward significantly increased inclusion, equity and diversity. Program design at this stage is highly participative, including actors at different levels of the organization, while focusing on developing high-impact processes within units and across campus. While emerging and developing work are important in building muscle for change, it is transformative work that actually shifts the climate and culture of institutions, often in inclusive and anti-oppressive ways.

Thirty-eight percent of the met tactics fall into the emerging category (Figure 7). These included one-time programs, beginning efforts or transactional events. It is work aimed at getting faculty, staff and students who are either new to the work or resistant to the work, involved. Efforts include inviting URM researchers to give talks on campus (LCB), convening events that celebrate different cultures and experiences (PDX), community collaborations on immigration issues (LERC); highlighting URM populations in newsletters (VPRI); embedding diversity in website design (DGE); encouraging professional development for women and minorities (GC); increasing awareness of implicit bias (SOMD) and promoting inclusion in the work environment (OMBUDS).

Just over 50% of the met tactics fall into the developing category: developing and empowering diversity committees (CAS), establishing equity research groups (COD), prioritizing hiring in programmatic areas that enhance diversity (COE), developing an engagement plan focused on staff retention (IS), developing internship programs that bring Black, Indigenous, Latinx, Asian, Desi, Pacific Islanders and women into careers where they are previously underrepresented (VPFA, SSEM, DEI,

ADV,VPSL), embedding equity and inclusion into annual performance reviews (SSEM, VPSL), collaborating with Latinx community partners to create a more welcoming environment (JSMA), incorporating accessibility as a criteria for library collections (LIBR); embedding diversity into curriculum (CHC); leadership development and consulting with unions on Labor issues (LERC); Everyday Inclusion, a robust professional development series (VPFA); and incorporating implicit bias into hiring procedures (UESS).

The smallest percentage of met tactics is in the transformative category: employing universal design for building (Knight Campus), or sharing authority with the diversity committee to evaluate a VP's performance in ways that generate meaningful accountability around equity and inclusion (Advancement); conducting exit interviews to ensure that departing employees have opportunities to express concerns and incorporate relevant feedback into policies and processes (LAW); Revising RFP and RFQ documentation to make processes more accessible to small, minority and women-owned businesses (PCS); changing performance evaluation processes to include diversity/inclusion components (ATH); institutionalizing the work of diversity committees in college-level decision-making (CAS) and reforming the multicultural requirement in ways that focus on power, agency and difference (TEP and OtP). In the section below, we examine how IDEAL impacted our staff, students, faculty, community partners and alumni, as it was being implemented.

DAP Constituencies

Each unit had the opportunity to choose constituency groups. Figure 8 shows that nearly a quarter of all of our DAPs focused on either undergraduate or graduate students, followed by a general focus on all campus constituents. Staff were the third most popular focus of the DAPs, with other foci including community, faculty, and mixed-constituency. In keeping with our goal to become an IDEAL campus, community and State, DAP work also extended to community partners, with a sliver of the work impacting our alumni as well.

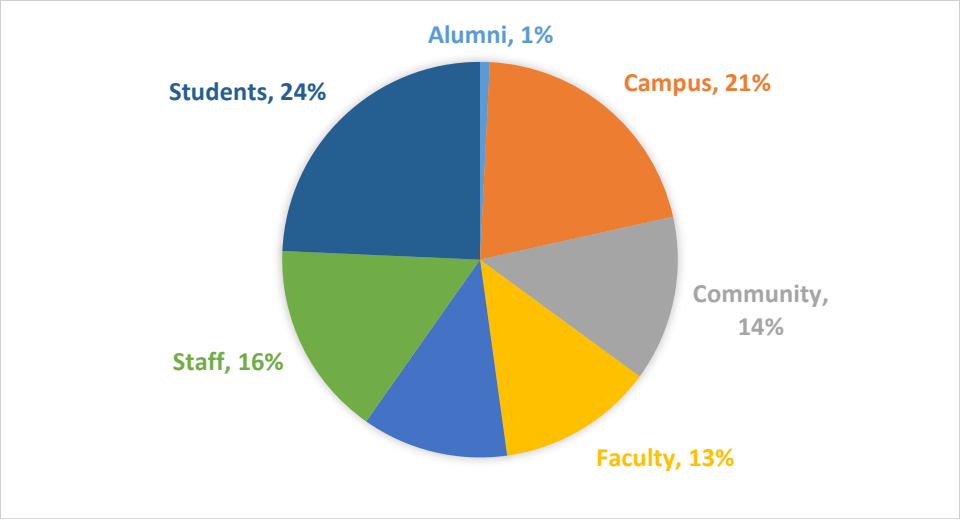


Figure 8 Constituencies served through units' met DAP tactics

Another important over-arching goal of IDEAL is to create a campus where underrepresented groups can grow and thrive. Figure 9 explores how DAP implementation was distributed among underrepresented constituencies on our campus. Of the DAPs that focused on underrepresented

populations, 15% focused on all underrepresented communities. Underrepresented groups most likely to be named are Indigenous, disabled, women, Latinx and international communities. Blacks received very little targeted focus and Asians were not singled out as an area of focus.

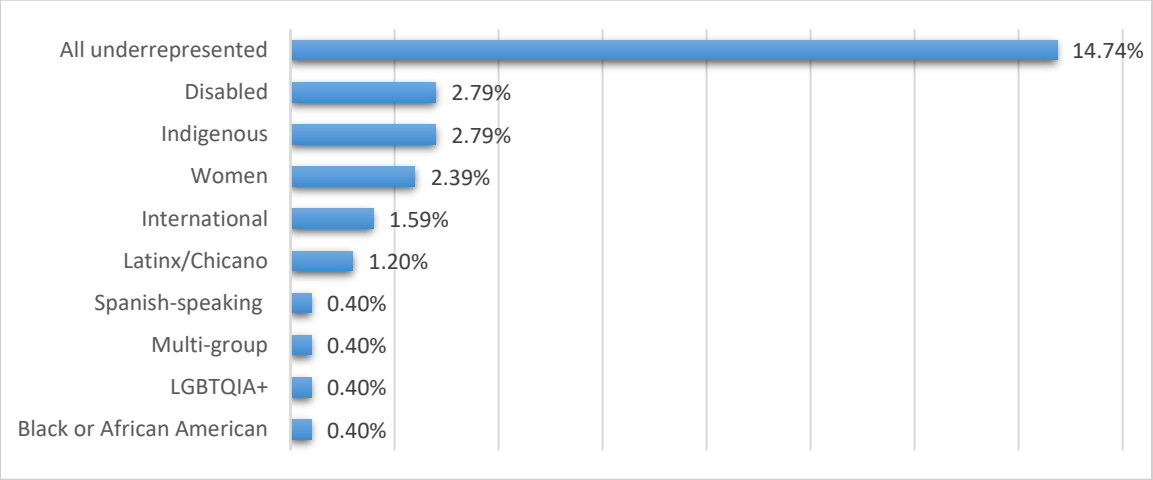


Figure 9 *Underrepresented groups specifically served through units' met DAP tactics*

Thus far, our analyses have helped us to understand what we have accomplished across campus. At this juncture, we explore how the DAP work was received and evaluated by external audiences.

Catalyzing Change

The diligent work developed under the auspices of IDEAL by staff, faculty, students and leadership, catalyzed change in ways that were recognized and applauded by groups and organizations beyond our campus. A few of the highlights are outlined below:

- Two years into the work of IDEAL, the Oregon Department of Education informed us that they were using IDEAL as a basis for establishing their own internal plan.
- The UO Department of Intercollegiate Athletics identified IDEAL as a major partner driver in their success of BEOREGON, which received the National 2020 NCAA/MOAA Diversity and Inclusion Award.
- Communications received 2020 Best of CASE (Council for Advancement and Support of Education) for PATOS: a multimedia approach to supporting the UO Latinx community
- In September 2020, UO received its first Insight into Diversity Higher Education Excellence in Diversity (HEED) recognition, which is given to schools for excellence in diversity and equity on their campus.

From Mono-culturalism to Resiliently Inclusive: Data Highlights on the Journey Forward

Our DAP implementation process is designed to develop muscle memory and capacity to move the UO from being a mono-cultural institution, where racial exclusion was the norm, to a resiliently inclusive multicultural institution. Inclusive multiculturalism exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate and lead in majority culture as full and valued members of the community, shaping and redefining that culture in

equitable and anti-oppressive ways. The data below provides a snapshot of representation among senior leadership, officers of administration, faculty, women in science, classified staff, graduate employees and female faculty of color.

University Leadership and Officers of Administration

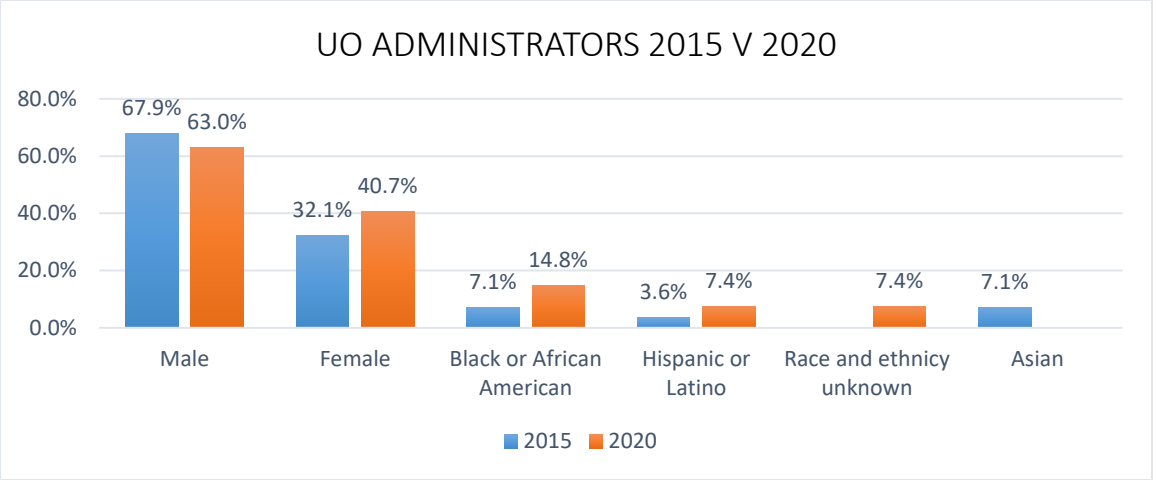
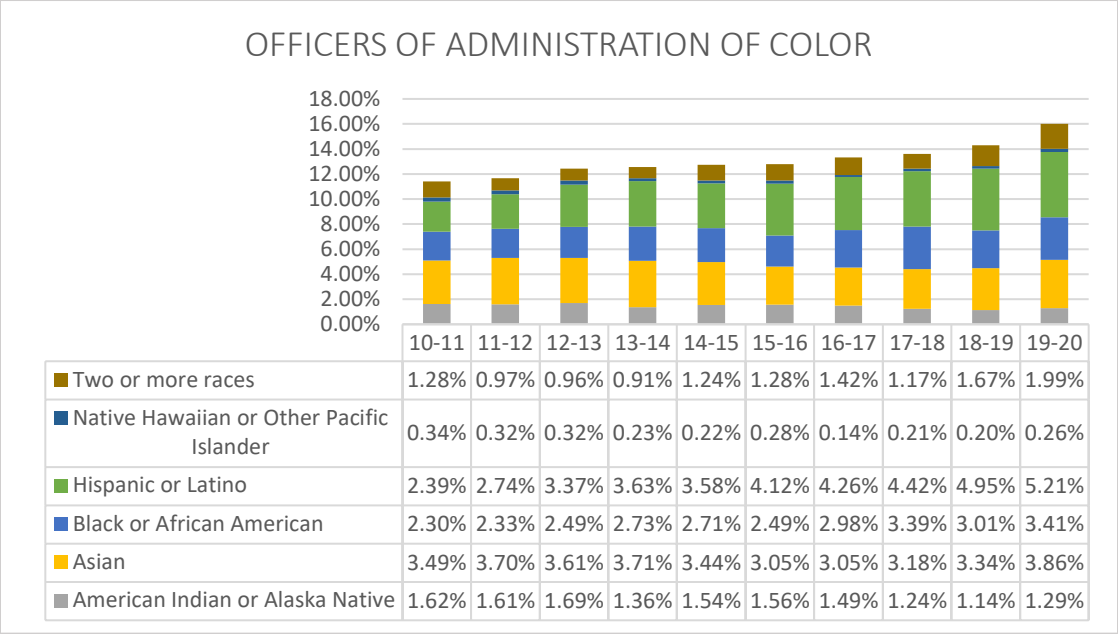


Figure 10 *Compares UO Administrators' gender and ethnicity in 2015 to 2020. Source: UO Institutional Research*

Diversity among campus leadership is a crucial indicator of inclusion. After all, leaders play an important role in designing policies that shape climate, resource mobilization and success. Figure 10 illustrates growth in the representation of women, Black and Latinx administrators,[1] as well as an increasing percentage of administrators whose race and ethnicity are unknown. Men still predominate the ranks of UO leadership. Asians are currently invisible at the highest ranks of UO leadership, a problematic and all too common situation in higher education considering the overrepresentation of Asian faculty and students. The changes in UO senior leadership are a result of a number of intersecting factors: intentionality of active recruitment practices, protests by the BSTF, and a clarion call by women in all aspects of campus life demanding that the UO hire more female leaders. The achievements made, however, are fragile. Underrepresented leaders must be nurtured, respected and provided with opportunities to advance if they are to remain in leadership positions on our campus.

[1] Since 2014-15, "Administrators" is defined as the President, Senior Vice President & Provost, all Deans, Vice Presidents, Vice Provosts, the General Counsel, and the Athletic Director. Source: Office of Institutional Research.

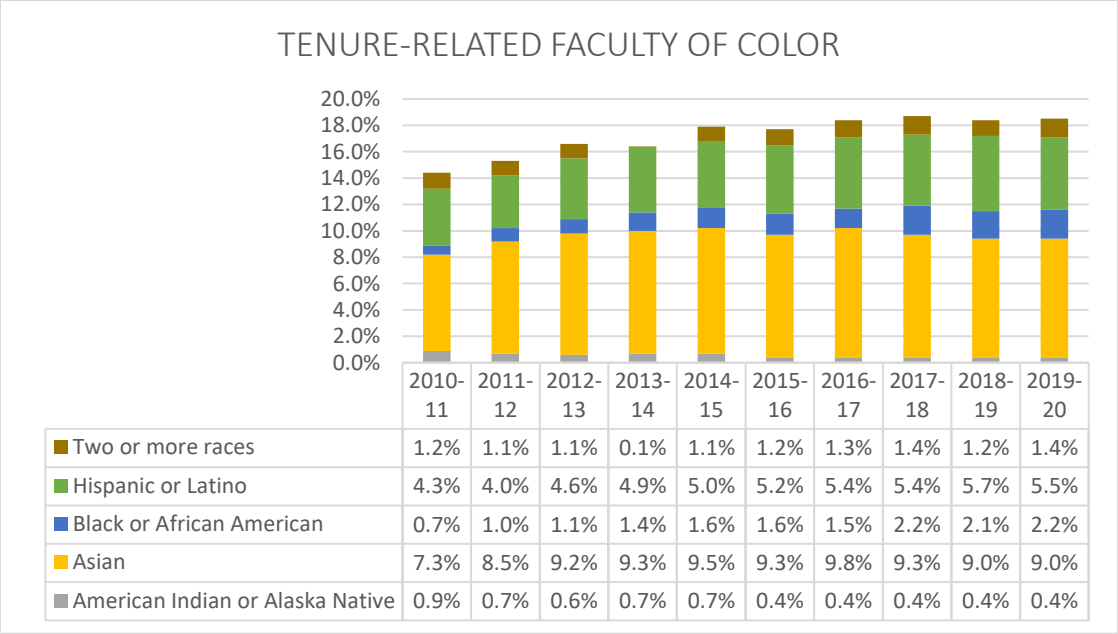


	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Two or more races	1.28%	0.97%	0.96%	0.91%	1.24%	1.28%	1.42%	1.17%	1.67%	1.99%
Native Hawaiian or Other Pacific Islander	0.34%	0.32%	0.32%	0.23%	0.22%	0.28%	0.14%	0.21%	0.20%	0.26%
Hispanic or Latino	2.39%	2.74%	3.37%	3.63%	3.58%	4.12%	4.26%	4.42%	4.95%	5.21%
Black or African American	2.30%	2.33%	2.49%	2.73%	2.71%	2.49%	2.98%	3.39%	3.01%	3.41%
Asian	3.49%	3.70%	3.61%	3.71%	3.44%	3.05%	3.05%	3.18%	3.34%	3.86%
American Indian or Alaska Native	1.62%	1.61%	1.69%	1.36%	1.54%	1.56%	1.49%	1.24%	1.14%	1.29%

Figure 11 *Officers of administration of color as a percentage of all OAs from AY 2010 to AY 2019. Source: UO Institutional Research*

Diversity in the ranks of Officers of Administration (OAs) is essential to an inclusive and multicultural institution, but Figure 11 shows only incremental progress. Since 2015, Latinx OAs have increased by a little over a percentage point, while OAs who are Black and Asian have each increased by a little under a percentage point. Pacific Islander or Native OAs were already a tiny proportion of the OA population, and since 2015, these groups have declined.

Faculty, Classified Staff, and Graduate Employees

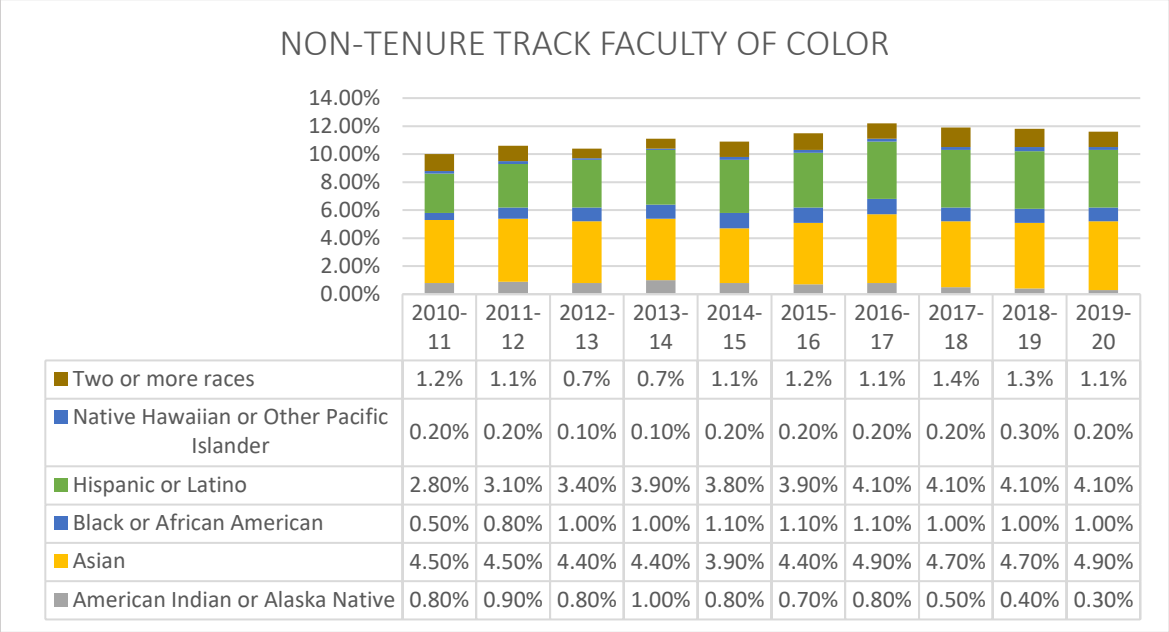


	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Two or more races	1.2%	1.1%	1.1%	0.1%	1.1%	1.2%	1.3%	1.4%	1.2%	1.4%
Hispanic or Latino	4.3%	4.0%	4.6%	4.9%	5.0%	5.2%	5.4%	5.4%	5.7%	5.5%
Black or African American	0.7%	1.0%	1.1%	1.4%	1.6%	1.6%	1.5%	2.2%	2.1%	2.2%
Asian	7.3%	8.5%	9.2%	9.3%	9.5%	9.3%	9.8%	9.3%	9.0%	9.0%
American Indian or Alaska Native	0.9%	0.7%	0.6%	0.7%	0.7%	0.4%	0.4%	0.4%	0.4%	0.4%

Figure 12 *Tenure track faculty of color as a percentage of all TTF from AY 2010 to AY 2019. Source: UO Institutional Research.*

IDEAL: Our Roadmap for a Fully-Inclusive and Resilient Campus

Since 2015, the UO has made some progress in faculty diversity but the larger landscape of faculty diversity remains unchanged, with increases of less than 1% change over the last five years. Modest increase have occurred with Latinx and Black faculty. The percentage of Native faculty remained unchanged, while the percentage of Asian faculty slightly decreased.



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Two or more races	1.2%	1.1%	0.7%	0.7%	1.1%	1.2%	1.1%	1.4%	1.3%	1.1%
Native Hawaiian or Other Pacific Islander	0.20%	0.20%	0.10%	0.10%	0.20%	0.20%	0.20%	0.20%	0.30%	0.20%
Hispanic or Latino	2.80%	3.10%	3.40%	3.90%	3.80%	3.90%	4.10%	4.10%	4.10%	4.10%
Black or African American	0.50%	0.80%	1.00%	1.00%	1.10%	1.10%	1.10%	1.00%	1.00%	1.00%
Asian	4.50%	4.50%	4.40%	4.40%	3.90%	4.40%	4.90%	4.70%	4.70%	4.90%
American Indian or Alaska Native	0.80%	0.90%	0.80%	1.00%	0.80%	0.70%	0.80%	0.50%	0.40%	0.30%

Figure 13 *Non-tenure track faculty of color as a percentage of all NTTF from AY 2010 to AY 2019. Source: UO Institutional Research*

Racial diversity among our non-tenure related faculty remains largely unchanged with tiny shifts in the representation of Latinx faculty and minor gains of less than one percent among Asian and Native Hawaiian faculty. The ranks of Black and Native NTTF decreased.

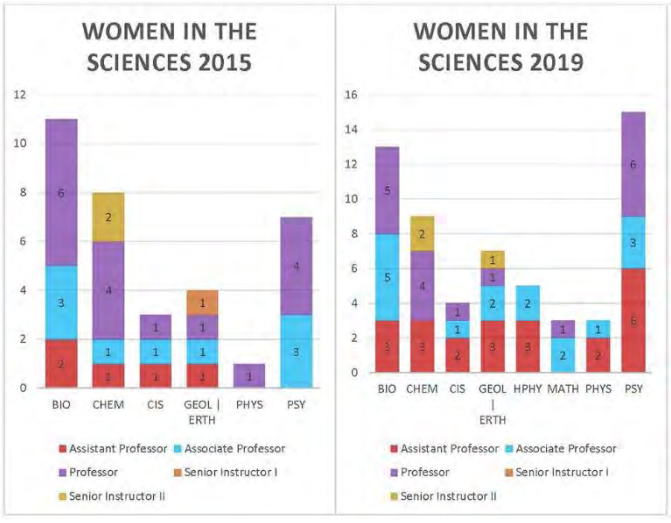
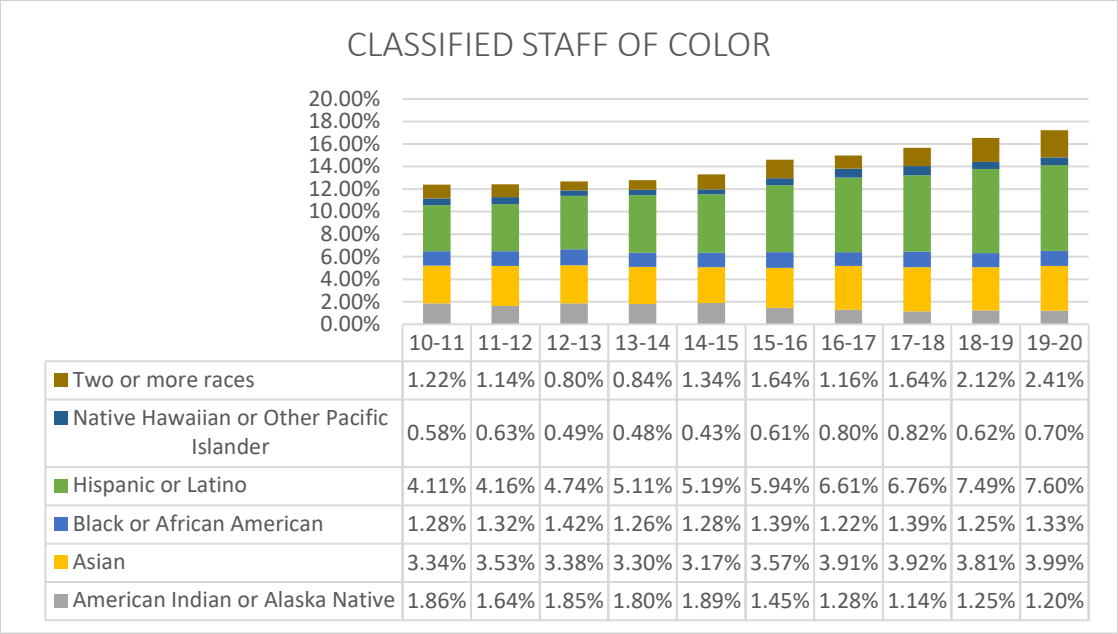


Figure 14 *Women in the Sciences 2015 V 2020*

Figure 14 shows changes in the placement of women in STEM. Advocacy among women scientists as well as active recruitment strategies were important in breaking through stagnation. While modest hiring and/or promotions have taken place across the sciences, the largest increases have occurred in biology and psychology.

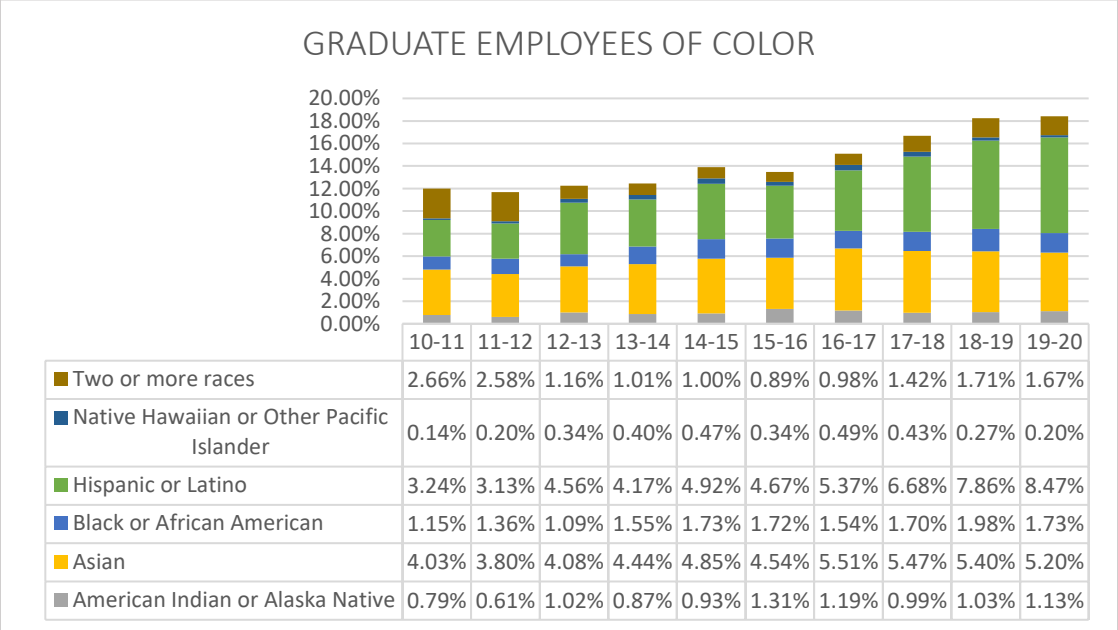
Except for moderate increases in classified staff (Figure 15) who identify as Latinx or biracial, classified staff also remain mostly white.



	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Two or more races	1.22%	1.14%	0.80%	0.84%	1.34%	1.64%	1.16%	1.64%	2.12%	2.41%
Native Hawaiian or Other Pacific Islander	0.58%	0.63%	0.49%	0.48%	0.43%	0.61%	0.80%	0.82%	0.62%	0.70%
Hispanic or Latino	4.11%	4.16%	4.74%	5.11%	5.19%	5.94%	6.61%	6.76%	7.49%	7.60%
Black or African American	1.28%	1.32%	1.42%	1.26%	1.28%	1.39%	1.22%	1.39%	1.25%	1.33%
Asian	3.34%	3.53%	3.38%	3.30%	3.17%	3.57%	3.91%	3.92%	3.81%	3.99%
American Indian or Alaska Native	1.86%	1.64%	1.85%	1.80%	1.89%	1.45%	1.28%	1.14%	1.25%	1.20%

Figure 15 *Classified staff of color as a percentage of all classified staff from AY 2010 to AY 2020. Source: UO Institutional Research*

Staff who identified as Pacific Islander or Native American decreased since 2015. With only a slight uptick of less than 1%, the representation of Black and Asian classified staff remained largely the same.



	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Two or more races	2.66%	2.58%	1.16%	1.01%	1.00%	0.89%	0.98%	1.42%	1.71%	1.67%
Native Hawaiian or Other Pacific Islander	0.14%	0.20%	0.34%	0.40%	0.47%	0.34%	0.49%	0.43%	0.27%	0.20%
Hispanic or Latino	3.24%	3.13%	4.56%	4.17%	4.92%	4.67%	5.37%	6.68%	7.86%	8.47%
Black or African American	1.15%	1.36%	1.09%	1.55%	1.73%	1.72%	1.54%	1.70%	1.98%	1.73%
Asian	4.03%	3.80%	4.08%	4.44%	4.85%	4.54%	5.51%	5.47%	5.40%	5.20%
American Indian or Alaska Native	0.79%	0.61%	1.02%	0.87%	0.93%	1.31%	1.19%	0.99%	1.03%	1.13%

Figure 16 *Graduate employees of color as a percentage of all GEs from AY 2010 to AY 2019. Source: UO Institutional Research*

Racial diversity among our graduate students has changed little since 2015. Apart from Latinx and/or multiracial students, change among Pacific Islander, Asian, Black and Native America students has either remained basically flat or declined.

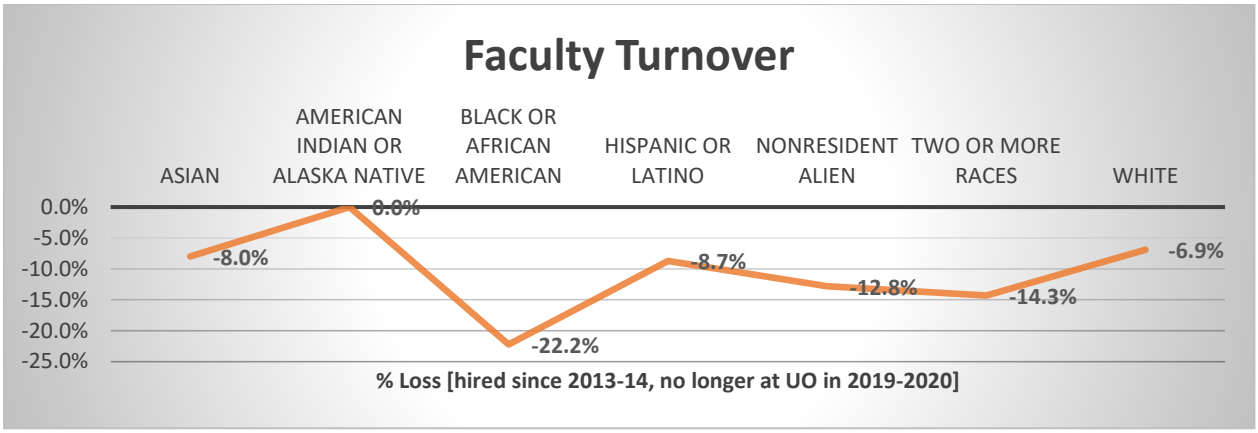


Figure 17 *Percent of faculty hired since AY 2013-14 who are no longer at the UO in AY 2019-20. Source: UO Institutional Research*

Figure 17 captures the turnover rates for tenure-related faculty—which reflect the percentage of faculty who are no longer at the UO. This percentage is important because it helps us to understand whether or not the UO is a destination spot or a revolving door. White faculty and Asian faculty, respectively, have the lowest turnover rates, followed by Latinx faculty. The next layer of turnover is for non-resident Alien and multiracial faculty. Black faculty comprise the third level, leaving the university at almost 3 times the rate of similarly situated white faculty.

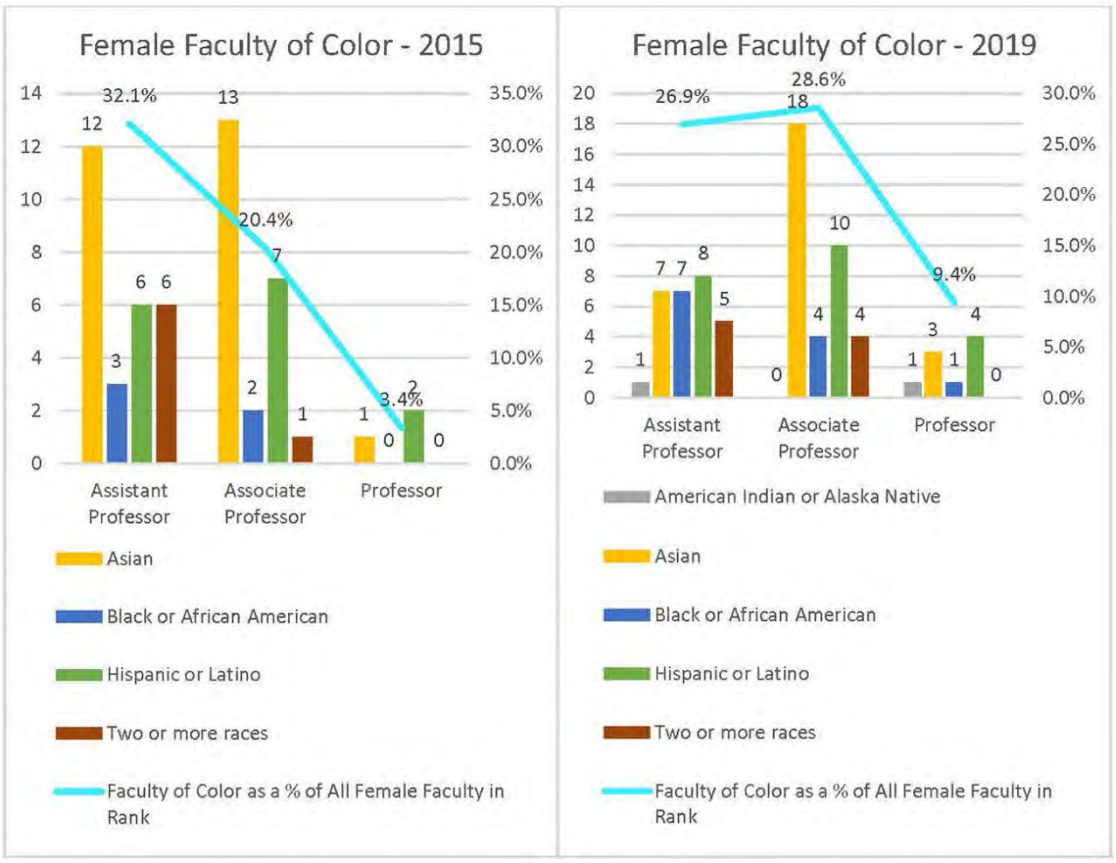


Figure 18 *Female tenure related faculty of color in 2015 and in 2019. Source: UO Institutional Research.*

For women of color who stay at the UO, there is increased progress in movement through the ranks. Women of color faculty comprise almost 29% of the associate professor ranks compared to 20% three years ago. Additionally, as compared with 2015, when there were no Black or Native women[vi] who were full professors, 2019 saw the promotion/hiring of Native and Black faculty in each of these categories. Asian, Latina and biracial/multicultural women faculty continue to be promoted. As we will see below, faculty turnover and advancement have implications for student belonging and success. In the next section, we examine student success for all our under-represented students.

Student Success

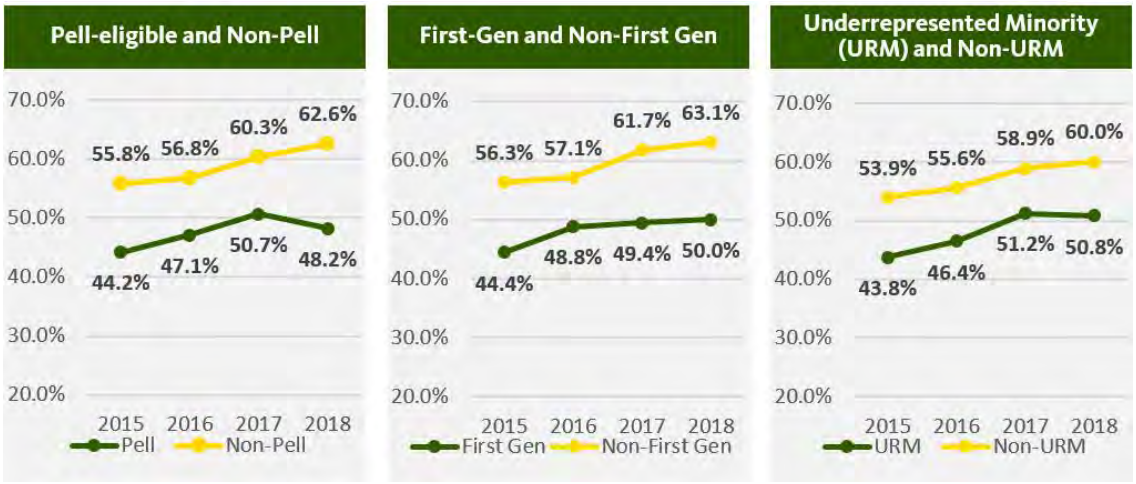


Figure 19 *Other graduation rate trends. Source: Undergraduate Education & Student Success*

Figure 19 shows that although the overall achievement gap continues to widen, the UO witnessed marked improvement for Pell eligible, first generation and underrepresented students since the beginning of the DAP work in 2015 until 2018, the last year for which we have graduation data. Underrepresented students made the largest progress.

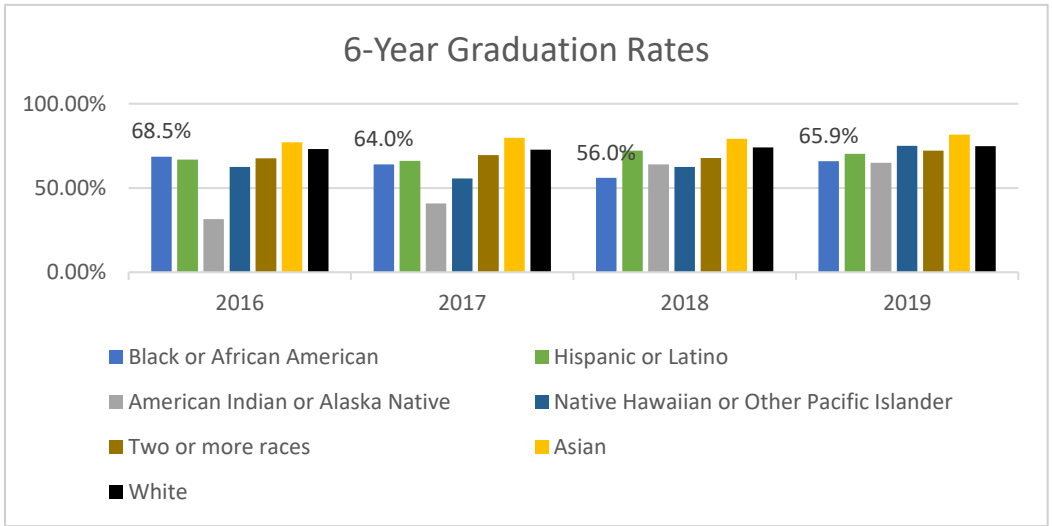


Figure 20 *Six-year graduation rates based on beginning cohort years 2010-2014. Source: UO Institutional Research*

When we review disaggregated data, however, we see improvements across each of these groups, with the stark exception of Black students. Black students' 6-year graduation rate was just shy of 69% in 2016, and worsened to 66% in 2019. Perhaps, there is a link between the high turnover rate for black faculty and lower patterns of success for black students. Research shows that black faculty historically play a crucial role in the success of black students. Thus, the final aspect of building a multicultural institution is to ensure equity in what we value and how we recognize success.

Faculty Achievement

In this section, we focus on faculty achievement as measured by tenure, promotion and faculty awards. In addition to being shaped by race, the UO institutions are also gendered. Little changed since 2015, with women predominating among the non-tenure ranks and men predominating among the tenured ranks. This is not just a matter of semantics, but equity too. Tenure provides access to life-long job security and higher pay, while non-tenure positions constantly search for stability.

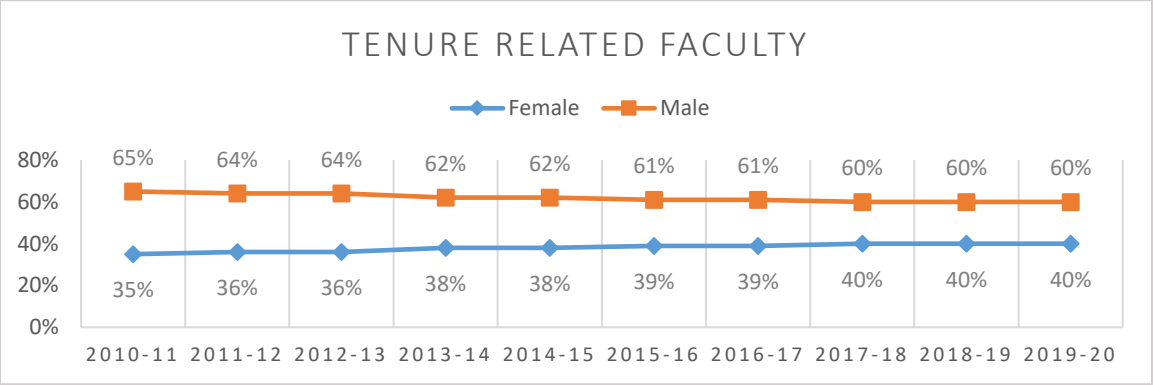


Figure 21 *Gender distribution of tenure-related faculty from AY 2010 to AY 2019. Source: UO Institutional Research*

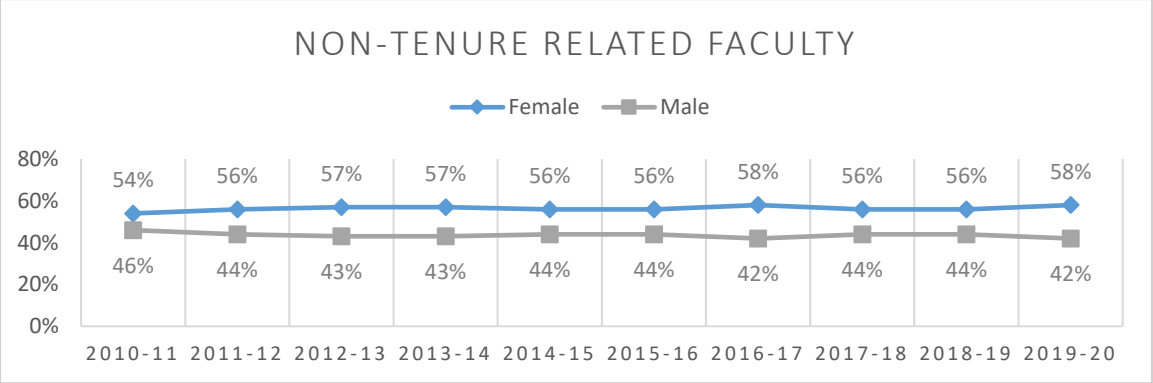
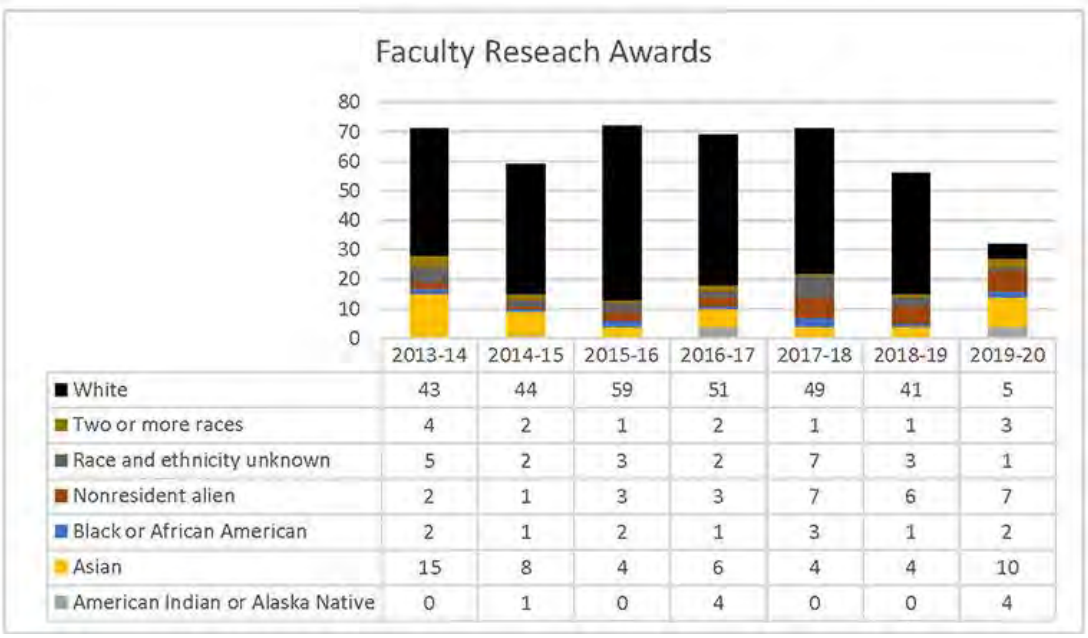


Figure 22 *Gender distribution of non-tenure related faculty from AY 2010 to AY 2019. Source: UO Institutional Research*

Between 70 and 80% of all UO research awards are awarded to White faculty, with Asian and Latinx faculty, garnering few of these awards. In terms of gender, there is almost parity between men and women.



	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
White	43	44	59	51	49	41	5
Two or more races	4	2	1	2	1	1	3
Race and ethnicity unknown	5	2	3	2	7	3	1
Nonresident alien	2	1	3	3	7	6	7
Black or African American	2	1	2	1	3	1	2
Asian	15	8	4	6	4	4	10
American Indian or Alaska Native	0	1	0	4	0	0	4

Figure 23 *Race/ethnicity distribution of faculty research awards 2013-14 through 2019-20. Source: UO Institutional Research.*

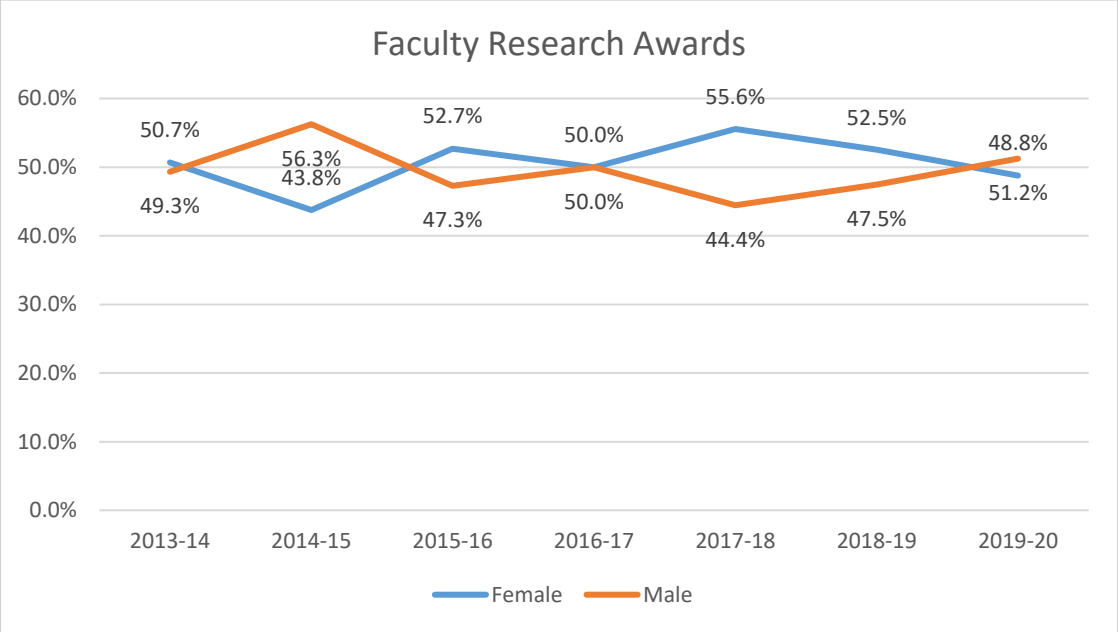
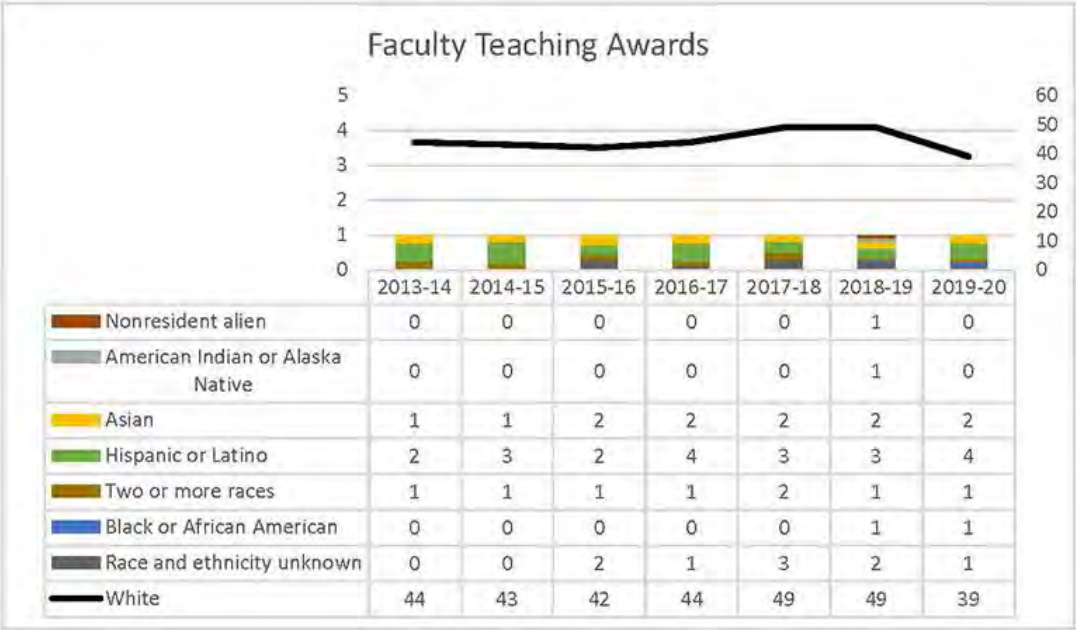


Figure 24 *Gender distribution of Faculty Research Awards from 2013-14 through 2019-20. Source: UO Institutional Research*

When it comes to teaching awards (Figure 25), almost 80% of awards consistently go to white faculty. Only recently have Black faculty and Native faculty received these awards. In terms of gender, men have received almost 2 of every 3 awards.



	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Nonresident alien	0	0	0	0	0	1	0
American Indian or Alaska Native	0	0	0	0	0	1	0
Asian	1	1	2	2	2	2	2
Hispanic or Latino	2	3	2	4	3	3	4
Two or more races	1	1	1	1	2	1	1
Black or African American	0	0	0	0	0	1	1
Race and ethnicity unknown	0	0	2	1	3	2	1
White	44	43	42	44	49	49	39

Figure 25 *Race/ethnicity distribution of faculty teaching awards 2013-14 through 2019-20. Source: UO Institutional Research.*

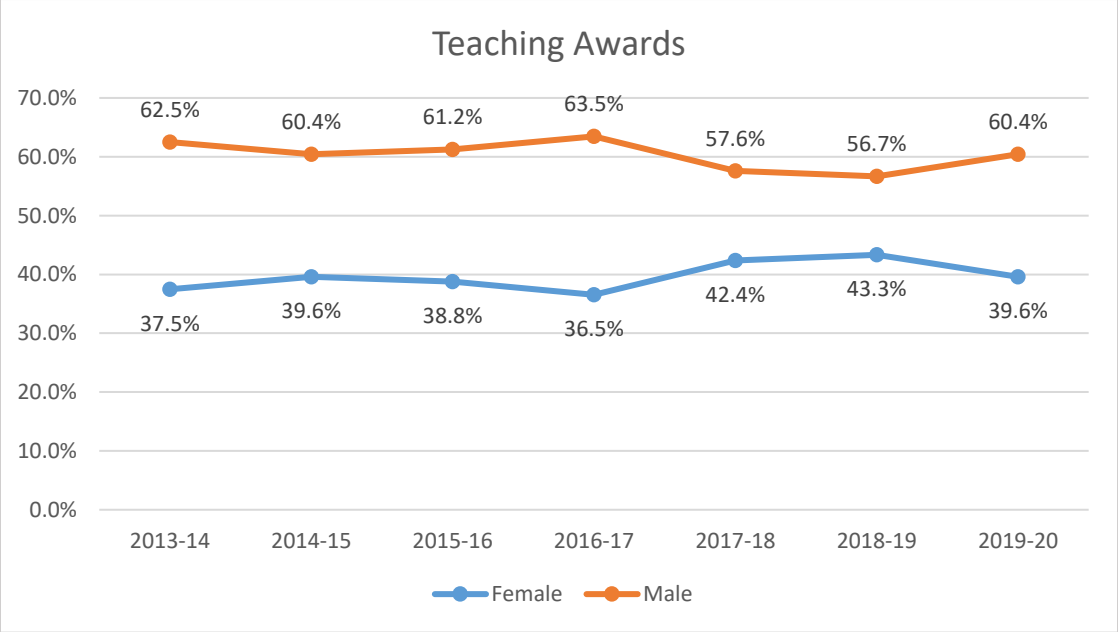


Figure 26 *Gender distribution of faculty teaching awards 2013-14 through 2019-20. Source: UO Institutional Research.*

The racialized and gendered patterns observed in the awards process demonstrate the need to examine and redesign these processes to ensure the talents and contributions made by women and people of color are recognized and valued. Without such recognition, their work and contributions are often appropriated without adequate compensation.

In some ways, the data raise additional and important questions about intersectionality, as well as how our disabled and LGBTQ students and colleagues are faring. The lack of data transparency,

especially around issues of race, limits our ability to intentionally track progress on these important issues.

Failing Forward and Recommended Next Steps

In many respects, the DAP implementation process is reminiscent of Dickens' Tale of Two Cities, largely because of the specter of dualism. On one hand, the DAP implementation showcased the UO's innovative, scrappy, can-do attitude. Our work helped our campus develop a common language, collaborate in building the UO's muscles in these areas and focus campus efforts on issues that have, for too long, lacked consistent focus. In less than 3 years, campus units contributed over 250 programs, events, processes and policies. Considering Oregon's history of exclusion and colonization, this progress is significant. However, the DAP implementation process tells only part of our story.

The other side, told by the data about representation, student success and faculty achievement, presents a less flattering story—one of a campus that is mired in incrementalism—as it relates to diversity, equity and inclusion. This incrementalism chains the UO to its racially segregated past on a campus where colorblind ideology[vii] and whiteness prevail.[viii] To the extent that change has occurred in diversifying the ranks of women in science, UO senior administration and in the promotion of women faculty of color to associate and full professor ranks, they have been the exception to the rule. Specifically, these gains have occurred as a result of intentional outreach, targeted recruitment, student protests and organized faculty mobilization. Yet, absent from this progress are any Vice Presidents or Deans who identify as Native, Asian or Pacific Islander as well as the precarious representation of women in senior leadership ranks. This means that if the UO really intends to be a resilient, fully-inclusive institution, it must embed a culture of intentionality throughout its systems and processes. It must stridently and consistently choose a path of anti-oppression in word and as well as deed. Since a climate of belonging for all is important for faculty, staff and student retention, and since climate lives in structures, future work must focus on dismantling the behaviors and processes that make the UO a largely unwelcoming place for underrepresented faculty, staff and students across all identity lines, while embedding our practices, processes and systems with love, authenticity, courage and empathy.

Future work must also gauge our performance on key indicators of success, with consistent work in dismantling the systems and processes that uphold implicit as well as implicit bias and discrimination. The journey ahead is too important, and the work too consequential to leave it undone. We invite your renewed commitment to and participation in the next leg of our journey.

Endnotes

[i] It takes a team to complete any worthwhile project. Such is the case with this Report. I am grateful to each colleague in the Division of Equity and Inclusion for their commitment and support. I am also grateful to the President's Diversity Advisory Community Council (PDACC), for their consistent support and untiring commitment to helping shape our campus into a more just and hospitable place. Tracy Bars served as the project manager for DAP implementation, and I am grateful for her data management skills and creativity. JP Monroe provided data access along the way. Members of the DEI Executive Team—including Vickie (2017-2019), Charlotte, Lesley-Anne and Kelly, were invaluable thought partners in helping to execute the DAPs across campus. Many thanks as well to President Schill, Senior Staff, Deans and Directors who provided support along the way. Above all, I am grateful to everyone who helped to design IDEAL, and who worked hard to implement DAPs across our campus. This report celebrates our collaborative work and invites everyone's leadership for the next leg of our journey.

[ii] For a timeline of IDEAL, please see the following: https://inclusion.uoregon.edu/framework-development-history

[iii] Climate Survey Development and Analytics; Evaluate Existing Workshops, Professional Development Programs / Gap Analysis; Implicit Bias Professional Development; Leadership Succession Planning; Onboarding and Training for New Employees & New Supervisors; Professional Development Pilot Projects; Recruiting Processes, Outlets & Retention Tools

[iv] Our initial team of three include Vickie DeRose, Lesley-Anne Pittard and myself (Yvette Alex-Assensoh). When Vickie completed her term as CoDaC Director, Charlotte Moats-Gallagher, the new CoDaC Director joined the team and helped to complete the review process.

[v] Damon Williams. 2013. Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. New York Stylus.

[vi] There has been at least one black female faculty member at full professor rank, but she is counted in the administrative rather than the faculty ranks.

[vii] Color blindness is the idea that race-based differences don't matter. It ignores the realities of systemic racism.

[viii] For example, in 2020, there are entire departments that have never hired a Black or Indigenous faculty member or postdoc.

UO DAP Consultative Engagement with Dr. Daryl Smith
Summary Findings
Summer 2020

I. High-level Recommendations

The University of Oregon should focus its diversity, equity, and inclusion efforts and resources on these four key priorities, identifying key indicators for success and measuring them regularly:

- Student success for undergraduate and graduate students
- Campus climate for faculty, staff, and students
- Faculty recruitment and retention
- Transformation of curriculum and scholarly research

For assessment in all areas, disaggregate data by school/college/unit and identities (racial/ethnic background, gender, first-generation and non-traditional student, etc.) in order to understand where challenges are and where interventions have been successful (or not).

II. Key Themes:

Leadership: The importance of leadership and alignment of the President and Provost, communicating clearly that diversity, equity, and inclusion work is imperative to the core of the scholarly integrity of the university, and to our future as a public institution. Seize the current momentum and urgency towards action and real change.

Culture: In order to build a thriving culture, people need to feel that the institution is invested in their success. Call out unacceptable behaviors and hold people accountable. Foundational work on climate must be done or recruitment efforts will be put at risk, with ripple effects.

Student Success: Importance of a curriculum which is helping create leaders for a pluralistic society. Embodying a culture of student success means that everyone on campus understands it to be part of their work and mission, and is laser focused on collaborating to interrupt failure at every step along the way – particularly for underrepresented students for whom the institution has not historically served well.

Institutional Research: Identify key indicators and ensure that those data points are being captured and measured consistently and in a timely manner. Empower IR to build capacity and collaborations across campus, see themselves as critical partners in the work, and help make meaning of the data.

Challenges: Decentralized culture possibly means there is some duplication of effort, and learnings are not coordinated or communicated across campus. Need to support capacity-building around data collection and assessment. Concerns about the climate for Black, Indigenous, and communities of color across campus, and some cynicism about the possibility for transformative change.

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Agenda Item #9

Academic Area in Focus:
Human Physiology

Human Physiology Department Profile

"The physiology of today is the medicine of tomorrow. "– Ernest Henry Starling, Physiologist (1926)

Overview

The Department of Human Physiology is a community committed to exceptional teaching and research. We endeavor to improve our community locally and globally through enhanced understanding of physiological mechanisms relevant to human health. We value inclusivity, sustainability, collaboration, engagement, mentorship, and service with an underlying commitment to the responsible communication of science.

At the undergraduate level, future researchers, educators, physicians, physical therapists and other health care providers receive comprehensive, multidisciplinary training in the physical, biological, and chemical sciences preparing them for entrance into most professional health care-related programs. In addition to completing core science courses, students are challenged to question critically, think logically, and communicate clearly. Human Physiology students also examine the health sciences from a perspective that explores the functional and structural mechanisms underlying human movement across health and disease, using physiological methods, ranging from biochemical and systems techniques through whole body analysis.

The graduate program develops researchers and health professionals who are creative innovators generating new knowledge in the physiological sciences. The department's outstanding, funded laboratories use physiological and engineering methods to evaluate human subjects or animal models related to human physiology under a broad spectrum of experimental conditions.

Department faculty recognize that cutting-edge translational research, from basic physiological mechanisms through integrative systems physiology related to health, human movement, and physical activity, has a major influence on disease treatment and prevention. Consequently, in the performance of their research, they routinely work closely with physicians and other clinical personnel.

Some of the **current areas of excellence** in the department include: 1) Developmental origins of disease related to the impact of maternal diet and health status on the well-being of their offspring; 2) Human adaptation to environmental extremes such as high altitude, hot or cold temperatures; 3) Use of environmental stressors such as heat stress to induce therapeutic benefits in patient populations; 4) Nutritional interventions to preserve muscle function in patients undergoing orthopedic surgeries; 5) Prediction and prevention of overuse injuries arising from participation in sport; 6) Neuromotor strategies for movement and assessment of movement disorders; 7) The effect of age-associated changes in blood vessels on risk of atherosclerosis.

At this time, 83% of current tenure track faculty have nationally recognized research awards. Many faculty are involved in multi-institution research collaborations, including grants shared with USC, OHSU, UC Boulder, among others, and with national research resource centers such as the Oregon National Primate Research Center. One unique set of studies, funded by several federal agencies over the years, has used our campus as the sea-level base for testing cohorts of subjects before they travel to high altitude for acclimation studies.

By the numbers

Degrees granted: BS, MS, and PhD in Human Physiology

Undergraduate majors: **1071** (10-year average) or >5% of the UO student body

- 66% female/34% male (54%/46% for UO)
- 19% underrepresented minority students (15%)
- 25% Pell eligible (25%)
- 30% First generation status (24%)
- 56% In-state/43% Out-of-state/1% International (54%/34%/12%)
- 84% from high school (79% for UO)

Graduate students: **49**

Postdoctoral scholars: **2**

Administrative staff: **4**

Research staff: **6**

Career instructors: **4**

Tenure-related faculty: **13**

History - A century of stress and adaptation

The Department of Human Physiology at the University of Oregon traces its roots back a century to the founding of the School of Physical Education in 1920. The discipline of physical education evolved in many directions, giving rise to exercise science, human development, health studies, sports psychology, biomechanics, kinesiology, and exercise physiology, which at University of Oregon, were housed in the College of Human Development and Performance in the 1980's. Restructuring in response to financial challenges in the 1980s led to a transfer of the science core of the program to the College of Arts and Sciences as the Department of Exercise and Movement Science, charged with the mission of creating a pre-health science major highlighting human organ/systems physiology. Thus, a small core of faculty with experience in human-focused education in anatomy and physiology, and research expertise in integrative and translational studies related to the human condition began to grow into the current Department of Human Physiology (renamed from Exercise and Movement Science in 2005).

In many ways, the history of the program at University of Oregon has been mirrored at other institutions, but Oregon in particular is recognized for innovation in the creation of what may be considered a "hybrid" department. We differ from our colleagues in traditional physiology departments at academic medical centers, where the mission is to educate medical students and often the research focus is on more reductionistic animal models. We also differ from programs that have stayed closer to their roots in physical education (i.e., Exercise Science, Kinesiology, and Exercise Physiology programs) as we don't focus exclusively on human performance or physical activity. Due to our unique history, we thrive in the middle ground of advancing the science related to the human condition, which sometime involves physical activity as a lifestyle intervention or an experimental stressor, but just as often explores the physiological adaptation to aging, developmental origins of disease, and the link between obesity and disease. This domain has proven highly fertile for launching the careers of PhDs who pursue novel career paths and areas of research that don't readily arise in the traditional medical school environment. Our alumni, with their translational backgrounds, lead research teams at NASA that work directly with astronauts to improve their health and in-flight performance, direct innovation in training at professional sports franchises, push boundaries in sport product development, as well as perform cutting-edge research, from basic to translational, and support educational mission at universities of all sizes. We believe we fill a critically important niche, and see our model growing at peer institutions across the country.

Future - A strategic target for further expansion

The College of Arts and Sciences sees this department as a strategic target for further expansion because of synergies with other campus units (the Knight Campus, Athletics, and the interdisciplinary Institute of Neuroscience), with OHSU, and in part because of the sustained interest in the undergraduate major. Expanding on these points:

1) The reconstruction of **Hayward Field** in anticipation of the World Athletics Championships has provided an opportunity to house and expand that segment of the department focused on human performance. Three existing faculty will have labs inside of the new Hayward Field and we anticipate hiring two additional faculty in that area, building high visibility bridges between academics and athletics.

2) The bioengineering emphasis of the **Knight Campus for Accelerating Scientific Impact** (made possible by Phil and Penny Knight's $500M gift to the university) will result in more faculty in that unit who are Human Physiology affiliates (both because of research interest and because it is a potentially productive avenue from which to recruit graduate students). The Knight Campus Director and two recent hires are already affiliated faculty members of Human Physiology, and Human Physiology is working directly with the Knight Campus to develop curricula and graduate training opportunities that bridge the units. In addition to this growing critical mass of physiologists, Knight Campus core facilities will provide access to state-of-the-art technology for analyzing physiological systems as well as fabrication of tools and resources that aid research in human physiology.

3) The department already has several faculty affiliated with the university's **Institute of Neuroscience** (an interdisciplinary strength at UO composed of faculty from Biology, Psychology, and Human Physiology). Expanding and supporting our footprint in neuroscience is a presidential priority. In addition, the University has enrolled its first class of undergraduate neuroscience majors in Fall 2020. These factors make hires in this area of physiology a medium-term priority.

4) Many of our new faculty are building research bridges with faculty at **OHSU**. This is part of a broader emphasis (at both institutions) in increasing inter-university collaboration. A measure of the joint presidential commitment to increasing collaboration has been the UO-OHSU seed grant program which funds joint projects that can be expected to result in major federal grant funding. Human Physiology faculty have been among the recipients both years of this program.

Representative grants to faculty

NIH. Heat Therapy versus Exercise Training in Hypertension. $2,544,138. Minson and Halliwill (Co-PIs). 2018-2022.

NIH. Mechanistic approach to preventing atrophy and restoring function in older adults. $2,325,281. Dreyer (PI). 2014-2019.

NIH. Regulation of Obesity-Induced Adipose Tissue Inflammation by PI 3-kinase. $1,830,541. McCurdy (PI). 2014-2019.

NIH. Neonatal inflammation impairs control of breathing. $1,812,170. Huxtable (PI). 2018-2023.

NIH. Large artery stiffness and cerebrovascular dysfunction: Implications for cognitive impairment and neuropathology. $1,690,953. Walker (PI). 2020-2025.

NIH. Neurophysiology of Weakness and Exercise in Rotator Cuff Tendinopathy. $1,500,000. Karduna (PI). 2014-2020.

NIH. Interrupting the Vicious Cycle of Obesity and Metabolic Syndrome. $911,395 subcontract to McCurdy (Co-PI). 2015-2020.

NIH. Novel mechanisms for cerebral artery dysfunction with aging. $613,750. Walker (PI). 2013-2019.

NIH. Heat Therapy versus Exercise Training in Hypertension-Impact on Alzheimer's Disease Risk. $201,002. Minson (PI). 2019-2021.

PAC-12. Overuse Injuries / Injury Prevention: Integration of Biomechanics-based Informatics for Prevention of Stress Fractures. $1,223,197. Hahn (PI). 2017-2020.

PAC-12. Biomechanical metrics to improve performance and reduce elbow injuries in baseball. $350,000. Karduna (Co-PI). 2019-2022.

AHA. Targeting Insulin Resistance with Heat Therapy. $300,000. Minson (PI). 2019-2022.

AHA. Exercise, Inflammation, and Histamine. $140,000. Halliwill (PI). 2017-2020.

Partnership for Clean Competition. DopingOmics-Omics analyses to identify doping biomarkers at low or high altitudes. $200,000 subcontract to Lovering (Co-PI). 2019-2021.

DOD. Is prolyl hydroxylase inhibition sufficient to induce acclimatization to high altitude? $150,000 subcontract to Lovering (Co-PI). 2019-2021.

National awards and elected memberships received by current faculty in the past 5 years

Adrianne Huxtable	American Physiological Society Giles F. Filley Memorial Award
Andrew Lovering	Fulbright Scholar Award
Christopher Minson	Faculty of Science 1000
Christopher Minson	Fellow, American College of Sports Medicine
John Halliwill	Fellow, American College of Sports Medicine
John Halliwill	Fellow, American Physiological Society

National offices held by faculty in the past five years

Andrew Karduna	American Society for Biomechanics, Secretary/Membership Chair
Andrew Karduna	Journal of Biomechanics, Associate Editor
Andrew Karduna	Journal of Applied Biomechanics, Associate Editor
Carrie McCurdy	American Physiological Society, Translational Physiology Steering Group
Carrie McCurdy	Frontiers in Endocrinology, Reviewing Editor
Christopher Minson	Temperature, Associate Editor
Nicole Swann	eLife, Reviewing Editor

Representative faculty publications

Faculty published 64 articles over the last five years, with 21 appearing in journals that are top-three in our field (e.g., J Physiol, J Appl Physiol, Am J Physiol) or equivalent multidisciplinary journals (e.g. eLife, Sci Rep). Ten examples:

Ely BR, Francisco MA, Halliwill JR, Bryan SD, Comrada LN, Larson EA, Brunt VE, Minson CT. Heat therapy reduces sympathetic activity and improves cardiovascular risk profile in obese women

with polycystic ovary syndrome. Am J Physiol Regul Integr Comp Physiol. 2019 Sep 4. doi: 0.1152/ajpregu.00078.2019. [Epub ahead of print] PubMed PMID: 31483156.

Muyskens JB, Foote DM, Bigot NJ, Strycker LA, Smolkowski K, Kirkpatrick TK, Lantz BA, Shah SN, Mohler CG, Jewett BA, Owen EC, Dreyer HC. Cellular and morphological changes with EAA supplementation before and after total knee arthroplasty. J Appl Physiol (1985). 2019 Aug 1;127(2):531-545. doi: 10.1152/japplphysiol.00869.2018. Epub 2019 Jul 25. PubMed PMID: 31343947; PubMed Central PMCID: PMC6732445.

Jin L, Hahn ME. Comparison of lower extremity joint mechanics between healthy active young and middle age people in walking and running gait. Sci Rep. 2019 Apr 3;9(1):5568. doi: 10.1038/s41598-019-41750-9. PubMed PMID: 30944360; PubMed Central PMCID: PMC6447628.

Hocker AD, Beyeler SA, Gardner AN, Johnson SM, Watters JJ, Huxtable AG. One bout of neonatal inflammation impairs adult respiratory motor plasticity in male and female rats. Elife. 2019 Mar 22;8. pii: e45399. doi: 10.7554/eLife.45399. PubMed PMID: 30900989; PubMed Central PMCID: PMC6464604.

Spitzley KA, Karduna AR. Feasibility of using a fully immersive virtual reality system for kinematic data collection. J Biomech. 2019 Apr 18;87:172-176. doi: 10.1016/j.jbiomech.2019.02.015. Epub 2019 Feb 26. PubMed PMID: 30853091.

Walker AE, Breevoort SR, Durrant JR, Liu Y, Machin DR, Dobson PS, Nielson EI, Meza AJ, Islam MT, Donato AJ, Lesniewski LA. The pro-atherogenic response to disturbed blood flow is increased by a western diet, but not by old age. Sci Rep. 2019 Feb 27;9(1):2925. doi: 10.1038/s41598-019-39466-x. PubMed PMID: 30814657; PubMed Central PMCID: PMC6393500.

Day EM, Hahn ME. A comparison of metatarsophalangeal joint center locations on estimated joint moments during running. J Biomech. 2019 Mar 27;86:64-70. doi: 10.1016/j.jbiomech.2019.01.044. Epub 2019 Jan 30. PubMed PMID: 30738588.

Brunt VE, Wiedenfeld-Needham K, Comrada LN, Minson CT. Passive heat therapy protects against endothelial cell hypoxia-reoxygenation via effects of elevations in temperature and circulating factors. J Physiol. 2018 Oct;596(20):4831-4845. doi: 10.1113/JP276559. Epub 2018 Sep 12. PubMed PMID: 30118148; PubMed Central PMCID: PMC6187037.

Clayton ZS, McCurdy CE. Short-term thermoneutral housing alters glucose metabolism and markers of adipose tissue browning in response to a high-fat diet in lean mice. Am J Physiol Regul Integr Comp Physiol. 2018 Oct 1;315(4):R627-R637. doi: 10.1152/ajpregu.00364.2017. Epub 2018 May 23. PubMed PMID: 29791203; PubMed Central PMCID: PMC6230889.

Hocker AD, Huxtable AG. IL-1 receptor activation undermines respiratory motor plasticity after systemic inflammation. J Appl Physiol (1985). 2018 Aug 1;125(2):504-512. doi: 10.1152/japplphysiol.01051.2017. Epub 2018 Mar 22. PubMed PMID: 29565772.

Tenure-related faculty areas of expertise

Damien Callahan, PhD Assistant Professor	Skeletal muscle physiology - Identify mechanisms explaining age-related contractile dysfunction with a focus on coordination between intracellular metabolism and protein modifications affecting contractile performance. We use this knowledge to test novel interventions that improve rehabilitation outcomes in older adults.
Hans Dreyer, PhD Associate Professor	Skeletal muscle physiology – Improve surgical outcomes in patients undergoing orthopedic surgeries by performing randomized controlled clinical trials that explore the impact of novel interventions on cellular, morphological, and transcriptional changes associated with functional performance outcomes in older adults.
Ian Greenhouse, PhD Assistant Professor	Neurophysiology of movement control - Examine how humans initiate and cancel movement, using a combination of behavioral testing with electrophysiology, neuroimaging, and brain stimulation in healthy and clinical populations.
Mike Hahn, PhD Associate Professor	Biomechanics of human locomotion - Utilize multiscale modeling and machine learning to solve complex modeling and optimization tasks related to prosthetic engineering, co-adaptive control of assistive devices, and injury risk reduction and performance enhancement in running athletes.
John Halliwill, PhD Professor and Head	Exercise and environmental physiology - Identify the hormonal, neural, or metabolic factors that are responsible for changes in the cardiovascular system during exposure to environmental and physical stresses.
Adrianne Huxtable, PhD Associate Professor	Neurophysiology of breathing - Investigating how early life stressors (e.g., inflammation and drugs of abuse, such as opioids) impair the development, maturation, and control of central (brainstem and spinal cord) networks necessary for breathing.
Andy Karduna, PhD Professor and Associate Dean of the Graduate School	Biomechanics of the shoulder and arm - Understanding the biomechanical and neural mechanisms associated with the structure and function of the upper extremity, with an emphasis on workplace and athletic domains, to help increase performance, reduce injury and treat pathologies.
Andrew Lovering, PhD Professor	Cardiopulmonary and respiratory physiology - Understanding how the heart, lungs, and breathing accommodate the demands of exercise in various environmental extremes, with a focus on how blood flow through shunt pathways in the heart and lungs affects human physiology and pathophysiology in health and disease.
Michelle Marneweck, PhD Assistant Professor	Neurophysiology of movement control - Investigating control processes that allow humans to skillfully and dexterously interact with their environment (as well as effects of damage to or aging of such processes) using multimodal perspectives that bridge biomechanics, neurophysiology, and neuroimaging.
Carrie McCurdy, PhD Associate Professor	Endocrinology and Metabolism − Investigating the molecular and cellular causes of insulin resistance and type 2 diabetes in adults and in children born to women with obesity or diabetes during pregnancy.
Christopher Minson, PhD Kenneth M. and Kenda H. Singer Endowed Professor	Cardiovascular and environmental physiology - Understanding cardiovascular function in health and disease in humans and exploring novel ways to improve cardiovascular and metabolic health through adaptation to environmental stressors and exercise. Further interests in the physiology of elite-athlete performance and health.
Nicki Swann, PhD Assistant Professor	Neurophysiology of movement control – Use non-invasive and invasive electrophysiological methods in humans to characterize how different parts of the brain interact to produce and control movements both in healthy individuals and in patients with movement disorders such as Parkinson's disease.
Ashley Walker, PhD Assistant Professor	Aging and vascular physiology – Identifying the causes of age-related vascular dysfunction and exploring interventions to prevent or reverse this dysfunction, with a specific focus on understanding the role of the brain vasculature in cognitive aging and Alzheimer's disease.

Human Physiology (HPHY)

Human Physiology is home to undergraduate and graduate students who desire strong training in human physiology and anatomy that will prepare them for careers in medicine, allied health professions, and biomedical research.
At the undergraduate level, future researchers, educators, physicians, physical therapists and other health care providers receive comprehensive, multidisciplinary training in the physical, biological, and chemical sciences that prepares them well for entrance into most professional health care-related programs. In addition to requiring completion of the core science courses, students are challenged to question critically, think logically, and communicate clearly. Human Physiology students also examine the health sciences from a perspective that explores the functional and structural mechanisms underlying human movement across health and disease, using a variety of physiological methods.

Top 5 reasons to study Human Physiology

1. Learn about the fundamental functions of the human body.
2. Gain a broad base of training across the physical and life sciences.
3. Prepare to make a difference in people's health and wellbeing.
4. Equip yourself for a variety of career possibilities in health and medicine.
5. Lay the groundwork for in-depth research and further study.

Where can I go?

A degree in Human Physiology can take you in multiple directions. Students in Human Physiology may choose to pursue a Bachelor of Arts (BA) or Bachelor of Science (BS), a Master of Science (MS), or a Doctor of Philosophy (PhD).

Human Physiology provides students with a foundation for employment in:

- Hospitals
- Outpatient clinics/private practice
- Nursing and residential care facilities
- Sports and fitness facilities
- Rehabilitation centers
- Physician offices
- Hospices
- Schools, universities and colleges
- Federal and state government health services agencies
- Research and biotechnology industry

Alumni jobs

- Physician
- Physician assistant
- Physical therapist
- Occupational therapist
- Nurse
- Dentist
- Medical scribe
- Medical technician
- Researcher

Courses you may need

1ST YEAR
MATH 112, MATH 246 or 251, CH 221, CH 222, CH 223, CH 227, CH 228, CH 229

2ND YEAR
BI 211, BI 212, BI 213 or 214, HPHY 211, HPHY 212

3RD YEAR
HPHY 321, HPHY 322, HPHY 323, HPHY 324, HPHY 325, HPHY 371

4TH YEAR
Upper-Division HPHY Elective Credits (16 total), PHY 201, PHY 202, PHY 203

Major credits

Required	82 credits
Electives	16 credits
Total	98 credits

Core Education Requirement

BS or BA Degree
Minimum = 180 credits

Core Education is approximately 71-83 credits depending on transfer credits and placement scores and requires courses in:

Writing
Math and/or CIS (BS) or Language (BA)
US: Difference, Inequality, Agency
GP: Global Perspectives
Areas of Inquiry in:
- Arts and Letters
- Social Science
- Science

What will I learn?

A degree in Human Physiology can give you skills in:

- Anatomical and physiological terminology
- Critical thinking and synthesis of ideas
- Critical evaluation of scientific information
- Medical research and analysis
- Clinical decision-making and application
- Ethics and professional behavior
- Life-long learning
- Effective communication

Specialized courses

In addition to the overall skills you will gain from the major in Physiology, at the Department of Human Physiology at the University of Oregon you can take specialized courses in areas such as the following:

- Biomechanics
- Metabolism and Nutrition
- Motor Control
- Sleep Physiology
- Physiology of Aging
- Physiology of Obesity
- Neurophysiology of Concussion
- Therapeutic Techniques

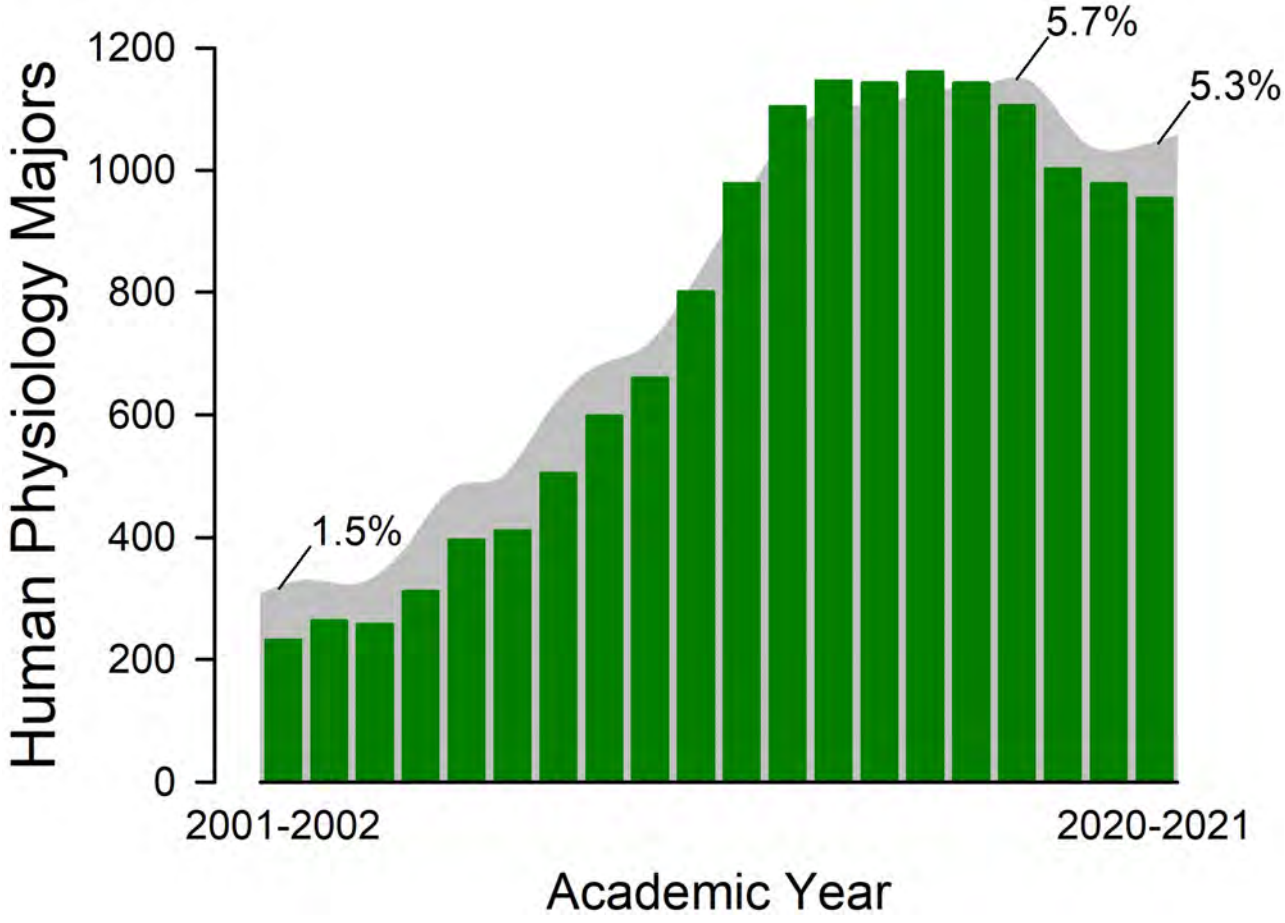
Add a minor or certificate

Minors: Anthropology, Biology, Biochemistry, Chemistry, Global Health, Psychology, Spanish

Department of Human Physiology

Human Physiology Captivates Students

Growth of the Major



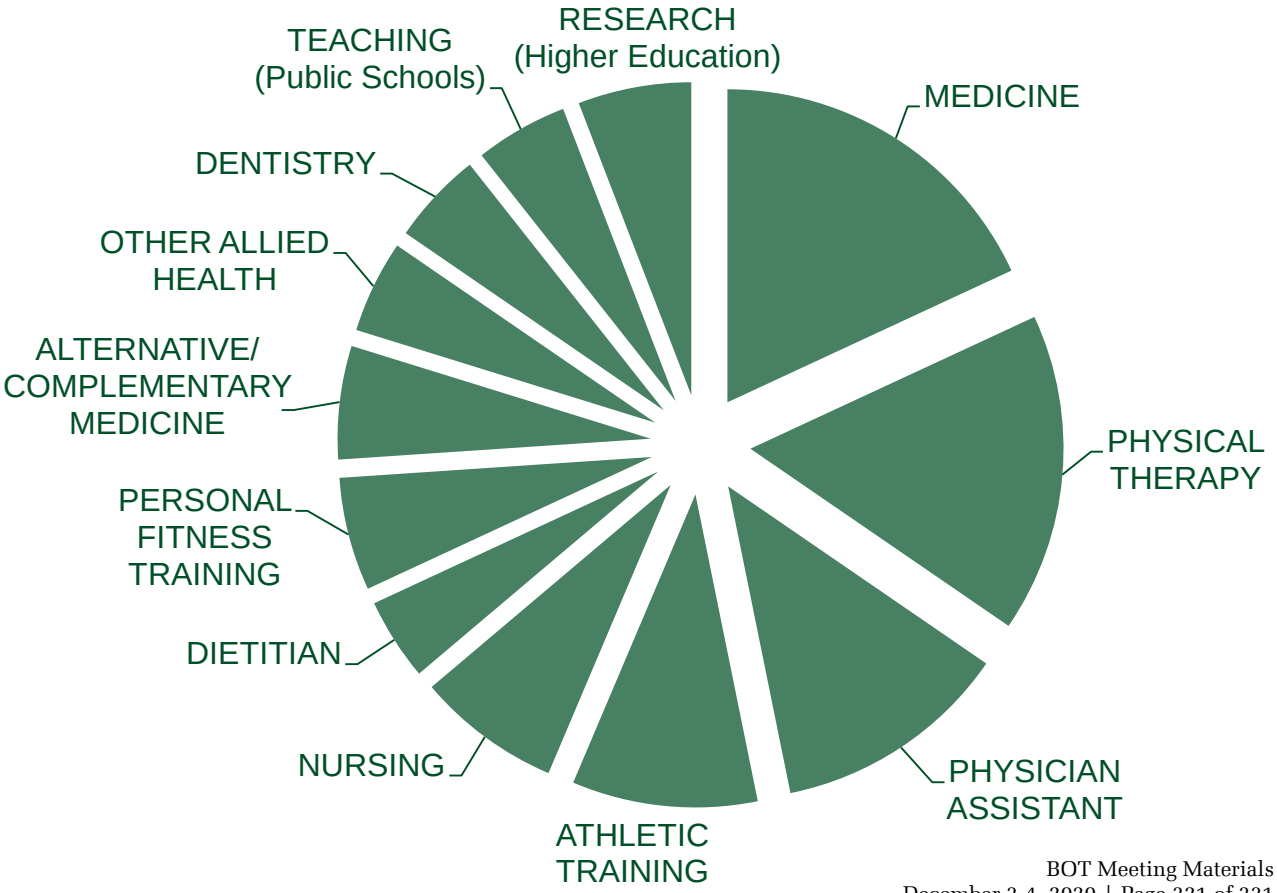
HPHY
Human Physiology

Human Physiology Captivates Students

Third Largest Undergraduate Program

Human Physiology Captivates Students

Career Goals of Majors



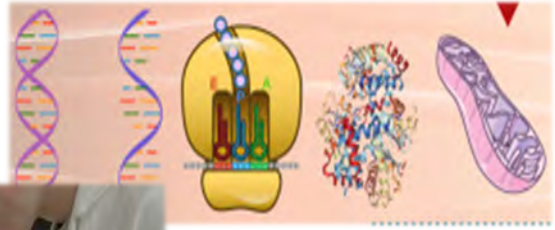
HPHY
Human Physiology

Publicly available video: Undergraduate student profile

Continuum of Human Physiology Research
From Benchtop to Bedside

HPHY
Human Physiology

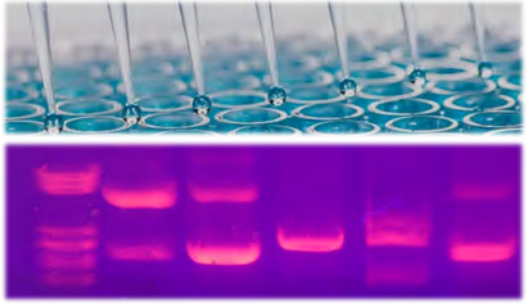
Genomic



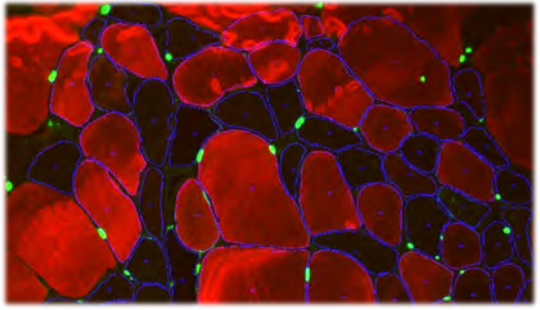
Organ Systems

Performance

Molecular



Cellular



Health/Medical

Funding for Research in Human Physiology

Five-year window

Faculty Profile: Ashley Walker, PhD

Aging and Vascular Physiology

Old age

↓

Stiffer large arteries

↓

Brain artery dysfunction and damage

↓

Amyloid plaques
Neuroinflammation
Cognitive impairment

NIH National Institute on Aging

alzheimer's association

John L Luvaas Family Fund

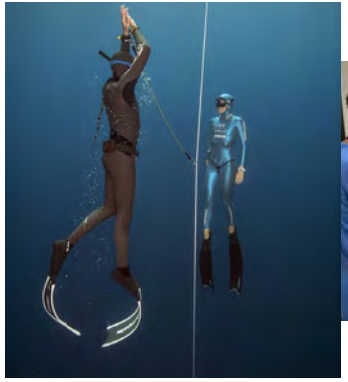
Faculty Profile: Andrew Lovering, PhD

Cardiopulmonary and respiratory physiology

HPHY Human Physiology

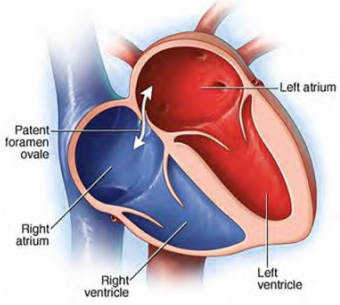
Altitude (↓ pressure, ↓O_2)

Apnea & SCUBA Diving (↑ pressure, ↓O_2)



Space (↓ pressure, ↓O_2, ↑CO_2)

Heart & Lung Diseases (↓O_2)



HPHY
Human Physiology

Faculty Profile: Christopher Minson, PhD

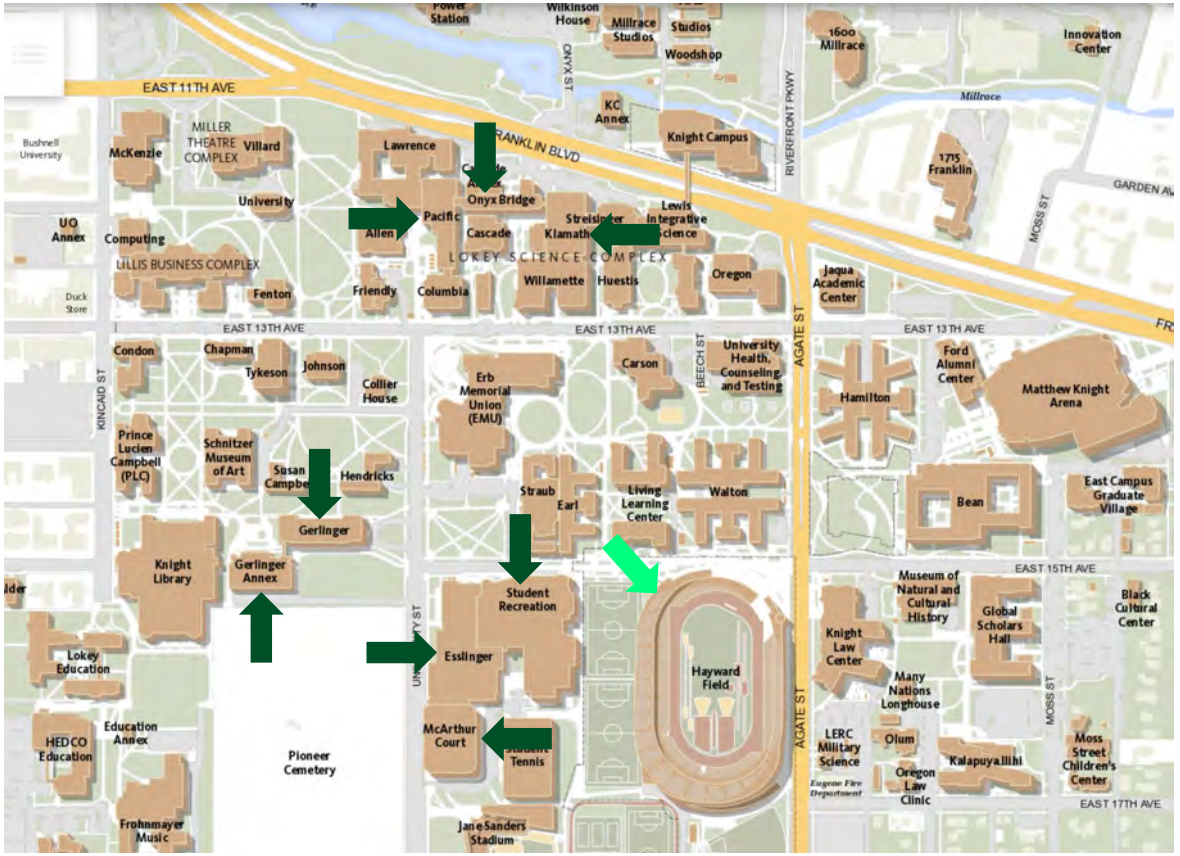
Publicly available video:
Environmental physiology research and application

Mapping out Human Physiology

Where is all this happening?

14 research and 4 teaching labs in 8 buildings dispersed across campus.

Exciting new facility for Hayward Field.



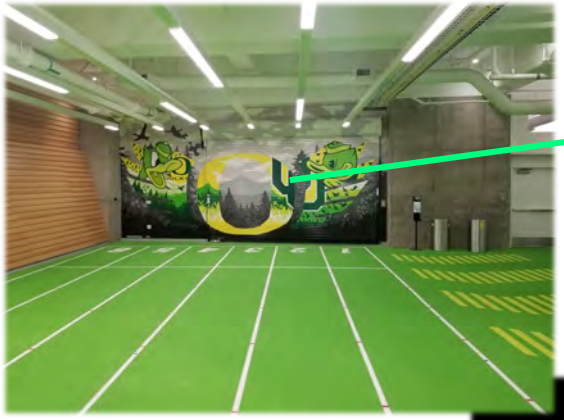
HPHY
Human Physiology

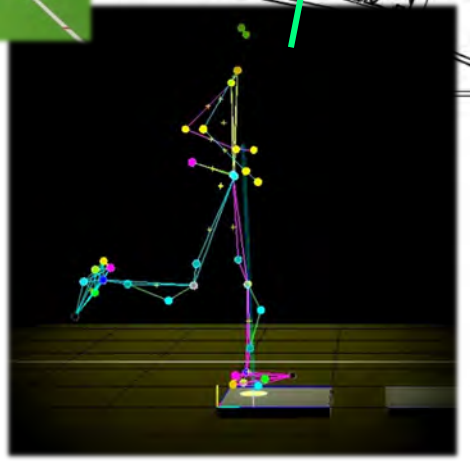
Publicly available video:
Biomechanics research and application

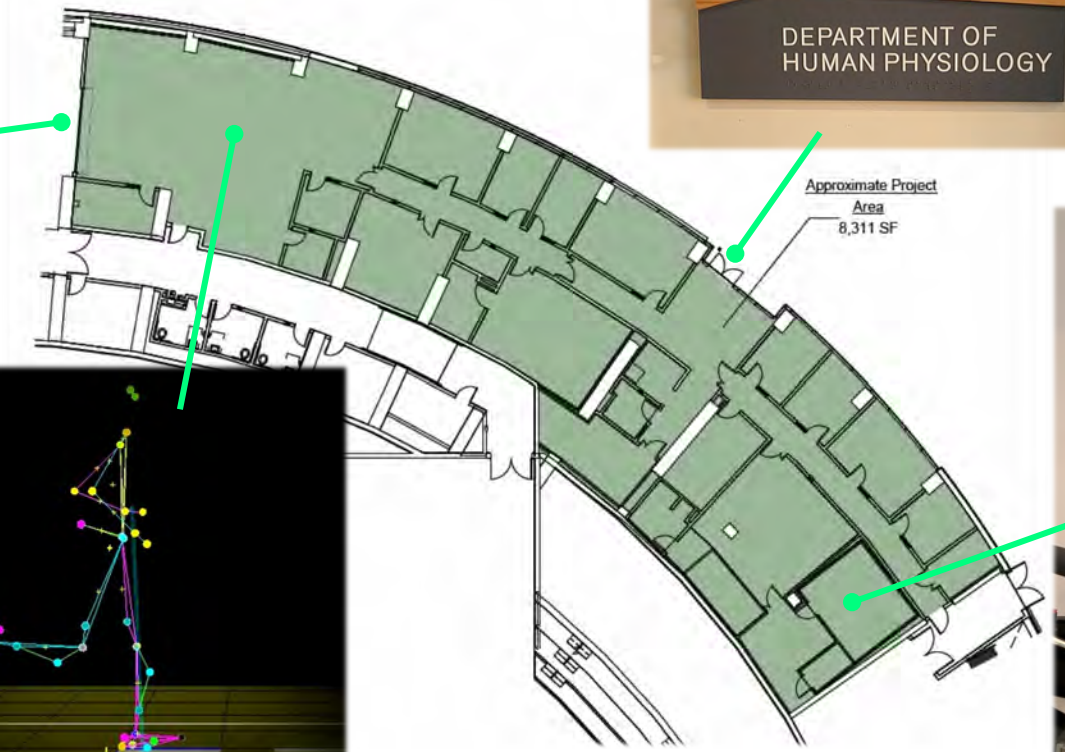
HPHY
Human Physiology

New Labs Housed in Hayward Field

Building on our Partnerships with Athletics







A Collaborate Department

Partners in education, research, and application

- PeaceHealth
- Slocum
- OHSU
- Knight Campus
- Institute of Neuroscience
- Price Science Commons
- Sports Product Management
- Sports Product Design
- Intercollegiate Athletics

Supplemental Items

-Long-Term Financial Scenarios
-External Auditor's Report

To:	Board of Trustees
From:	Jamie Moffitt, Vice President for Finance & Administration and CFO
Re:	E&G Fund Long Term Projections
Date:	December 1st, 2020

Enclosed are the E&G Fund long term projections that we will be discussing at the Board meeting later this week. As we have done in the past, the packet contains a range of scenarios for your consideration. There are three different sets of scenarios, each of which is based upon different assumptions about how much we increase the guaranteed tuition rate between incoming cohorts of first year undergraduate students. Each set of scenarios includes three standard cases: (1) a base case, (2) an upside scenario and (3) a downside scenario.

The main variables that change between the cases are FY2022 assumptions around (1) first year enrollment, and (2) state appropriation as follows:

- **Base Case**
  First Year Enrollment: fall 2021 returns to pre-COVID targets
  State Appropriation: cut by $3 million per year in FY2022

- **Downside Case**
  First Year Enrollment: fall 2021 is a repeat of fall 2020 lower enrollment levels
  State Appropriation: cut by $5 million per year in FY2022

- **Upside Case**
  First Year Enrollment: fall 2021 returns to pre-COVID targets and we enroll extra students who deferred enrollment in fall 2020
  State Appropriation: increases by $2.5 million per year in FY2022

For each of the nine scenarios, five years of summary projections are provided for three key metrics:

- Annual E&G Fund Run Rate
- End-of-Year E&G Fund Balance
- Number of weeks of E&G fund expenses covered by end-of-year fund balance

Please note that these scenarios do not yet include any new cost cutting measures. The purpose of the projections is to better understand the range of budget challenges that we might be facing in the coming years. Obviously, if some of these scenarios were to materialize, we would need to take budget actions to balance our projected expenses with projected revenues.

Also included – for illustrative purposes - are more detailed assumptions and projections for Scenario A – Base Case.

Long Term Scenarios
Set A of Scenarios

Set A: Tuition increases for new cohorts of first year students : 3.0% for nonresidents and 4.5% for residents

Key Assumptions for All Scenarios

1. FY2023- FY2025: Hit Enrollment Targets
2. FY2023 - FY2025: Slow Steady Growth in State Appropriation (around 3.2% per year)
3. FY2024: Large PERS Cost Increase
4. Assumes future compensation increases consistent with pre-COVID historical experience
5. No additional cost cutting measures assumed (e.g. early retirement savings, skipping strategic investment process, vacancies beyond FY21, budget cuts, etc.)
6. Does not include any implementation of Progressive Pay Reduction (PPR) Plan

Note: in many of these scenarios, as indicated by financial projections, further cost cutting measures will be necessary.

BASE CASE - E&G Fund Projections **FY22: Hit Enrollment Targets, State Appropriation down $3 million per year**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (13,754,798)	$ (4,886,718)	$ (6,697,966)	$ 7,474,946
End of Year Fund Balance	$ 51,031,650	$ 37,276,852	$ 32,390,134	$ 25,692,168	$ 33,167,114
Weeks of Operating Expense	4.9	3.4	2.8	2.1	2.7

DOWNSIDE CASE - E&G Fund Projections **FY22: COVID Repeat; State Funding down $5 million; 1/2 year COVID S&S Savings**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (26,102,108)	$ (23,518,870)	$ (22,827,765)	$ (5,726,090)
End of Year Fund Balance	$ 51,031,650	$ 24,929,542	$ 1,410,673	$ (21,417,092)	$ (27,143,182)
Weeks of Operating Expense	4.9	2.3	0.1	-1.8	-2.2

UPSIDE CASE - E&G Fund Projections **FY22: Hit Enrollment Targets plus extra Fall 2020 deferrals; State Funding up $2.5**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (3,199,730)	$ 4,841,944	$ 2,440,673	$ 15,968,190
End of Year Fund Balance	$ 51,031,650	$ 47,831,920	$ 52,673,864	$ 55,114,537	$ 71,082,727
Weeks of Operating Expense	4.9	4.3	4.6	4.6	5.7

Long Term Scenarios
Set B of Scenarios

Set B: Tuition increases for new cohorts of first year students: 3.0% for Nonresidents and 3.0% for resident

Key Assumptions for All Scenarios

1. FY2023- FY2025: Hit Enrollment Targets
2. FY2023 - FY2025: Slow Steady Growth in State Appropriation (around 3.2% per year)
3. FY2024: Large PERS Cost Increase
4. Assumes future compensation increases consistent with pre-COVID historical experience
5. No additional cost cutting measures assumed (e.g. early retirement savings, skipping strategic investment process, vacancies beyond FY21, budget cuts, etc.)
6. Does not include any implementation of Progressive Pay Reduction (PPR) Plan

Note: in many of these scenarios, as indicated by financial projections, further cost cutting measures will be necessary.

BASE CASE - E&G Fund Projections **FY22: Hit Enrollment Targets, State Appropriation down $3 million per year**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (14,190,566)	$ (6,208,555)	$ (9,320,675)	$ 3,166,823
End of Year Fund Balance	$ 51,031,650	$ 36,841,084	$ 30,632,529	$ 21,311,854	$ 24,478,677
Weeks of Operating Expense	4.9	3.3	2.7	1.8	2.0

DOWNSIDE CASE - E&G Fund Projections **FY22: COVID Repeat; State Funding down $5 million; 1/2 year COVID S&S Savings**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (26,507,554)	$ (24,812,177)	$ (25,424,223)	$ (10,011,842)
End of Year Fund Balance	$ 51,031,650	$ 24,524,096	$ (288,080)	$ (25,712,303)	$ (35,724,145)
Weeks of Operating Expense	4.9	2.3	0.0	-2.1	-2.9

UPSIDE CASE - E&G Fund Projections **FY22: Hit Enrollment Targets plus extra Fall 2020 deferrals; State Funding up $2.5 million**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (3,635,499)	$ 3,520,108	$ (182,036)	$ 11,660,067
End of Year Fund Balance	$ 51,031,650	$ 47,396,152	$ 50,916,259	$ 50,734,223	$ 62,394,290
Weeks of Operating Expense	4.9	4.3	4.5	4.2	5.0

Long Term Scenarios
Set C of Scenarios

Set C: Tuition increases for new cohorts of first year students: 2.5% for nonresidents and 4.5% for residents

Key Assumptions for All Scenarios

1. FY2023- FY2025: Hit Enrollment Targets
2. FY2023 - FY2025: Slow Steady Growth in State Appropriation (around 3.2% per year)
3. FY2024: Large PERS Cost Increase
4. Assumes future compensation increases consistent with pre-COVID historical experience
5. No additional cost cutting measures assumed (e.g. early retirement savings, skipping strategic investment process, vacancies beyond FY21, budget cuts, etc.)
6. Does not include any implementation of Progressive Pay Reduction (PPR) Plan

Note: in many of these scenarios, as indicated by financial projections, further cost cutting measures will be necessary.

BASE CASE - E&G Fund Projections **FY22: Hit Enrollment Targets, State Appropriation down $3 million per year**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (14,197,960)	$ (6,238,211)	$ (9,388,411)	$ 3,045,882
End of Year Fund Balance	$ 51,031,650	$ 36,833,690	$ 30,595,480	$ 21,207,069	$ 24,252,951
Weeks of Operating Expense	4.9	3.3	2.7	1.8	1.9

DOWNSIDE CASE - E&G Fund Projections **FY22: COVID Repeat; State Funding down $5 million; 1/2 year COVID S&S Savings**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (26,461,605)	$ (24,799,272)	$ (25,458,497)	$ (10,108,346)
End of Year Fund Balance	$ 51,031,650	$ 24,570,045	$ (229,226)	$ (25,687,723)	$ (35,796,069)
Weeks of Operating Expense	4.9	2.3	0.0	-2.1	-2.9

UPSIDE CASE - E&G Fund Projections **FY22: Hit Enrollment Targets plus extra Fall 2020 deferrals; State Funding up $2.5 millior**	**FY21**	**FY22**	**FY23**	**FY24**	**FY25**
Annual Run Rate	$ (3,369,010)	$ (3,667,546)	$ 3,469,810	$ (267,550)	$ 11,524,480
End of Year Fund Balance	$ 51,031,650	$ 47,364,104	$ 50,833,914	$ 50,566,363	$ 62,090,844
Weeks of Operating Expense	4.9	4.3	4.4	4.2	5.0

SAMPLE MODEL WITH BASELINE ASSUMPTIONS
FOR ILLUSTRATIVE PURPOSES ONLY - Scenario A-1
$ in thousands

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
INPUTS (in blue)						
Increase in State Appropriation		2,837	(3,000)	2,551	2,627	2,706
Strategic Investment Fund		600	600	2,000	2,000	2,000
Resident Tuition Increase - New Cohort		9.75%	4.5%	4.5%	4.5%	4.5%
Nonresident Tuition Increase - New Cohort		7.5%	3.0%	3.0%	3.0%	3.0%
General Fund Undergraduate Remissions*		52,961	60,608	67,346	72,778	80,078
Undergraduate Discount Rate (General Fund Remissions)*		14.8%	15.8%	16.3%	16.6%	16.9%
Original Targets - Incoming Freshmen Class						
Resident	1,880	1,880	1,880	1,880	1,880	1,880
Non-Resident	2,270	2,270	2,320	2,495	2,595	2,670
International (in addition to exchange students)	300	300	300	300	300	300
Total	4,450	4,450	4,500	4,675	4,775	4,850
Percent Achievement of Target						
Resident	116.3%	107.8%	118.5%	118.5%	118.5%	118.5%
Non-Resident	102.0%	85.9%	100.0%	100.0%	100.0%	100.0%
International	58.5%	0.7%	60.0%	70.0%	70.0%	70.0%
Net Fall Incoming Freshman Class						
Resident	2,186	2,027	2,228	2,228	2,228	2,228
Non-Resident	2,314	1,951	2,320	2,495	2,595	2,670
Regular International	176	2	180	210	210	210
Extra International (Exchange)	79	79	79	79	79	79
Total	4,755	4,059	4,807	5,012	5,112	5,187
OUTPUTS (in yellow)						
E&G Fund Projections						
Beginning Fund Balance	63,822	54,401	51,032	37,277	32,390	25,692
Net (inlcudes cap ex and accounting adjustments)	(9,421)	(3,369)	(13,755)	(4,887)	(6,698)	7,475
Ending Fund Balance	54,401	51,032	37,277	32,390	25,692	33,167
Operating Expenses per week	10,635	10,395	11,021	11,438	12,031	12,479
Fund Balance - Weeks of Operating Expenses	5.1	4.9	3.4	2.8	2.1	2.7

*Remission figures include general fund remissions only. They do not include foundation funded scholarships.

Sample E&G Fund Projections

FOR ILLUSTRATIVE PURPOSES ONLY - Scenario A-1

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
REVENUE						
Undergraduate Tuition	$ 360,177,651	$ 358,802,595	$ 384,729,028	$ 413,332,808	$ 438,654,296	$ 474,155,608
Graduate Tuition	$ 75,928,714	$ 81,766,637	$ 84,993,463	$ 88,307,992	$ 91,760,051	$ 95,355,594
Summer Session	$ 19,540,321	$ 22,493,916	$ 19,736,744	$ 21,041,568	$ 22,472,361	$ 23,758,671
Student Fees, Remissions & Other	$ (31,262,571)	$ (49,119,578)	$ (51,854,183)	$ (58,591,790)	$ (64,023,939)	$ (71,324,070)
Total Tuition & Fees	*$ 424,384,114*	*$ 413,943,569*	*$ 437,605,052*	*$ 464,090,578*	*$ 488,862,769*	*$ 521,945,803*
State Appropriations	$ 79,520,551	$ 82,357,582	$ 79,357,582	$ 81,908,193	$ 84,535,321	$ 87,241,264
Gifts, Grants, and Contractds	$ 136,496	$ 136,496	$ 136,496	$ 136,496	$ 136,496	$ 136,496
ICC Revenue	$ 25,087,226	$ 26,300,000	$ 27,615,000	$ 28,995,750	$ 30,445,538	$ 31,967,814
Interest & Investment	$ 7,124,366	$ 7,600,000	$ 7,752,000	$ 7,907,040	$ 8,065,181	$ 8,226,484
Other Revenues	$ 8,596,683	$ 6,850,000	$ 6,850,000	$ 6,850,000	$ 6,850,000	$ 6,850,000
Total Revenue	***$ 544,849,436***	***$ 537,187,647***	***$ 559,316,130***	***$ 589,888,057***	***$ 618,895,305***	***$ 656,367,862***
EXPENSES						
Personnel	$ 446,866,769	$ 445,150,130	$ 454,569,234	$ 471,143,997	$ 496,895,464	$ 514,853,120
S&S	$ 90,010,996	$ 77,427,497	$ 95,819,938	$ 98,439,407	$ 101,143,125	$ 103,934,239
Student Aid	$ 5,431,884	$ 4,971,509	$ 6,627,278	$ 7,008,769	$ 7,180,750	$ 7,475,214
Capital Outlay	$ 3,721,532	$ 5,000,000	$ 5,125,000	$ 5,253,125	$ 5,384,453	$ 5,519,064
Net Transfers	$ 7,007,520	$ 8,007,520	$ 10,929,478	$ 10,929,478	$ 10,929,478	$ 10,929,478
Cumulative Undistributed Strategic Investment	$ -	$ -	$ -	$ 2,000,000	$ 4,060,000	$ 6,181,800
Total Expenses	***$ 553,038,701***	***$ 540,556,657***	***$ 573,070,928***	***$ 594,774,775***	***$ 625,593,271***	***$ 648,892,917***
NET	**$ (8,189,265)**	**$ (3,369,010)**	**$ (13,754,798)**	**$ (4,886,718)**	**$ (6,697,966)**	**$ 7,474,946**
Beginning Fund Balance	$ 63,821,674	$ 54,400,660	$ 51,031,650	$ 37,276,852	$ 32,390,134	$ 25,692,168
Net Income	$ (8,189,265)	$ (3,369,010)	$ (13,754,798)	$ (4,886,718)	$ (6,697,966)	$ 7,474,946
Accounting Adjustments	$ (1,231,749)	$ -	$ -	$ -	$ -	$ -
Ending Fund Balance	$ 54,400,660	$ 51,031,650	$ 37,276,852	$ 32,390,134	$ 25,692,168	$ 33,167,114

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University of Oregon

2020 Audit Results

Communication with Those Charged With Governance

Agenda

- Auditor’s Opinions & Reports
- Communication with Those Charged with Governance
- Other Information

Auditor's Report on the Financial Statements

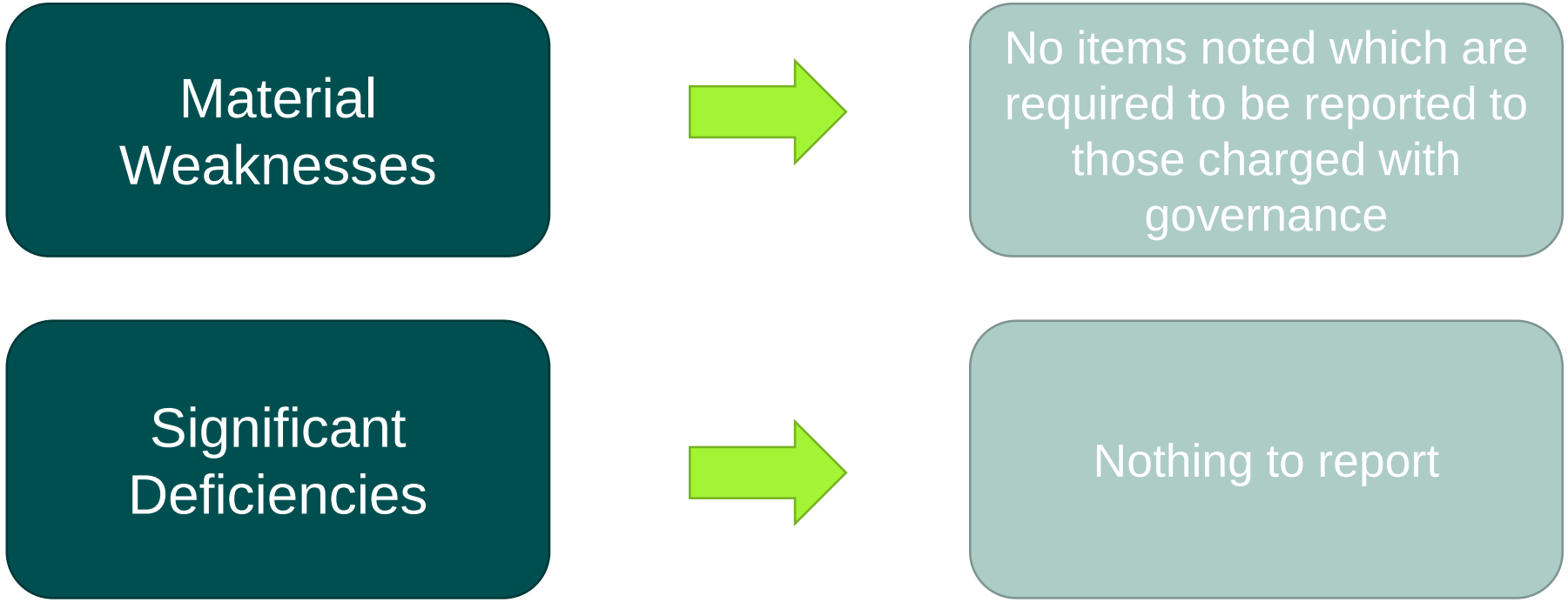
Unmodified Opinion

- Financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America.

Other Auditor's Reports

GAGAS Report on Internal Control Over Financial Reporting and on Compliance and Other Matters	• No financial reporting findings • No compliance findings
Report on Compliance with Requirements that could have a Direct and Material Effect on the Major Federal Programs and on Internal Control Over Compliance in accordance with the Uniform Guidance for Federal Awards (2 CFR Part 200)	• Report Not Yet Issued • Waiting on Guidance from OMB for Higher Education Emergency Relief Funds • No Issues to report on audit of Student Financial Aid Cluster

Communication of Internal Control Related Matters for the Financial Statement Audit



Communication with Governing Body

- Auditor's Responsibility; Management's Responsibility
- Planned Scope and Timing of the Audit – *As planned, Issued October 30th*
- Significant Accounting Policies and Estimates – *Disclosed in Footnote 1*
- Significant Financial Statement Disclosures – *Footnotes 1, 5, 9, 12 and 13*
- Significant Difficulties Encountered During the Audit - *None*
- Corrected and Uncorrected Misstatements - *None*
- Disagreements with Management - *None*
- Management Representations - *Obtained*
- Management Consultation with Other Accountants - *None*
- Internal Control Matters and Other Significant Findings or Issues – *None*
- Fraud – *No Fraud Uncovered During Audit Process*

Other Information

General comments on the audit:

- No issues to report to you
- Questions are welcomed at any time
- Periodic communication with Chair of the Board of Trustees as well as other Trustees
- If an significant issue were to arise, the Chair of the Board, Chair of the Finance Committee and President Schill would be contacted
- Communication throughout year remains very strong
- Complex accounting situations identified early, resolved before audit begins
- Staff was ready for the audit and we were given unrestricted access to documentation and personnel

Special Recognition

- Student Financial Aid
- Internal Audit
- Finance / Business Affairs

Thank You to:

Finance & Accounting

Jamie Moffitt

Kelly Wolf

Rob Freytag

Stuart Mellor

And Many Others…..

Student Financial Aid

Jim Brooks

Mark Diester

Entire Financial Aid Office

Internal Audit

Leah Ladley

Amy Smith

Katie Bumgardner

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Thank You!

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