

February 22, 2018

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary

RE: Notice of Academic and Student Affairs Committee Meeting

The Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Subjects of the meeting will include: accreditation, the College of Education's biennial equity in teaching training plan, teaching excellence and related programs at the UO, student mental health, and the Clark Honors College.

The meeting will occur as follows:

Thursday, March 1, 2018 at 9:00 a.m.
Ford Alumni Center, Giustina Ballroom

The meeting will be webcast, with a link available at www.trustees.uoregon.edu/meetings.

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. If special accommodations are required, please contact Jennifer LaBelle (541) 346-3166 at least 72 hours in advance.

Board of Trustees | Academic and Student Affairs Committee
Public Meeting | March 1, 2018, 9:00 a.m.
Ford Alumni Center | Giustina Ballroom

Convene

- Call to order, roll call
- Approval of December 2017 minutes (Action)

1. Accreditation – March Report to NWCCU

2. Educator Equity in Teacher Preparation Plan – Submission to HECC (Action): Randy Kamphaus, Dean, College of Education; Krista Chronister, Associate Dean, College of Education

3. Teaching Excellence: Scott Pratt, Executive Vice Provost; Sierra Dawson, Associate Vice Provost; Lee Rumbarger, Teaching Engagement Program Director

4. Mental Health – Student Services and Support: Doneka Scott, Assoc. Vice Provost for Student Success; Shelly Kerr, Director of the Counseling and Testing Center; Kris Winter, Dean of Students

5. Clark Honors College – Structural Changes and Updates: Karen Ford, Interim Dean, Clark Honors College

Meeting Adjourns

Agenda Item #1

Accreditation Update and Summary

As part of the University of Oregon's accreditation process through the Northwest Commission on Colleges and Universities (NWCCU), the UO has a report due in March 2018. A copy of that draft report is provided for your review.

Also provided is a background document on the background of this report, including NWCCU requirements, development timeline, etc.

There is no scheduled presentation for this agenda item, but materials are provided for your review and the topic is officially noticed as part of this ASAC meeting in the event there are questions or trustees desire a more in-depth discussion.

Since there is no presentation, the administration would like to note here its appreciation for the work of Ron Bramhall, associate vice president for academic excellence, and Chuck Triplett, assistant vice president for university initiatives and collaborations.

University of Oregon Accreditation

Year One Mission and Core Themes Self-Evaluation and Report

Due to NWCCU on March 15, 2018

Accreditation Cycle

The University of Oregon has been continuously accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1918 and was most recently reaffirmed in July 2017. NWCCU accreditation is not granted permanently or for a definite number of years. It is an ongoing status that must be reaffirmed periodically to ensure that the institution continues to meet the NWCCU's expectations for compliance with accreditation criteria. The accreditation process is completed over a seven-year cycle with self-evaluation reports completed in year one, year three, and year seven. Each self-study report is interconnected and progressively more comprehensive. Peer evaluators conduct on-site visits during years three and seven.

NWCCU Standards

According to NWCCU, the five standards for accreditation “articulate the quality and effectiveness expected of accredited institutions” and collectively “provide a framework for continuous improvement within institutions.” A description of each of the five standards is provided in Appendix 1.

NWCCU standards are “interconnected” and “designed to guide institutions in a process of self-reflection” that culminates in a “holistic examination” of:

- The institution's mission and core themes;
- The translation of the mission and core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

Year One Mission and Core Themes Report

In year one, the university is required to complete a self-evaluation with respect to Standard One and submit a report to the Commission. A panel of three peer evaluators conduct an off-site evaluation of the institution's report and prepare a report of their findings to submit to the Commission in late spring.

Standard One

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2. The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Recommendations of the Spring 2013 Year Three Peer-Evaluation Report

In addition to the standard year one self-evaluation and report, the university has two unmet recommendations from the Spring 2013 year three evaluation that we are required to address in an addendum to our year one report. The recommendations are:

1. The evaluation committee recommends that the University of Oregon clarify its objectives and related indicators of achievement, ensuring that they are measurable, assessable, and verifiable, so that UO can collect the necessary information to prepare the year seven self-evaluation report (Standard 1.B).
2. The committee recommends that the University of Oregon intensify and focus its effort to identify and publish expected course, general education, program, and degree learning outcomes (Standard 2.C.1, 2.C.2, and 2.C.10).

University of Oregon Mission Statement

The University of Oregon mission statement was approved by the Board of Trustees on November 5, 2014 and by the Higher Education Coordinating Commission on June 11, 2015. Represented within the mission are three core themes:

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

Core Theme Objectives

Standard 1.B.2 requires that the institution establish “**objectives for each of its core themes**” and identify “**meaningful, assessable, and verifiable indicators of achievement**” to evaluate our accomplishment of those objectives in subsequent reports. The following objectives and indicators represent strategic priorities for this accreditation cycle and our commitment to monitor and report on related accomplishments.

Core Theme I – Exceptional Teaching and Education

The University of Oregon seeks to advance student success—defined by degree progress and quality of educational experience—through engaged, high-impact practices.

- Obj. 1. Improve student progress toward degree
- Obj. 2. Improve the quality of the student educational experience
- Obj. 3. Improve the quality of teaching across the institution
- Obj. 4. Support excellent graduate programs

Core Theme II – Exceptional Discovery

University of Oregon is a comprehensive research university and endeavors to enhance the impact of research, scholarship, and creative inquiry and monitor the improvement in that impact through the use of appropriate measures of quality and excellence.

- Obj. 1. Increase competitive grant proposals
- Obj. 2. Incentivize research, scholarship, and creative activity
- Obj. 3. Increase the number of prestigious faculty and graduate student awards and honors
- Obj. 4. Enhance the use of appropriate unit-level measures of quality, equity, and excellence in decision-making and resource allocation

Core Theme III – Exceptional Service

Service is a fundamental value of the University of Oregon and a means for faculty and students to contribute their knowledge and expertise to societal needs and to the disciplinary professions.

- Obj. 1. Support the economic vitality of the state and region
- Obj. 2. Advance college and career readiness in K-12 education
- Obj. 3. Provide opportunities for students to engage with the community
- Obj. 4. Encourage service to the professions

| Core Theme I: Exceptional Teaching and Education | | |
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| Objective | Indicators | Rationale |
| A. Improve student progress toward degree | 1. Advisor to student ratio | To effectively serve students, the university must have an adequate number of academic advisors to guide and support students through their academic planning. |
| | 2. Average time to completion | On-time graduation substantially reduces the cost of college. |
| | 3. Graduation rates | Graduation rates are an indicator of students' ability to access and successfully complete degree requirements. |
| B. Improve the quality of the student educational experience | 1. % of students participating in a first-year experience annually | First-year experiences (e.g. residential learning communities, freshman experiences) have been shown to increase belonging, satisfaction, and retention. |
| | 2. % of general education-satisfying courses reviewed and aligned to new standards | Changes to general education requirements are intended to provide clarity around purpose of each requirement and clear learning outcomes. Courses that clearly communicate purpose and set of learning outcomes to students are more likely to create engagement and improve academic performance. |
| | 3. % of students engaged in one or more high-impact practice by senior year. | High-impact practices (e.g. undergraduate research, internships, collaborative projects) have been shown to improve retention and time to degree. |
| | 4. % of students and faculty from diverse backgrounds (e.g. Pell recipients, students and faculty of color, women in science) | A diverse and inclusive campus enhances the student experience through learning with people from a variety of backgrounds. |
| C. Improve the quality of teaching across the institution | 1. # of faculty participating in Teaching Engagement Program activities (e.g. workshops, programs, institutes, faculty learning communities) | Faculty trained in evidence-based teaching practices increase likelihood of success for students taking their courses. |
| | 2. # of Teaching Academy members | This is a measure of faculty engaged in improving teaching across campus. Higher membership represents more faculty engaged in evidence-based teaching practices and |

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| | | in turn, creates a critical-mass of faculty who have influence on teaching policies. |
| | 3. % of courses that utilize the Midterm Student Experience Survey | Midterm student feedback is valuable for identifying timely instructional improvement opportunities which can result in changes that enhance student learning. |
| | 4. # of departments that implement evidence-based peer review of teaching policies and practices | Robust and evidence-based peer review of teaching practices allow for recognition and evaluation of teaching excellence. |
| D. Support excellent graduate programs | 1. # of PhD degrees awarded annually | Graduate programs contribute to the research and scholarship of the institution and enhance the university's reputation as a preeminent comprehensive institution. |
| | 2. # of professional degrees awarded annually | |
| | 3. # of masters degrees awarded annually | |
| | 4. % of graduate students earning Graduate Teaching Initiative certificates | UO's Graduate Teaching Initiative helps graduate students to develop as creative and confident college teachers. |

| Core Theme II: Exceptional Discovery | | |
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| Objective | Indicators | Rationale |
| A. Increase faculty capacity to submit competitive grant proposals | 1. # of proposals submitted to external sponsors | The number and value of proposals generated are indicators of the entrepreneurial activities of our faculty. |
| | 2. \$ value of proposals submitted to external sponsors | |
| | 3. # of awards received from external sponsors | The number and value of extramural awards received indicate the quality of the research in the eyes of external sponsors. |
| | 4. \$ value of awards received from external sponsors | |
| B. Incentivize research, scholarship, and creative activity | 1. # of tenured faculty | The number of tenured faculty demonstrate that faculty are meeting high expectations of scholarly work and is a peer-evaluated indication of research quality. |
| | 2. # of PhD and other terminal degree awards | PhD and other terminal degree-seeking students perform independent research and make original contributions to their fields. |
| | 3. # of postdocs | Postdocs support a thriving research environment by creating and disseminating new knowledge or supporting faculty principal investigators. |
| C. Increase the number of prestigious faculty and graduate student awards and honors | 1. # of faculty with nationally recognized faculty awards and honors (e.g. National Academy, AAAS Fellows) | Prestigious awards and honors enhance the reputation of the university in the eyes of national peers and potential sponsors. |
| | 2. # of NSF Graduate Research Fellows | NSF graduate fellowships recognize and support outstanding graduate students in NSF-supported disciplines. |
| D. Enhance the use of appropriate unit-level measures of quality, equity, and excellence in decision-making and resource allocation | 1. % of academic departments with discipline-specific metrics of excellence | Discipline-specific quality metrics allow faculty to evaluate research and scholarship in relation to disciplinary expectations and guides university resource allocation to support excellence. |

| Core Theme III: Exceptional Service | | |
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| Objective | Indicators | Rationale |
| A. Contribute to the economic vitality of the state and region | 1. Economic footprint of university | The University of Oregon is an important contributor to the state and local economy through direct and indirect spending. |
| | 2. Licensing revenue from discoveries and innovations | Licensing revenue is an indication of the impact that university discoveries and innovations are contributing to businesses and industry. |
| | 3. # of patent applications, awards, and copyrights | The application and awarding of intellectual property protections demonstrate the unique innovations that faculty contribute to the economy. |
| B. Provide opportunities for students to engage with the community | 1. % of seniors who have completed an experiential-learning opportunity (e.g. internship, practicum, field experience) | Internships and other experiential-learning opportunities allow students to apply their education within the community and gain benefits from real-world experiences. |
| | 2. % of students who have studied abroad | Study abroad allows students to enrich their academic experience by engaging with different global communities and cultures. |
| C. Advance college and career readiness in K-12 education | 1. # of interactions with K-12 schools across the state | The University of Oregon enhances secondary education in Oregon through myriad interactions with K-12 students and educators. |
| | 2. # of grant awards that directly impact Oregon schools | Grant awards are an important indicator of the resources that the university leverages in support of Oregon schools. |
| | 3. \$ value of College of Education grant revenue | The UO College of Education engages in cutting edge research and serves as a proxy for the university's commitment to supporting K-12 education in the state and nation. |
| D. Encourage faculty service to the professions | 1. # of faculty serving in leadership positions in scholarly or professional organizations | Faculty service to their discipline through engagement with professional organizations and journals is an important aspect of professional development and an indication of an engaged, productive faculty. |

Appendix 1: NWCCU Standards

Standard 1: Mission and Core Themes

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Standard 2: Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Standard 3: Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Standard 4: Effectiveness and Improvement

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Agenda Item #2

COE Educator Equity Plan Approval

ORS 342.437(1) provides that “the goal of the state is that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.”

ORS 342.447(1) stipulates that “the Higher Education Coordinating Commission [HECC] shall require each public educator program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in 342.437.” Such plans are currently due to the HECC every two years.

The University of Oregon’s College of Education (COE) has a public teacher education program and is thus subject to this requirement. The COE has developed the University of Oregon’s biennial institutional plan as required.

ORS 342.447(2) further stipulates that the HECC must review the plans for “adequacy and feasibility with the governing board” (emphasis added). HECC has interpreted this to mean that the governing board should review the plan first, prior to its submission to the HECC.

The Academic and Student Affairs Committee is the proper committee to conduct such a review on behalf of the Board of Trustees, as it did in April 2016.

The COE’s 2018 plan is attached for your review. COE leadership will be available at ASAC to answer any questions.

A Plan to Recruit, Retain, and Graduate Minority Educators



Prepared by the Office of the Dean,
College of Education, University of Oregon
Submitted to the Higher Education Coordinating Commission
February 16, 2018

Introduction

The COE is united in its mission, “Making educational and social systems work for all.” We are a community of intellectual leaders that generates new knowledge and innovative practices that inspire our students to help their communities resolve pernicious social problems. One of the most robust solutions to many of our social problems is ensuring that all children have access to the highest quality education and are nurtured to achieve their full potential and work for the greater good.^{1,2} We accept the responsibility as intellectual leaders to build educational and social systems that respond to, and capitalize on, the diverse knowledge, skills, and potential of all students and that promote positive, enduring, and empirically verified change in the lives of all children and our state, national, and global communities.

To build responsive educational social systems for all, we must begin with promoting equity, diversity, and inclusion in our College and nurturing the next generation of exceptional educators. The diverse representation of exceptional educators in our K-12 schools, who are culturally responsive, is essential to promoting equity and access of opportunity for all children.³⁻⁵ Creating a College environment that is welcoming, diverse, and inclusive is the responsibility of our entire College community. Scholars from numerous disciplines have documented the benefits of institutional diversity⁶⁻⁷, and education is no exception. Enhanced diversity improves students’ intellectual and academic skill development; academic and cognitive performance; intellectual flexibility, engagement, and motivation; retention and graduation rates; and cross-cultural understanding, engagement, and competence.⁸⁻¹⁰

This plan outlines strategies that we will use to optimize our institutional capacity to recruit, retain, and graduate more educator preparation students from culturally and linguistically diverse backgrounds and to train exemplary educational leaders.

Institutional Commitment

In 2015, University of Oregon President, Michael Schill, announced three institutional priorities: build our tenure-related faculty and promote academic research; ensure affordable and accessible education; and offer a rich and high-caliber educational experience. Diversity, equity, and inclusion are woven into each of these priorities. These University of Oregon institutional priorities are aligned with the state’s commitment to equality for the diverse peoples of Oregon and the state’s goal, “that the percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district” (ORS 342.437 as amended by HB 3375, Section 3, 2015). Our institutional efforts to increase our recruitment, retention, and graduation of the most excellent educators from diverse cultural and linguistic backgrounds, therefore, will be directed toward two objectives: increasing educational access and opportunities and providing inclusive learning environments for our students.

Planning Process

Our work to create this institutional plan began in September 2015 and is a living document that is the result of 18 months of research, data gathering, and conversations. The dean and associate dean for academic affairs and equity convened meetings and individual conversations with College administrators, faculty, staff, students, and governance committees including, but not limited to, the dean’s leadership team, the dean’s faculty advisory committee, college department heads, college consortium, the dean’s student advisory board, and the college student diversity affairs committee. In addition, local and state school district administrators and teachers assisted with the development of this plan. The focus of these ongoing discussions has been on identifying our institutional strengths, resources, weaknesses, and missed opportunities in educator preparation and creating institutional objectives and strategies to optimize our capacities and reduce our deficits.

During the institutional planning process, we also used state reports on the status of educator training in Oregon^{11, 12}; research on key national trends in post-secondary enrollment and diversity in higher education^{6-10, 13}; student, staff, and faculty data collected by the University of Oregon Office of Institutional Research; and student survey data collected by the University of Oregon Graduate School and our College. All of these data sources informed the development of the key objectives, goals, and strategies that comprise this plan.

Key Objectives and Goals

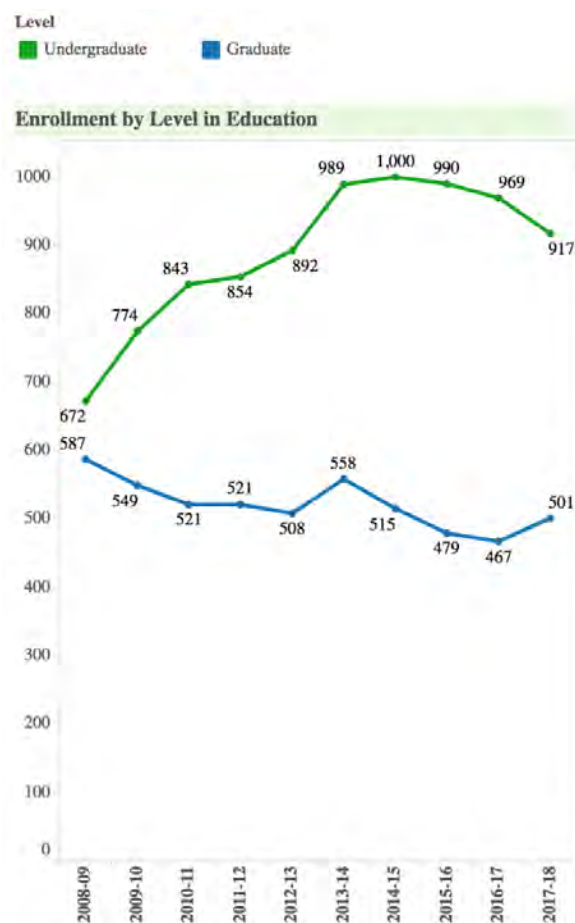
The overarching aim of this plan, as stated in OR House Bill 3375, is to increase the number of students who identify as Black, Hispanic, Pacific Islander, and American Indian or Alaskan Native, and students for whom English is not a first language, who graduate from our educator preparation programs. Moreover, we want our graduates to excel as educational leaders who transform our schools, communities, and discipline.

To achieve this overarching aim, we will pursue two key objectives: to increase educational access and opportunities for our students and provide an inclusive and welcoming learning environment. This plan details the goals and strategies that we will pursue to achieve these key objectives and the metrics, personnel resources, and timelines that we will use to evaluate our progress.

Current Student Enrollment in the College

This section provides a broad overview of our College community along the dimensions of diversity that are the focus of OR House Bill 3375. We are honored that our efforts to recruit more graduate students of color have been recognized and rewarded institutionally. Our graduate program faculty will continue to recruit the most exceptional educator preparation students from culturally and linguistically diverse backgrounds.

Figure 1. Trends in College enrollment from fall 2008 to fall 2017.



Figures 2–5 show trends in College student enrollment by race, ethnicity, and international student status from fall 2008 to fall 2017. These data show that we have more recently improved our efforts to matriculate graduate students of color. These data also show that we must direct greater attention to becoming a global leader in educator training and reverse the downward trend in international student enrollment.

Figure 2. College enrollment trends by race from fall 2008 to fall 2017.

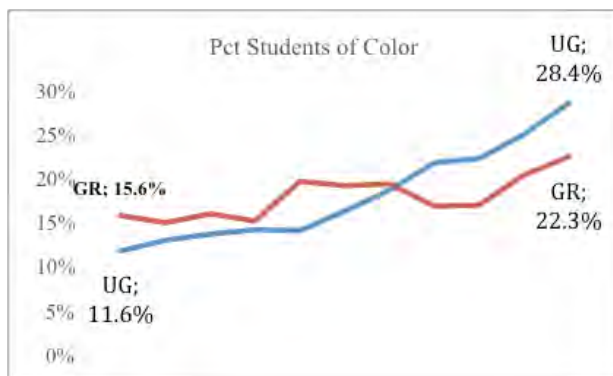


Figure 3. College enrollment trends by international student status from fall 2008 to fall 2017.

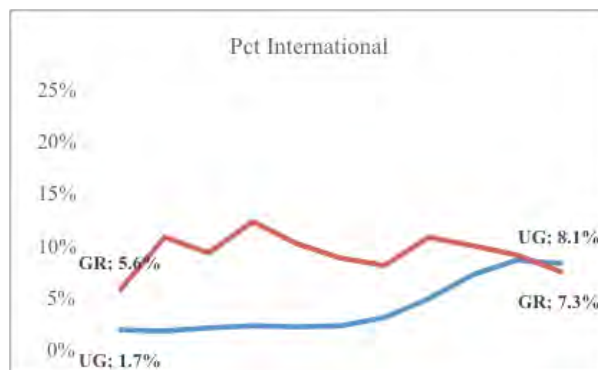
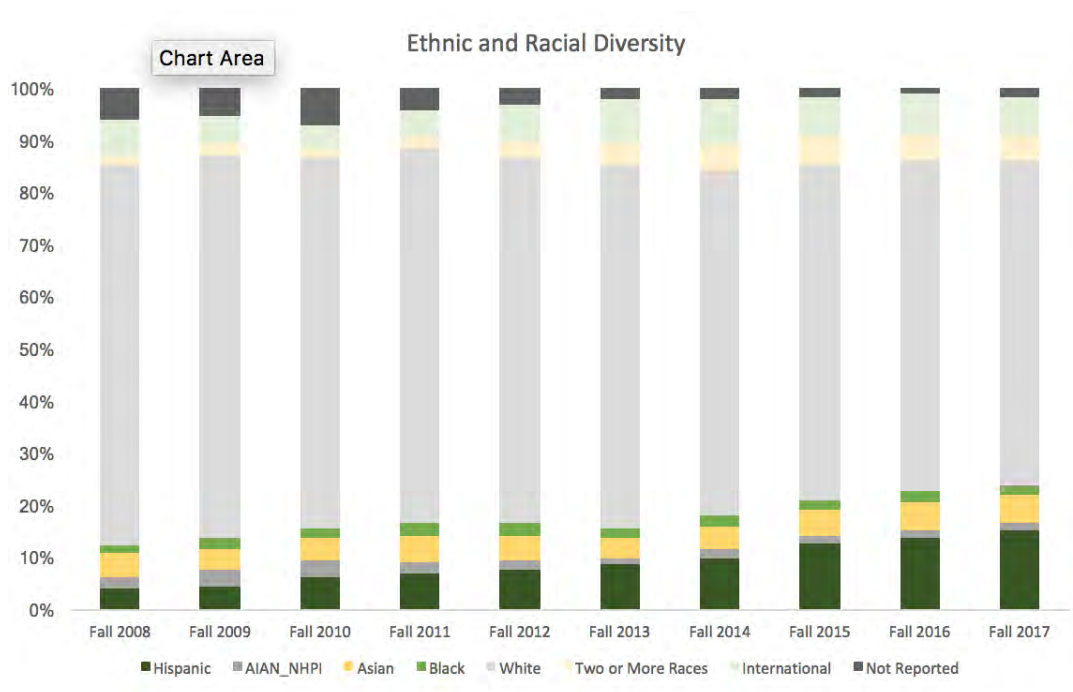


Figure 4. Total College enrollment by race, ethnicity, and international student status from fall 2008 to fall 2017.



Objective 1: Increase educational access and opportunities for culturally and linguistically diverse students

To increase educational access and opportunities for culturally and linguistically diverse students we will increase student funding, expand students' access to degree programs, and increase curricular offerings. We expect that new courses and degree programs as well as diversification of the modalities, times, and locations of our courses will improve students' access to our curriculum, and help us build a more diverse College community. We provide a case in point. Oregon State Board of Education research¹⁰ shows that a notable percentage of culturally and linguistically diverse school staff work as educational assistants, and those assistants are looking for pathways to become licensed educators. To increase the accessibility of our curriculum, for example, we must offer on-line or hybrid courses that educational assistants from outside of Eugene can access, at hours when they are not working, and that include content that is relevant to the students and families with whom they work. We will pay particular attention to offering degree options that do not extend students' academic timelines and increase financial burden. Our overall metric is a continual increase in the proportion of students from culturally and linguistically diverse backgrounds who are enrolled in our educator preparation programs over the next five years.

| Goal | Strategy | Metrics and Timeline | Lead Stakeholder |
|--|--|---|---|
| 1) Increase funding for educator preparation students from culturally and linguistically diverse backgrounds | <ul style="list-style-type: none">• Procure funding designated for educator preparation students, with particular focus on students matriculating from programs like the minority teacher Pathways in Education Lane County• Facilitate AI/AN students' participation in the UO Future Stewards Program; a joint effort between the UO and federally recognized tribes of Oregon to fund AI/AN students | <ul style="list-style-type: none">• Annual reporting of development and stewardship activities and awards given | Dean, Director of Development |
| 2) Offer multiple program admissions deadlines | <ul style="list-style-type: none">• Structure programs to offer multiple or rolling admissions deadlines | <ul style="list-style-type: none">• Annual reporting of application and enrollment numbers• Applicant pool diversity | Associate Dean for Academic Affairs and Equity, Assistant Dean for Assessment and Accreditation |

| Goal | Strategy | Metrics and Timeline | Lead Stakeholder |
|--|--|---|--|
| 3) Offer more courses that use different modalities (e.g., hybrid, on-line) | <ul style="list-style-type: none"> • Build academic partnerships to Develop new courses and degree programs that feature hybrid and on-line options | <ul style="list-style-type: none"> • Annual reporting of number of new programs, courses, and modalities offered | Associate Dean for Academic Affairs and Equity |
| 4) Expand curricular offerings that prepare graduates to serve culturally and linguistically diverse communities | <ul style="list-style-type: none"> • Create partnerships with Oregon Research Schools Network (ORSN) high schools to offer college preparatory classes that serve culturally and linguistically diverse K-12 schools • Prioritize dedication of resources to grow the Sapsik'wałá Teacher Education program and urban, international, and Spanish-language educator preparation • Create more courses, field placements, and programs focused on preparing graduates to serve these diverse communities | <ul style="list-style-type: none"> • Annual reporting of number of courses, field placements, and academic programs focused on the identified areas of preparation | Associate Dean for Academic Affairs and Equity |

Objective 2: Provide a welcoming and inclusive learning environment for all students

To provide a welcoming and inclusive learning environment for our students we will hire, retain, and advance more faculty and staff from culturally and linguistically diverse groups, and bolster our student academic services. The responsibility of training and graduating educators from culturally and linguistically diverse backgrounds does not belong solely to our underrepresented minority faculty and staff. Building a community of faculty and staff from culturally and linguistically diverse backgrounds, however, who can serve as mentors, advisors, supervisors, and instructors is essential to recruiting and graduating more diverse and exceptional educators. We expect that by having a more representative faculty and staff, providing exceptional instruction and engaging student experiences, and increasing academic support, we will improve students' academic persistence and performance. Our accountability metrics are the retention, graduation, and satisfaction of our students over the next five years.

| Goal | Strategy | Metrics and Timeline | Lead Stakeholder |
|---|--|---|--|
| 1) Enhance College staff members' use of culturally responsive and inclusive practices in their instructional, advising, mentoring and supervision activities. | <ul style="list-style-type: none"> Evaluate core curricula and institutional operations for practices that promote culturally responsive and inclusive learning environments Facilitate College staff members' engagement in professional development efforts focused on diversity, equity and inclusion | <ul style="list-style-type: none"> Annual reporting of the following metrics: <ul style="list-style-type: none"> Student satisfaction and climate ratings Staff participation in focused professional development efforts Funds awarded for focused professional development | Associate Dean for Academic Affairs and Equity |
| 2) Hire, retain, and advance more faculty and staff from culturally and linguistically diverse backgrounds | <ul style="list-style-type: none"> Create best practice toolkits for faculty and staff hiring and advancement Expand recruitment and outreach efforts of faculty and staff positions Increase number of faculty and staff from culturally and linguistically diverse backgrounds who are promoted | Annual reporting of the following metrics: <ul style="list-style-type: none"> Racial, ethnic, and linguistic diversity of faculty and staff Size and diversity of applicant pools Number of faculty awarded tenure and promotion Number of staff recognitions | Dean, Associate Dean for Research and Faculty Development, Associate Dean for Academic Affairs and Equity |
| 3) Provide a more welcoming and inclusive physical environment for students | <ul style="list-style-type: none"> Increase quality and utility of student support spaces Increase the number of installations and performances housed in College spaces that reflect the diversity of our community More centrally coordinate student academic advising, tutoring, and career development services | Annual reporting of the following metrics: <ul style="list-style-type: none"> Student satisfaction and climate ratings Number and quality of designated student space Number of installations and performances in College space | Associate Dean for Academic Affairs and Equity, Assistant Dean for Accreditation and Assessment, Complex Manager |

Current Efforts

We have engaged in the following efforts in pursuit of our key objectives and goals. We hope over time that these efforts result, ultimately, in an increase in the number of culturally and linguistically diverse educators that we graduate.

- We are better tracking our faculty and student recruitment and retention efforts owing to the creation of two positions: the Associate Dean for Academic Affairs and Equity and the Assistant Dean for Assessment and Accreditation. The Assistant Dean, for example, tracks hiring and enrollment decisions to ensure that we do not engage in selection bias and fail to advance students and faculty from culturally and linguistically diverse backgrounds.
 - Since AY 2014-15, the College hired 20 new tenure-track faculty. Of those 20 faculty, 17 identify as women, 7 identify as members of racial/ethnic minority groups, and 6 conduct their research in languages other than English and with culturally and linguistically diverse families and communities.
 - Since AY 2014-15, the College awarded 8 faculty endowed chair or professorship positions. Of those 8 faculty awardees, 7 identify as women and 2 identify as members of racial/ethnic minority groups.
 - Since AY 2014-15, the College promoted 6 women to College leadership positions, including but not limited to, the Associate Dean for Academic Affairs and Equity, Director of Development, and Assistant Dean for Accreditation and Assessment. Of those 6 women, 2 identify as members of racial and ethnic minority groups.
- The College continues to host the UOTeachOUT—a series of anti-oppressive teacher education outreach events, forums, and activities that take place annually. College faculty, staff, and community partners implement UOTeachOUT. Financial assistance is provided by UO, Lane County, and state partners (e.g., the ASUO Women’s Center, Lane County school districts, OR Department of Education).
- The College sponsored or co-sponsored three professional development presentations during AY16-17 focused on advising and mentoring students who identify as racial/ethnic minorities, with two workshops focused specifically on advising and mentoring Black/African American students.
- The College started the *Our Space* initiative to bring into our physical space art and performance that reflects the diversity of the College and the children and families we serve. To date, more than 10 different installations and events have been held and have focused on celebrating our community diversity and on inclusion and equity in education.
- Our Educational Methodology, Leadership, and Policy Department offers an Equity Leadership Fellows Program, which awards scholarship money to students who want to study disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.
- College Development and the Associate Dean for Academic Affairs and Equity revised the scholarship application and selection process last year with promising results. A total of 15 more scholarship packages also were created for educator preparation students. And, the number of scholarship applicants increased by 30% from AY16-17 to AY17-18, of which 62% identified with a racial/ethnic minority group.
- Faculty member Christopher Murray, PhD, was awarded a US Department of Education grant to provide doctoral training to scholars who will be prepared to respond to the needs of NA/AI students with disabilities.
- We have a growing Spanish language certification option, housed with the Counseling Psychology program, which allows Spanish-speaking students to receive additional clinical training and supervision with Spanish-speaking clients and students.

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Agenda Item #3

Teaching Quality

Sierra Dawson, Associate Vice Provost,
Office of the Provost and Academic Affairs

Scott Pratt, Executive Vice Provost,
Office of the Provost and Academic Affairs

Lee Rumbarger, Assistant Vice Provost and
Director, Teaching Engagement Program

Teaching Excellence at UO



c. 1350 by Laurentius de Voltolina

When faculty improve their teaching, students learn more and their performance on course work improves. As greater numbers of faculty make common cause of improving their teaching, the goals of that improvement tend to spread throughout the institution, and the likelihood increases of incorporating those goals as common values in routine administrative practices.

– *Faculty Development and Student Learning: Assessing the Connections*, 2016

Most of the colleges and universities that we visit suffer from thickly walled silos, myth-informed teaching, as well as structures and incentives optimized to deliver courses, not promote learning. [...]

It is important to remember that **student learning will improve only if the institution devotes time and resources to developing the teaching skills of its community.**

– Wabash Center of Inquiry, Memo to UO, 2017

Good colleges have always been fundamentally human institutions. Pardon the facile example, but Socrates and his followers didn't have a fitness center. They didn't have much of a campus, or dorms, or "smart" classrooms with Smart Boards, clickers, and docu-cams, and video capability. So far as we know, they didn't do strategic plans. That they did have, though, was each other. To make college work, that's all you need, too.

– *How College Works*, Dan Chambliss and George Takacs, 2016

We'll share how we...

define,
develop,
acknowledge,
evaluate,
and *leverage*

teaching excellence.

What does 'excellent' teaching at UO mean?

Inclusive Engaged Research-Led



The Inside-Out brings college students together with incarcerated men and women to study as peers behind prison walls.

Inclusive

In “Autobiography as Political Agency,” I want my class to feel the ***dignity of every student's story***—especially the students who are incarcerated. So I ask them to do ***contemplative practices, relational work around boundaries, and collective, embodied writing processes.***

– Anita Chari, Political Science



I want my students to *articulate their understandings of how their own speech and writing choices either perpetuate or resist the social hierarchies* of those who communicate with more “standard” language.

– Claudia Holguín Mendoza,
Romance Languages

When 240 non-majors show up for the first class of EC 101, they don't know what to expect from an economics course—other than a vague sense that it will be *mind-numbingly boring*.

I immediately upend that expectation by having volunteers play a fishing game in front of the room. Not only does this game capture *the rapt attention of everyone present*, it dramatically illustrates the tragedy of the commons (our first topic).



And it sets the precedent that there will be *active engagement rather than just passive sitting and listening*.

– Mike Urbancic, Economics

Engaging, Engaged



In Chemistry 114: “Green Product Design,” I want my students to be able to ***work in interdisciplinary teams*** to integrate their own creativity with material presented in class, so I ask them to use green chemistry and life cycle thinking to design more sustainable consumer products and ***compete for financial investments from their peers.***

– Julie Haack, Chemistry

Engaging, Engaged



photo by Bryce Hughes

I want my students to *understand how research questions and natural resource management decisions arise from field observations*, so I ask them to take detailed notes of their own observations in a field notebook.

I create opportunities for them to collect, analyze, interpret and communicate environmental data in an applied context.

— Peg Boulay,
Environmental Studies

Research-Led



I want students to make connections between science and the world around them, so I create assignments in which students read and summarize science articles from popular media, and also comment on quantitative information that is missing from popular treatments.

This gets at a crucial aspect of science that is not only reflected in my research group's experiments, but that more broadly makes science science: going beyond description to ***challenge ourselves to make quantitative predictions about how the world works.***

– Raghu Parthasarathy, Physics

How we develop teaching excellence

- New Faculty Orientation
- Office of the Provost and Academic Affairs-United Academics 'Faculty Organizing for Success' Program
- TEP's Workshop Series: **~25/year, ~565 individuals**
- Individual Consultations: **~200 each year**
- First UO Summer Teaching Institute, 2018: **~60 participants**



Graduate Teaching Initiative:
166 Participants, 23 'graduates'

How we acknowledge, leverage teaching excellence

- Faculty-Learning Communities: **34**
CAIT fellows
- University Teaching Awards: **8**
- Provost's Teaching Academy: **~180**
members

8 University Teaching Awards

2 Ersted Teaching Awards (2-6 years)

- 1 Distinguished Teaching Award
- 1 Specialized Pedagogy Award



Elly Vandergrift, Herman Award recipient, receives her apple.

4 Herman Teaching Awards (7 years or more)

- 2 Faculty Achievement for Distinguished Teaching
- 1 Specialized Pedagogy
- 1 Outstanding Online Education

2 Williams Fellows for outstanding contributions to undergraduate education



INCLUSIVE ENGAGED RESEARCH-LED

**Leveraging faculty leadership, enlivening
UO's teaching and learning culture.**

UO Science Literacy Program, UO Libraries,
Office of the Vice Provost and Dean for Undergraduate Studies,
Office of the Provost and Academic Affairs

TEACHING
ENGAGEMENT
TEP
PROGRAM

Provost's Teaching Academy

180 Faculty:

- Teaching award winners
- Participants in premier professional development programs
- Faculty Learning Community participants

One event each term:

- Advisory to Provost regarding teaching mission
- Ambassadors to their departments
- Shared vision of teaching excellence

Teaching excellence: AAU call to action



We cannot condone poor teaching ... because we are trying to weed out the weaker students in the class or simply because a professor, department and/or institution fails to recognize and accept that there are, in fact, more effective ways to teach. Failing to implement evidence-based teaching practices in the classroom must be viewed as irresponsible, an abrogation of fulfilling our collective mission...

Mary Sue Coleman
President
Association of American Universities

ESSAY Expand

Aligning Practice to Policies: Changing the Culture to Recognize and Reward Teaching at Research Universities

Michael Dennin[†], Zachary D. Schultz[‡], Andrew Feig[§], Noah Finkelstein^{||},
Andrea Follmer Greenhoot[¶], Michael Hildreth[#], Adam K. Leibovich[@],
James D. Martin^{**}, Mark B. Moldwin^{††}, Diane K. O'Dowd^{‡‡},
Lynmarie A. Posey^{§§}, Tobin L. Smith^{|| ||}, and Emily R. Miller^{|| ||},*

Campus visits in January &
February to discuss strategies
for teaching excellence

Teaching Evaluation

Senate Task Force (13 members)

Aligning practice with policy & mitigating bias:

- holistic Teaching Evaluation rubric (self, peer, student voices)
- inclusion of Teaching Engagement
- criteria to evaluate teaching portfolio included in promotion and tenure

TEACHING
ENGAGEMENT
TEP
PROGRAM

The Provost's Office is "***creating an environment where the continuous improvement of teaching is valued, assessed, and rewarded at various stages of a faculty member's career.***"

—AAU's Emily Miller *et. al*, "Aligning Policies to Practice: Changing the Culture to Recognize and Reward Teaching at Research Universities," 2017

What is Teaching Excellence?

Inclusive, Engaged, Research-Led Teaching at the University of Oregon

Great teachers often have considerable dynamism—a capacity to express their intellectual passions and invite students into beautiful, urgent, and authentic problems and questions. But **good teaching isn't a “you have it or you don't” proposition**. Research tells us an extraordinary amount about how people learn—teaching excellence is more about a career of professional development, informed experimentation, and reflection than a set of personality traits. Thus, TEP and the Provost's Teaching Academy use a substantive definition of excellent teaching: that it's inclusive, engaged, and research-led.

- **Inclusive teaching** engages and values every student and attends to the social and emotional climate of the classroom. A broad philosophy that should be realized in each and every UO course by each and every UO teacher, inclusion is enacted through particular choices faculty make in their presentation of self and content and through deliberate ways of drawing on assets each student brings to the classroom.

Specifically, UO faculty...

(1) Take concrete steps to attend to the social and emotional dynamics of the class, including

- conveying that each student matters and brings valuable assets and goals to their work;
- introducing the instructor's own intellectual journey and process of expert thought;
- ensuring that the course materials reflect the racial, ethnic, gender diversity of the field and the contested and evolving status of knowledge;
- and deploying a range of methods to engage students and bring out their strengths.

(2) Call students by their preferred names.

(3) Know students' goals for their learning and find ways to explicitly link the concerns of the course to students' own concerns.

(4) Maximize student motivation by leveraging students' sense of the relevance, rigor, and supportiveness of a course—and of their own self efficacy within it.

- **“Engaged”** teachers participate in ongoing professional development, experimentation, and reflection about their work; they are connected to campus, national, and scholarly conversations about teaching and learning.

Specifically, UO faculty...

(1) Reflect on their teaching practice, making changes over time that are informed by experimentation, professional teaching development, collegial interactions and class observations, and the scholarship of teaching and learning.

(2) Know the UO policy and support resources that surround their teaching; know the UO policy and support resources relevant to their students.

- **Research-led teaching** means the university's research mission infuses into its undergraduate program. Or, as the 1998 Boyer Commission put it: "The teaching responsibility of the university is to make undergraduates participants in the [research] mission." This can be as simple as faculty leading with questions and modeling expert thought by "thinking aloud" when encountering problems. It can be as significant as undergraduates themselves constructing new knowledge.

A crucial second meaning of research-led is that it's **informed by what we know about how students learn**: actively, in contexts of high challenge and support, through collaborative work across differences of identity and viewpoint, in response to frequent feedback, and with deliberate reflection on and integration of ideas across contexts.

Specifically, UO faculty...

(1) Communicate compelling goals for student learning and design courses tightly aligned with those goals (backward design). [1]

(2) Clearly convey the compelling purpose, process for completion, and criteria for evaluation of class assignments before students begin work (transparency). [2]

(3) Build occasions for student reflection about their own learning process, challenges, and growth (metacognition). [3] [4] [5]

(4) Use students' time in and out of class strategically by, for example,

→ assigning preparatory work to get more out of class time; [6]

→ using class time to harness the power and energy of the peer community to share demonstrations, real-time experiences, new scenarios, problems, artifacts, and complications that put students' knowledge and skills to the test; [7] [8]

→ following class with opportunities for reinforcement and reflection. [3] [9]

(5) Give students simple, helpful feedback on low-stakes practice. [10] [11]

(6) Help students understand the process of inquiry and expert thought.

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Meet UO's Teaching Engagement Program

3.4 professional staff FTE
.49 Graduate Student Employee

Lee Rumbarger, Director

Jason Schreiner, Assistant Director for Graduate Programs and Faculty Consultant

Julie Mueller, Faculty Consultant, Science Educator

Robert-Voelker Morris, Educational Technology Consultant

Carmel Ohman, Graduate Student Teacher-Scholar

Key Programs

(1) Provost's Teaching Academy

The year-old Teaching Academy—a body of ~180 UO faculty with distinguished teaching records—is becoming a key **driver of UO's teaching culture**, advancing a vision of education that's **inclusive, engaged, and research-led**—both inflected by UO's research mission and connected to research on how people learn.

The Academy is a collaborative effort of by the Office of the Vice Provost and Dean of Undergraduate Studies; the Office of the Provost and Academic Affairs; UO Libraries; and the UO Science Literacy Program

Members of the Teaching Academy come together several times across the academic year in interactive meetings with a three-fold purpose: to gather their insights, ensuring they have a chance to **shape major institutional initiatives with teaching and students in mind**; to communicate with teaching leaders so they can act as informed ambassadors to home departments and close colleagues; and to **support and acknowledge** the faculty who are at the **forefront of UO's excellence in teaching mission**.

(2) Communities Accelerating the Impact of Teaching

Beginning in AY2017-2018, TEP is hosting three stipended faculty learning communities on important topics like the teaching difference and power, online teaching, and teaching high-challenge gateway courses. These groups are a key strategy our student success and core education renewal efforts and include 34 participants.

(3) Graduate Teaching Initiative

TEP's two-year-old Graduate Teaching Initiative (GTI) offers ~166 UO graduate students structured and rigorous, yet flexible, pathways to develop as college teachers. Those who complete a series of core requirements earn a certificate of completion: GTI students participate in individual and small-group teaching consultations, draft a teaching portfolio, observe classes taught by faculty and



We support teachers across discipline and rank, building an **imaginative, resourceful, and connected** campus-wide teaching culture.

We create occasions for faculty to develop and refresh their pedagogy in dialogue with one another, and to engage with campus, national, and scholarly conversations about excellence in higher education.

TEP promotes research-led teaching that activates students' commitment to inquiry and brings faculty

expertise to life.

peers, and attend various workshops and conversations on teaching. In addition, students who develop a special project that makes a substantive, original contribution to the UO's community of teaching and learning can earn an advanced certificate of completion.

(4) Annual workshop program

Each fall, TEP hosts **Beginnings, two weeks of new teacher trainings sessions**, then an academic year program ~25 **“teaching fundamentals” workshops** and **“featured events”** on teaching, which we often organize with campus partners. We collaborate with departments to lead about 15 specialized workshops for their Faculty and GEs a year.

Sample topics: “Strategies for Leading Discussion,” “Humanizing Your Online Course,” “Engaging Student Resistance,” “Teaching in Turbulent Times,” and “Reclaiming ‘Critical’ Thinking”

(5) Individual meetings

We hold about 200 private, confidential individual consultations annually for faculty and graduate student teachers who are looking to improve or innovate in their courses.

(6) ‘Duck In’ Course Observations across the Curriculum

This new program extends TEP's mission to build a “connected campus-wide teaching culture,” creating a way for faculty to make a one-time offer of open seats and for other faculty to claim them.

Agenda Item #4

Mental Health – Student Services and Support

***Trusteeship Magazine* (Association of Governing Boards)**

Under Pressure: The Growing Demand for Student Mental Health Services

BY LEE BURDETTE WILLIAMS

MAY/JUNE 2017

Many believe that students are in college just to get a degree, but those more familiar with higher education recognize the complicated “life curriculum” with which students regularly engage in addition to their academic obligations. These developmental milestones go hand in hand with formal learning. The emotional tasks of a college student—whether a traditional-aged undergraduate at a small liberal-arts college, a working parent fitting in community college classes around jobs and childcare, or a star athlete at a large state university—are often as daunting as their classroom tasks, and always have been. But what does this have to do with governance, you might ask? From liability (risk and reputational) to resource management, quite a bit, actually.

SOME BACKGROUND

Research tells us that a brain that is dealing with stress is compromised in its ability both to learn and to make good judgments.

Research of a different kind tells us that today we are seeing a student population with increasingly greater mental health challenges, including stress. Surveys of college counseling center directors, health center staff members, and students themselves provide evidence that college students are dealing with significant emotional and mental health disorders, including depression and anxiety. A 2015 survey by the Association for University and College Counseling Center Directors (AUCCCD) reports that more than 47 percent of students seeking counseling suffer from anxiety, and 40 percent report suffering from depression. Similar statistics have come from the American College Health Association’s annual National College Health Assessment, which shares results from more than 93,000 students. Almost 60 percent of respondents reported feeling “overwhelming anxiety” at some point within the preceding 12 months. Nine percent reported serious consideration of suicide during the previous year.

The Center for Collegiate Mental Health, which collects data from 140 counseling centers serving 100,000 students, reports similarly worrisome numbers, noting particularly that rates of self-injury and suicidal ideation are on the rise.

College counseling centers are the first line of response to this wave of students in need of support, and the same surveys show the pressure these centers are under. Directors report increasingly frequent use of waitlists to manage volume, and they have begun exploring in earnest the use of technology to supplement in-person counseling, along with group sessions and peer counseling. More than half of directors report an increase in budget and staff compared with the previous year.

Counseling centers used to be places where students could seek guidance and support for the typical challenges of college: homesickness, roommate and romantic difficulties, career indecision, identity development. Today's counseling centers must have the ability to "treat" as much as counsel, as more and more students arrive with diagnoses of more serious mental health disorders. In addition to caring for these students, counseling centers must respond in times of campus crises, such as highly visible tragedies and crimes, natural disasters, and other situations that may leave students in emotional distress. These same professionals are asked to provide training to campus colleagues, education and outreach to all students, and, in the case of 70 percent of the institutions surveyed by AUCCCD, training programs for graduate students in psychology and social work.

RESPONDING TO INCREASED DEMAND

Higher education institutions have taken several approaches to respond effectively to this growth in demand for mental health services:

- Increase the size of the counseling staff
- Refer students to services offered by community providers, using case managers to oversee this process
- Train paraprofessionals on campus to provide "help" (as opposed to "counseling") to lessen the demand for counseling center appointments

The benefits and challenges of these approaches are numerous. The most obvious challenge to increasing staff to meet demand is the cost. At a time when higher education budgets are shrinking, demand is increasing, and student debt is overwhelming, institutions may be unable or unwilling to add staff members to a counseling center. Counseling is only one of many areas seeking staff increases: Title IX, disability services, retention efforts, and campus infrastructure are also in need of frequent funding increases. In response to this dilemma, some institutions have chosen to limit counseling sessions or to charge students or third-party providers for certain services.

This latter response is growing in frequency (if not necessarily popularity) among counseling center directors, according to the AUCCCD survey, and the equation that has led to this growth is simple. Most institutions require students to have health insurance. Most coverage includes mental health services. Why not require students to utilize this coverage, for which they are already paying, to support services on campus, much as they would if the student sought counseling off campus?

The subsequent equations are anything but simple. Students come with dozens of different health plans. A counseling center that chooses to go the route of charging for services that are then billed to insurance will require back-of-the-house staff and software as complex as any major health provider. Is it impossible? No, as more institutions are demonstrating each year. But the startup costs are considerable, and the lead time to implementation is not quick. And while students may start their college careers with insurance, some lose it or give it up later on.

What about referring students to community providers who then bear the burden of billing insurance claims? This is often a necessity for smaller colleges where counseling centers do not employ full-time medication providers (primarily psychiatrists and specially trained nurses). Utilizing community providers offers students a wider range of services than a campus-based counseling center might provide, such as specialists in particular diagnoses like eating disorders, substance abuse, or medical conditions with a mental health dimension.

But there are two significant challenges to outside referrals: One is location, the other is communication. Students at rural campuses are particularly challenged when trying to find a provider nearby. They may not have a car, public transportation may be limited or nonexistent, and the time it takes to get to and from an appointment may add considerably to a student's already busy schedule. This is assuming a local provider has an opening for a new client—a challenge in some underserved communities.

Communication with those outside providers is also complex. As is the case for all mental health providers (including those in a college counseling center), these outside providers must guarantee confidentiality as an expectation of their licensure. Without permission from a client, a licensed counselor may not even confirm that a student is participating in treatment.

An additional concern is that students may be reluctant to go off campus for services they believe they have already paid for through student fees.

A third option to manage a counseling center's workload is the enlistment of other staff and faculty, and even some students, to serve as "first responders" who help students with non-emergency matters. In addition to the growing number of students presenting with serious mental health challenges such as anxiety disorders and depression, many students are in need of only a caring and nonjudgmental person to talk about homesickness, relationship problems, and career anxiousness. But the increase in the number of students presenting with serious mental health issues has made this common engagement more fraught. Many faculty and staff members are concerned about becoming involved in a situation where they feel overmatched by a student's needs and worry about the risks they are assuming in working with students in such a personal way. Nonetheless, some willingly accept the training offered by the counseling center to at least recognize signs indicating the need for more significant help and to know how to refer those students to that help.

LIABILITY AND RISK

How does this impact governance and the responsibilities of governing boards?

Institutions are facing a growing wave of need and demand for mental health services. Counseling centers are admirably stacking sandbags against that rising water, but as those responsible for an institution's fiscal health, trustees know that there must be a limit to those sandbags.

One answer, to extend the metaphor, is to go "upstream" to the earliest interactions with prospective students and share with them the limitations of mental health services on campus.

Rather than offering the blanket statements that are often made in admissions presentations—“free, unlimited counseling services” or “a psychiatrist on staff” when in reality, it’s an eight-hour-per-week contracted employee—colleges and universities need to talk honestly about service limitations—for example, that a center is only open from 8 a.m. to 6 p.m., and after-hours services are provided by a local agency or hospital emergency room.

Such honest conversations may result in families thinking more carefully about their students’ mental health needs. They may talk with their current providers about continuing care via Skype or phone, for example. They may request that pediatricians who have been prescribing medication for years continue to do so, even if students cannot be seen in the office as frequently. They may look outside the campus community for an appropriate provider and research ways for their students to receive treatment from that person.

The topics of liability and risk are critical in understanding how a college counseling center must structure its staff and response protocols. Counselors and psychiatrists at college counseling centers have found themselves the targets of litigation by students or their families who believed that a counselor provided inadequate treatment and, because of that treatment, harm occurred. A student’s suicide is often at the center of such litigation, although lawsuits resulting from harm caused to others by a mentally ill student are also becoming more commonplace. The 2007 Virginia Tech shooting may be the best-known example. Emerging case law is providing some guidance around the obligations of a counselor’s (and counseling center’s) treatment of a student, but, as is the case with all litigation-based instruction, it is happening slowly. In the meantime, thousands of students are seeking mental health services on their campuses.

Licensed counseling professionals generally have malpractice insurance adequate to support their defense in such a lawsuit, and, of course, colleges and universities carry their own liability insurance to cover such situations. But what may be overlooked in the legal wrangling is the cost of personnel hours and morale when a college counselor is named in a suit. Every hour a counselor must spend attending depositions, assembling records, strategizing with attorneys, or sitting through a trial is an hour that person is not available to work with a student in need. And the stress of being brought before a licensure board is as daunting as a lawsuit.

The threat of litigation becomes a more dire issue with each passing year as the number of students with serious pre-existing mental health conditions arriving on campus increases. While working with students who are struggling with the major life transitions endemic to this phase of life is the reason college counseling centers were developed in the first place, our campuses are seeing more and more students with not just serious mood and anxiety disorders but severe eating disorders and longstanding substance abuse issues, as well. In fact, the number of students coming to college in recovery from a serious drug or alcohol addiction is growing rapidly enough that “recovery housing” is becoming common on larger campuses. The state of New Jersey recently passed legislation *requiring* that state schools provide students with a sober housing option—an admirable idea, but one that brings with it more liability concerns.

The support provided by sober housing is intuitively recognized by anyone who has worked with students in any kind of support groups. Living with, and interacting with, students who share one’s challenges can be helpful. It is not hard, then, to imagine demands for housing that

supports students with other mental and emotional health conditions. Clinically, this is an intriguing idea. From a resource perspective (primarily staffing), it is challenging. And from a risk perspective, it raises the question of an institution's liability for admitting and promising support to a student with a known history of mental illness.

This should not be interpreted as a suggestion that colleges and universities deny acceptance to students with diagnoses of mental illness. Such students enjoy the protection of the Americans with Disabilities Act (ADA) and should be free from such discrimination. There's also the more prosaic issue of some students developing mental or emotional disorders while in college. Late adolescence is, for example, a common period in life for the onset of bipolar disorder and schizophrenia. Substance abuse disorders often begin in college, as well.

QUESTIONS FOR THE BOARD

- If your board is struggling with how best to respond to the needs and concerns of the millennial generation—particularly the mental health challenges they present—the following list of questions is a good place to start assessing where your knowledge gaps might lie. The board should also consider periodically inviting the director of the institution's counseling center to meetings to provide updates on the center's functioning and to "take the temperature" of the student body.
- Is your board familiar with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Americans with Disabilities Act (ADA) and confident that the institution is in compliance with them?
- Is your board knowledgeable about the budgetary and staffing needs of the campus counseling center?
- Does your institution have a crisis communications plan in place in the event of an emergency caused by a student suffering from mental health issues?
- Is the director of the institution's counseling center a licensed professional actively involved in his or her professional association(s) and current on emerging case law and evolving best practices?
- Are there memoranda of understanding in place for relationships with local emergency rooms, crisis centers, and counseling practices that make clear how information will (or will not) be shared?
- Are service limitations (session limits, after-hours access, medication provider availability) clearly indicated on the institution's website where a prospective student and family can easily find them?
- Are admissions staff knowledgeable about services (and limitations), and aware of relevant staff and how to refer families to them?
- If the institution provides access to a tuition insurance plan, is mental health covered in the event a student needs to leave mid-semester? Does the health insurance plan recommended by the institution also cover mental health conditions adequately?
- Is the institution employing a range of harm-reduction approaches, including peer education, to address issues such as binge drinking, suicide, and illicit and prescription drug use/abuse?

- Are measures for academic and social performance included in the institution's metrics for identifying and assisting students most at risk of dropping out or needing additional services? This should be part of the institution's retention efforts for at-risk students.

Ultimately, the discussion that needs to occur at the highest levels of institutional governance is about the place of mental health care—extensive, intensive, costly and, in many cases, risk-laden—within an institution of higher education. The answer to the question, “Does this kind of service belong here?” is not a yes or no. Students come with all sorts of challenges that institutions must find ways to address if the goal is retention and completion. Each institution must look in both directions: upstream and downstream. Upstream are the complicated conversations with prospective students and families that make clear the opportunities and limitations of campus-based mental health care. Downstream is the impact those services can make on the life of a student. Standing on the banks, looking both ways, and considering the issues in the greater context of the institution's resources, trustees should continue to ask thoughtful questions of their institution's mental health professionals and support them in this increasingly difficult work.

Supporting Students in Crisis



Doneka R. Scott
Associate Vice Provost for Student Success

Shelly Kerr
Director, University Counseling Center

Kris Winter
Associate Vice President and Dean of Students

Agenda



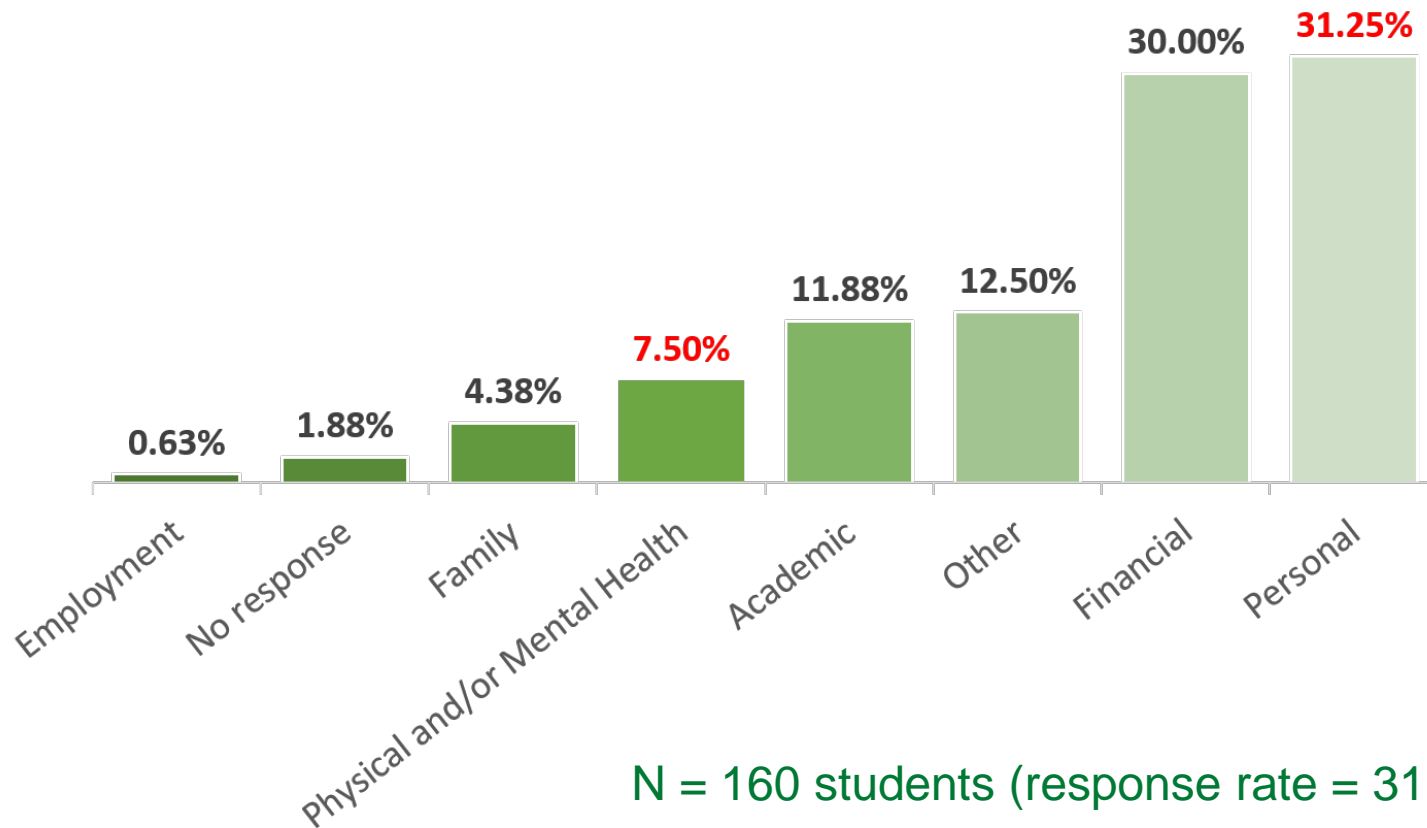
1. Why is this a concern?
2. UO data
3. UO support

Pilot Exit Survey

UO, Spring 2017



The single most important factor in student's decision to leave UO

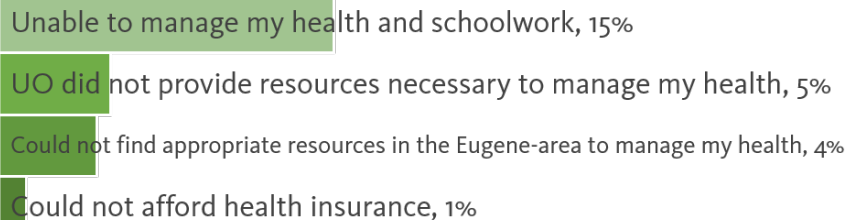


N = 160 students (response rate = 31%)



Reasons influenced student's decision to leave UO

Physical and/or Mental Health Reasons

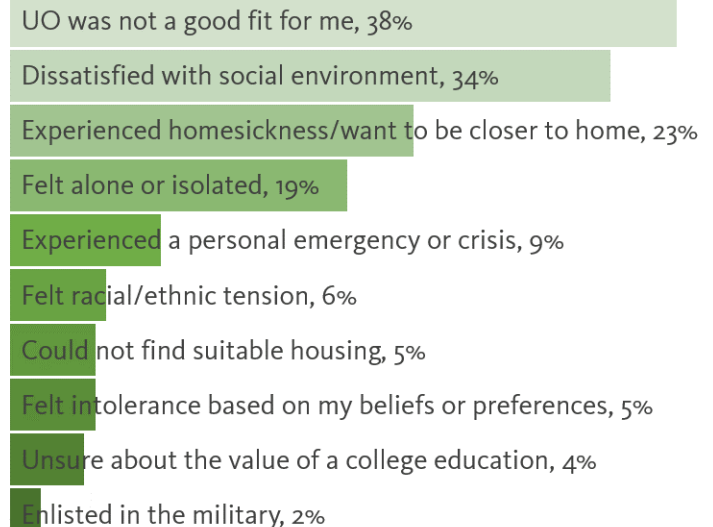


A horizontal bar chart with five bars of varying lengths, each representing a reason and its percentage. The bars are light green with dark green text. The reasons are listed from top to bottom: 'Unable to manage my health and schoolwork, 15%', 'UO did not provide resources necessary to manage my health, 5%', 'Could not find appropriate resources in the Eugene-area to manage my health, 4%', and 'Could not afford health insurance, 1%'. The bars are arranged in a descending order of percentage.

| Reason | Percentage |
|---|------------|
| Unable to manage my health and schoolwork | 15% |
| UO did not provide resources necessary to manage my health | 5% |
| Could not find appropriate resources in the Eugene-area to manage my health | 4% |
| Could not afford health insurance | 1% |

19% of respondents chose one or more physical and/or mental health reasons

Personal Reasons



A horizontal bar chart with ten bars of varying lengths, each representing a reason and its percentage. The bars are light green with dark green text. The reasons are listed from top to bottom: 'UO was not a good fit for me, 38%', 'Dissatisfied with social environment, 34%', 'Experienced homesickness/want to be closer to home, 23%', 'Felt alone or isolated, 19%', 'Experienced a personal emergency or crisis, 9%', 'Felt racial/ethnic tension, 6%', 'Could not find suitable housing, 5%', 'Felt intolerance based on my beliefs or preferences, 5%', 'Unsure about the value of a college education, 4%', and 'Enlisted in the military, 2%'. The bars are arranged in a descending order of percentage.

| Reason | Percentage |
|---|------------|
| UO was not a good fit for me | 38% |
| Dissatisfied with social environment | 34% |
| Experienced homesickness/want to be closer to home | 23% |
| Felt alone or isolated | 19% |
| Experienced a personal emergency or crisis | 9% |
| Felt racial/ethnic tension | 6% |
| Could not find suitable housing | 5% |
| Felt intolerance based on my beliefs or preferences | 5% |
| Unsure about the value of a college education | 4% |
| Enlisted in the military | 2% |

67% of respondents chose one or more personal reasons

Students were asked to mark all reasons that influenced their decisions.

Additional supports UO could have provided to prevent students from leaving



- More financial aid and loan support/more scholarship opportunities (13)
- Lower tuition (5)
- Better counseling/access to counselors (5)
- Better advising/access to advisors (4)
- Better housing options (4)
- Support in finding resources (3)
- Diversity (2)
- Better care for students
- Better staff
- Diversity of staff
- Having a four year plan
- More options for classes
- Support around accommodations



Healthy Minds Survey

National and UO Data, Spring 2017

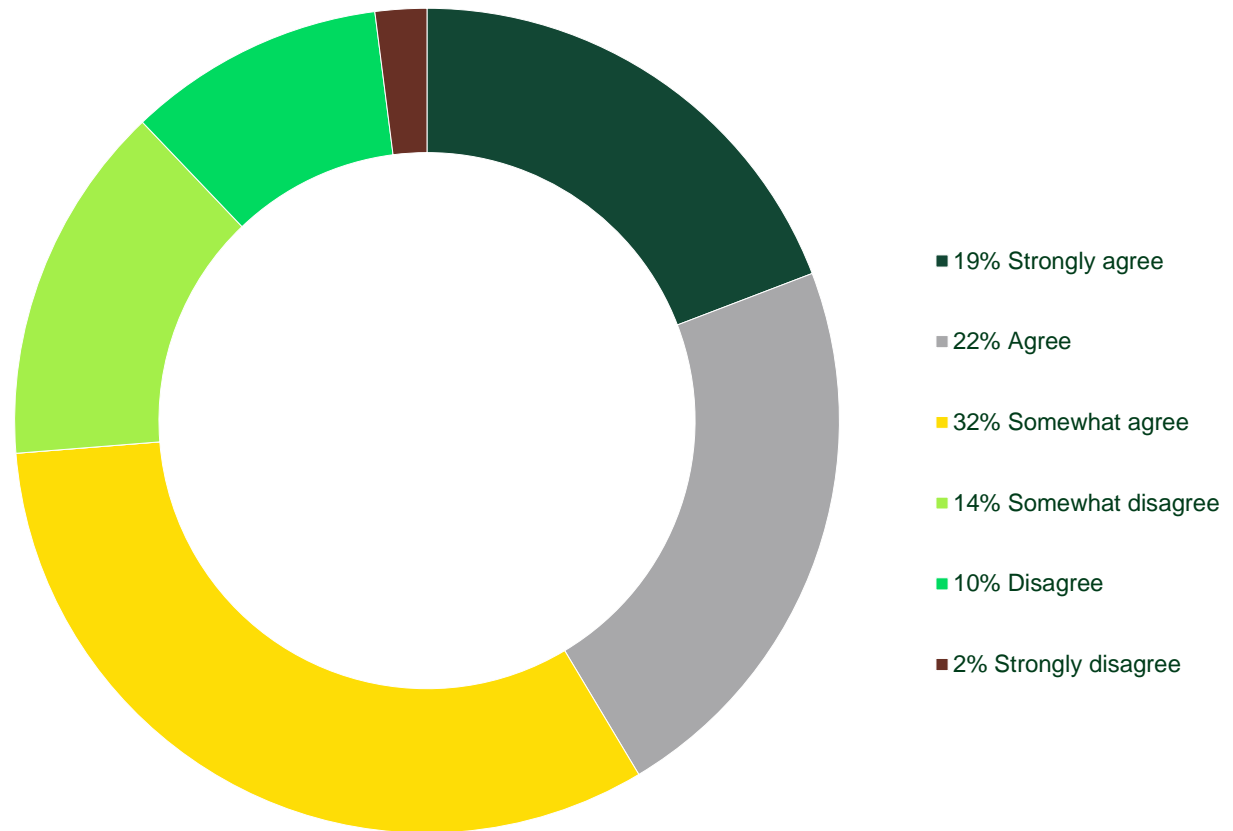


Healthy Minds Survey

| | College Student Population | | College Counseling Center | |
|---------------------------------------|----------------------------|----------------|---------------------------|----------------|
| | UO (%) | Nationally (%) | UO (%) | Nationally (%) |
| Depression | 31 | 31 | 49 | - |
| Generalized Anxiety | 24 | 26 | 49 | - |
| Disordered Eating | 10 | 9 | 22 | - |
| Suicidal Ideation (past-year) | 13 | 11 | 12 | - |
| Suicidal Ideation (past-month) | - | - | 9.7 | 7.9 |
| Any Self-Harm (past-year) | 24 | 21 | - | - |
| Self-Injury (past-year) | - | 9 | 13 | - |
| Self-Injury (lifetime) | - | - | 27 | 26 |

Healthy Minds Survey: Perceived Need for Help

Current Perceived Need for Help for Emotional or Mental Problems



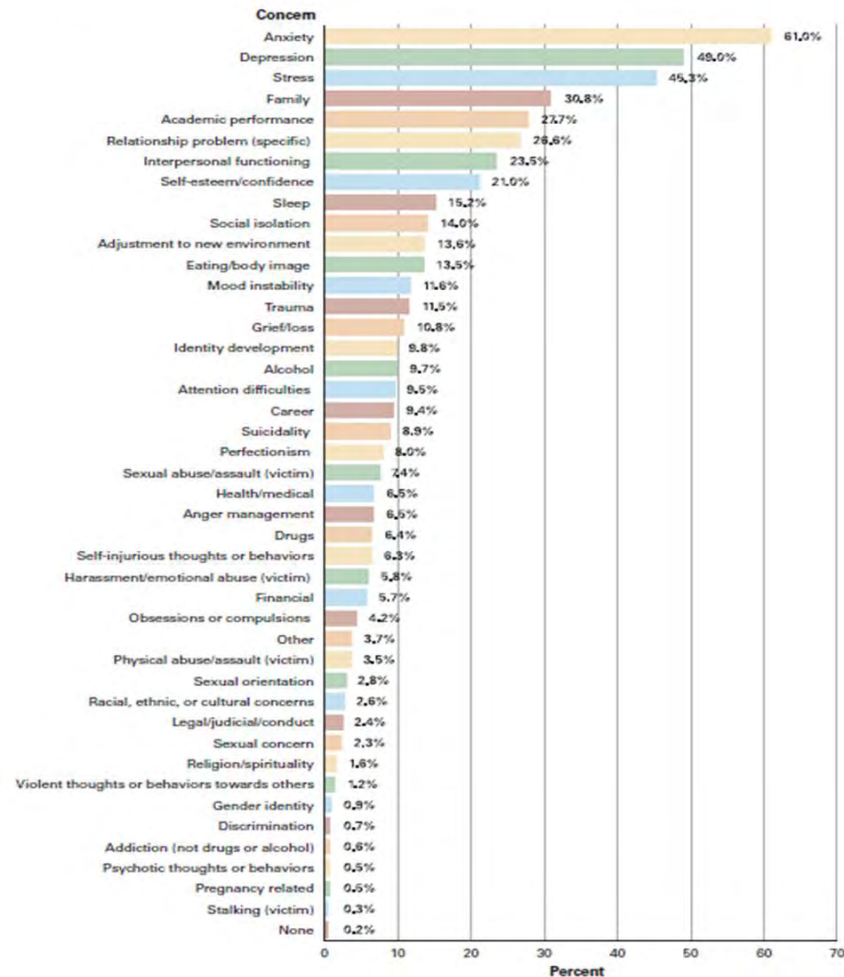
Center for Collegiate Mental Health National and UO Data



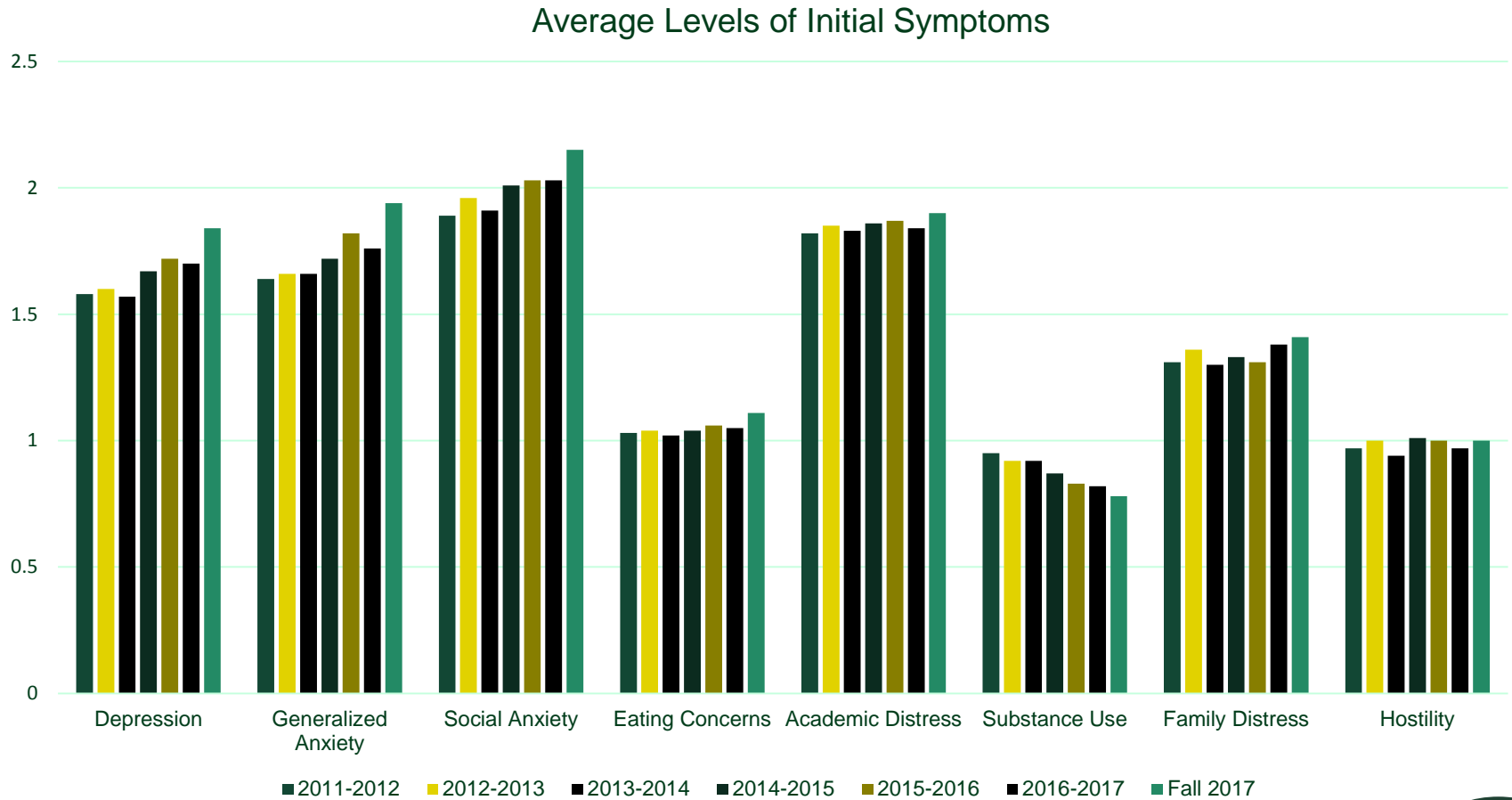
Student Concerns: CCMH National Sample

CLICC – “Check All That Apply”

For each client, clinicians are asked to “check all that apply” from a list of 44 concerns (as one client can have many concurrent concerns). This graph illustrates the frequency of each concern across all clients during the 2015-2016 academic year, regardless of how many concerns a student had or what his or her top concern was (N=51,567).

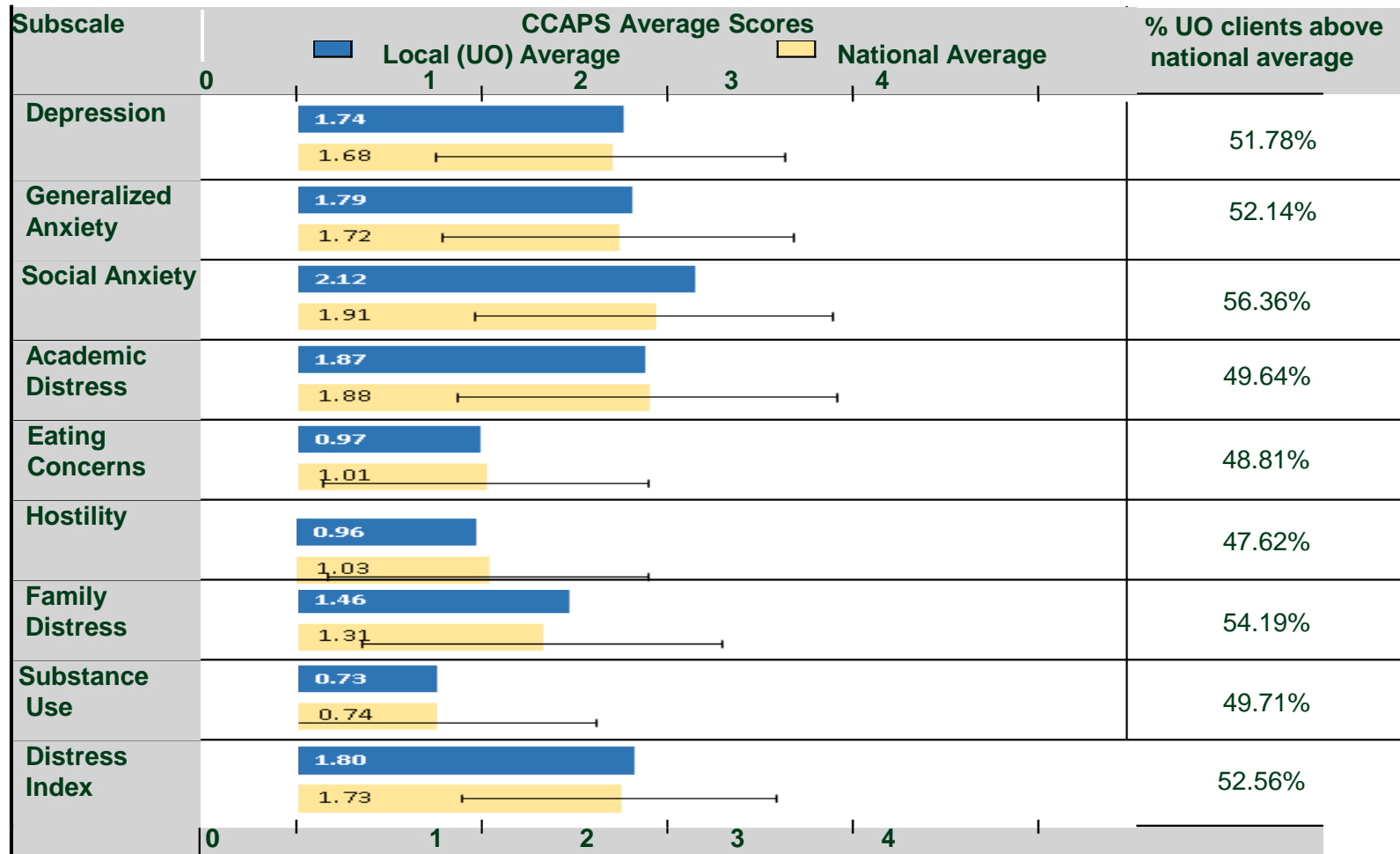


UO Counseling Center Initial Symptom Trends

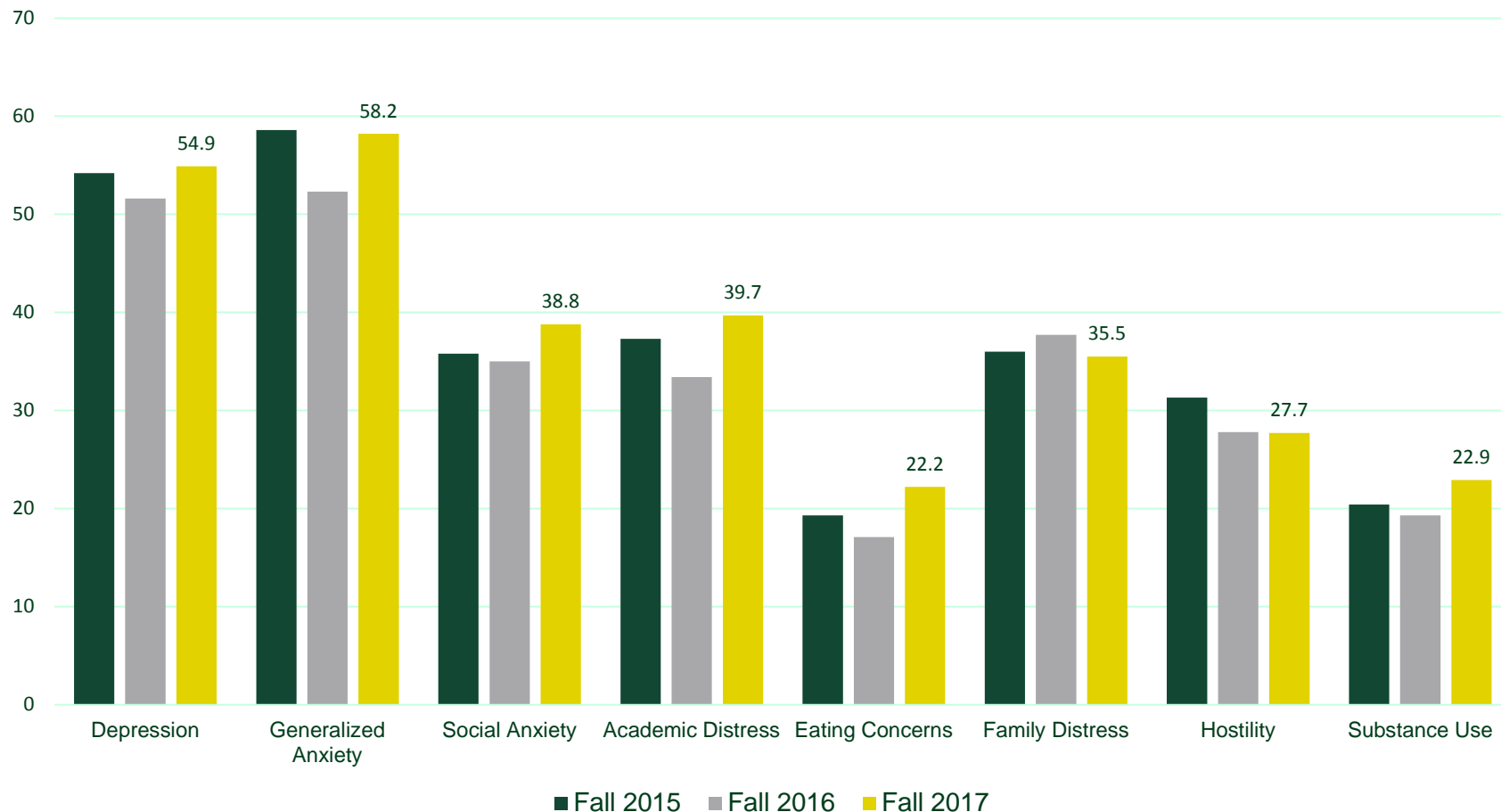


CCAPS National Comparison:

Initial Distress

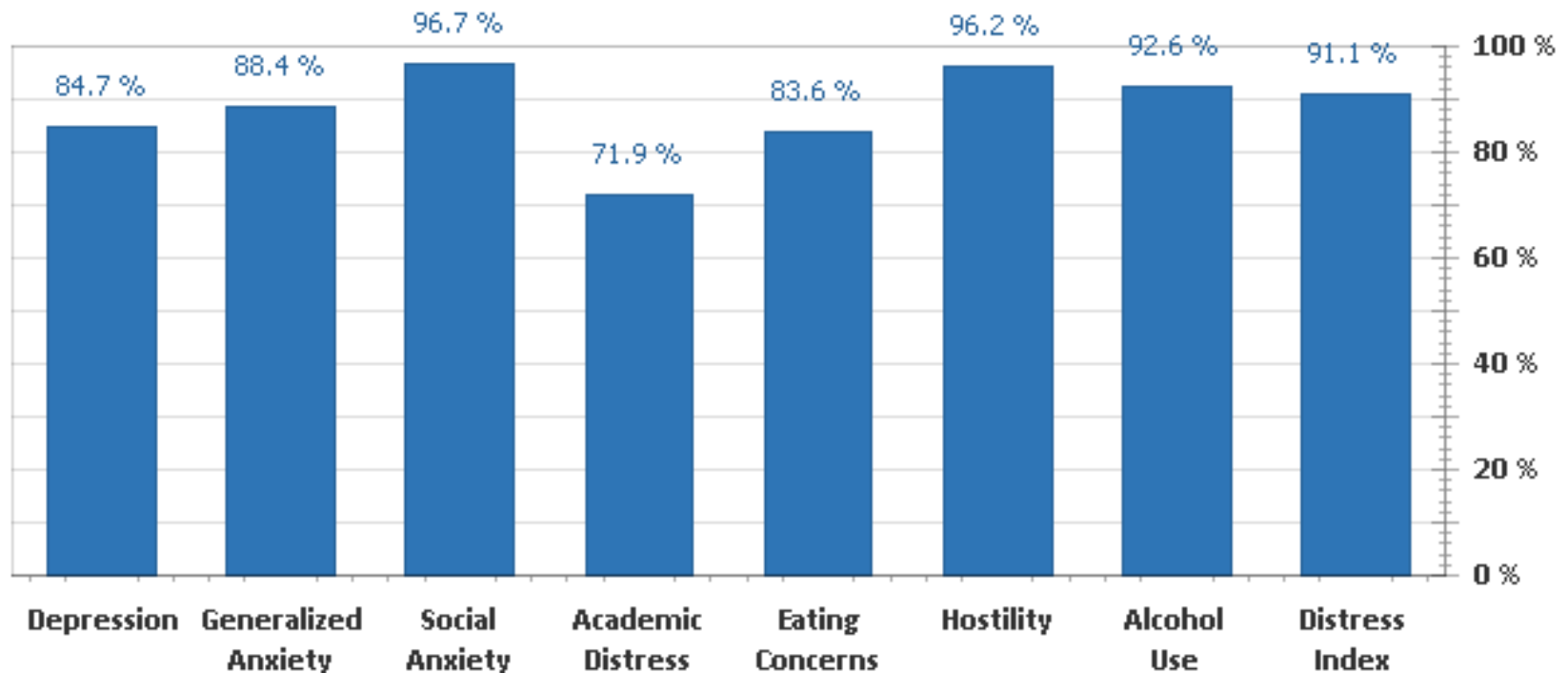


UO Counseling Center % of Clients with Elevated Symptoms on CCAPS

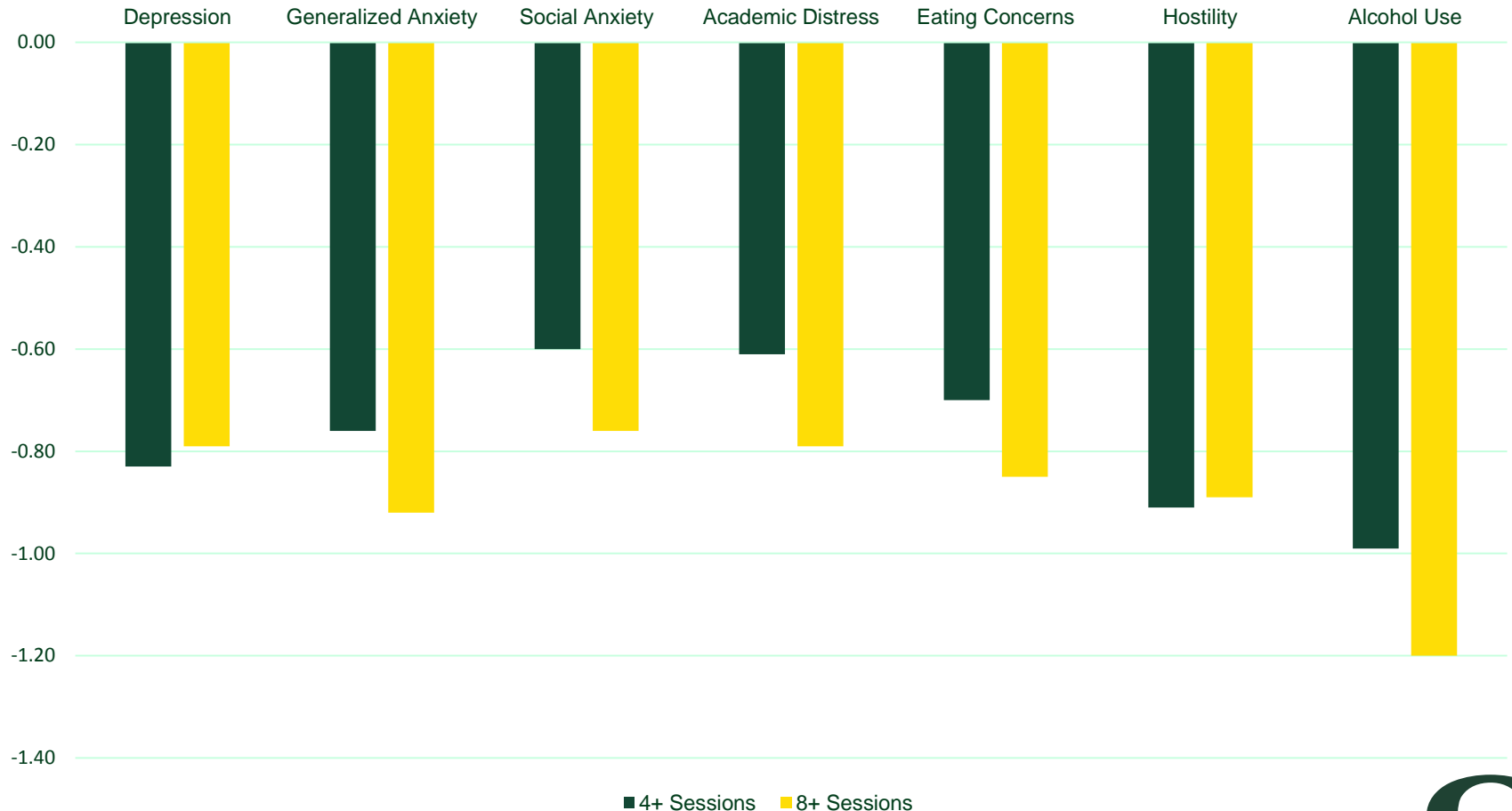


CCAPS National Comparisons Pre-Post Change

Change for Clients with Moderate and/or Elevated Distress



Mean Symptom Reduction by Sessions Attended at UO Counseling Center



Counseling Center Data

Fall Term 2016 & 2017



20%↑ Brief (phone) assessments

33%↑ In-person initial assessments

38%↑ “Regular” sessions

37%↑ Support/crisis line calls

44%↓ Referrals out proportional to the # of
brief assessments conducted

Other Interesting Data



- Over 50% of Counseling Center clients would not have been likely to seek treatment elsewhere (e.g., community therapist or clinic) (*Client Experience Survey*)
- 58% increase in urgent initial assessments and 50% increase in crisis appointments in three weeks post-election
- Anecdotally: therapists report that political, social, and social justice issues are raised by clients frequently and regularly in initial assessment and therapy sessions

UO Counseling Center Fall 2017 Demographic Information

| | Counseling Center | | University of Oregon |
|--|-------------------|------|----------------------|
| | N | % | |
| LGBQ+ | 161 | 24.7 | |
| Transgender or nonbinary | 23 | 3.4 | |
| International Students | 36 | 7.8 | 11.8 |
| Students of Color (non-international) | 203 | 32.9 | 26.8 |
| African American/Black | 21 | 3.2 | 2.2 |
| Muslim | 10 | 1.5 | |
| Jewish | 24 | 3.7 | |

National College Health Assessment 2016



How do Oregon undergraduate students differ?
Findings from the Oregon Reference Group

*Updated with UO Data 4/14/2017 (SC Sorenson)

History of Selected Conditions



Proportion of students who reported any of the

| | UO | Oregon | National |
|-----------------------|------|--------|----------|
| ADHD | 8.6% | 9.1% | 7.1% |
| Chronic illness | 6.3% | 6.0% | 4.7% |
| Deafness/Hearing Loss | 2.2% | 2.7% | 1.8% |
| Psychiatric Condition | 8.8% | 12.4% | 7.6% |
| Other disability | 2.2% | 3.6% | 2.6% |

Academic Impacts (last 12 months)



| | UO | Oregon | National |
|------------------------|-------|--------|----------|
| Stress | 34.9% | 39.2% | 33.8% |
| Anxiety | 25.1% | 32.1% | 24.4% |
| Depression | 18.3% | 23.0% | 16.2% |
| Chronic health problem | 5.3% | 6.4% | 3.9% |
| Learning disability | 3.0% | 5.5% | 3.5% |

Mental Health



In the last 12 months:

| | UO | Oregon | National |
|--|-------|--------|----------|
| Felt things were hopeless | 52.6% | 57.7% | 51.2% |
| Felt exhausted (not from physical activity) | 86.3% | 88.2% | 82.1% |
| Felt very lonely | 60.7% | 67.9% | 60.8% |
| Felt very sad | 66.2% | 72.7% | 66.0% |
| Felt so depressed it was difficult to function | 39.5% | 45.7% | 37.5% |
| Felt overwhelming anxiety | 61.6% | 65.2% | 59.1% |
| Seriously considered suicide | 9.2% | 13.0% | 10.5% |
| Intentional self-injury | 8.3% | 10.1% | 7.3% |

More Mental Health



Within the last 12 months, diagnosed or treated by professional for:

| | UO | Oregon | National |
|-------------------------------------|-------|--------|----------|
| Anxiety | 21.7% | 24.5% | 17.0% |
| Bipolar | 2.6% | 2.4% | 1.7% |
| Depression | 19.5% | 21.3% | 14.0% |
| Insomnia | 8.1% | 6.8% | 4.8% |
| Panic attacks | 10.9% | 12.3% | 8.7% |
| Depression and anxiety | 14.3% | 17.0% | 10.7% |
| Any 2 except depression and anxiety | 10.6% | 11.7% | 7.7% |

Marijuana



| | UO | Oregon | National |
|-------------------------------|-------|--------|----------|
| Never used | 39.0% | 45.5% | 59.6% |
| Used, but not in last 30 days | 23.0% | 21.7% | 20.5% |
| Used 1-9 days | 23.7% | 20.3% | 12.7% |
| Used 10-29 days | 9.8% | 7.2% | 4.3% |
| Used all 30 days | 4.5% | 5.3% | 2.9% |
| Any use within last 30 days | 38.0% | 32.8% | 19.9% |

Alcohol



- 15.1% of Oregon sample report never using alcohol, vs. 21% nationally **UO 9.8%**
- 68.7% of Oregon sample report any use within last 30 days, vs. 62.3% nationally **UO 77.8%**

Prescription Drug Use



- 15.5% of Oregon sample reported using prescription drugs that were not prescribed to them within the last 12 months, v. 12.5% of national sample **UO 16.7%**
- Stimulants and painkillers were the biggest contributors to this difference. **Also true for UO**

Prescription Drug Use



- 15.5% of Oregon sample reported using prescription drugs that were not prescribed to them within the last 12 months, v. 12.5% of national sample **UO 16.7%**
- Stimulants and painkillers were the biggest contributors to this difference. **Also true for UO**

Health Center Data

Fall Term 2016 & 2017



- 15% increase in Health Center psychiatry visits
- Primary care visits with documented related mental health diagnosis increased from 27% to 29%

UCC Resources



- Short term individual therapy and unlimited group therapy
- Licensed psychologists and counselors
- International Association of Counseling Services Accreditation Standards
 - Professional clinical staff:student ratios is 1:1000-1500
 - UCC is currently 1:1380; goal is mid-range 1:1250
- Diverse clinical staff
 - Therapists of color, including African-American/Black Asian-American, Latina, and multiethnic staff
 - International (including fluent in Mandarin Chinese)
 - Lesbian, gay, bisexual identified
 - Gender queer/transgender identified
 - Staff with disabilities
 - Currently recruiting for a Latinx specialist who will also work with undocumented and DACA students



UCC Resources



- Case manager to assist students with community referrals
- APA accredited health psychology doctoral internship
- Practicum placements for Counseling Psychology doctoral students
- Collaboration with psychiatry staff in the University Health Center



UCC Resources



- Alcohol and Other Drug programs
 - Collegiate Recovery Center
- Education and Prevention Program
 - Suicide Prevention – Applied Suicide Intervention Skills Training (ASIST),
 - Interactive Screening Program (ISP)
 - Suicide Prevention Team
 - Student Suicide Prevention Team
 - Oregon College and University Suicide Prevention Project



Dean of Students Resources



- 3 social workers and 2 social work interns on staff
- 1 case manager
- 24-7 crisis response for high level student emergency
- Online care report (dos.uoregon.edu/concern)
- Student Care Team
- Suicide Risk Assessment process
- Newly-established crisis fund



Fall Term 2017



Students of Concern

- 242 individual cases
- 220 unique students

Of those:

- 99 cases brought to Student Care Team

Agenda Item #5

Clark Honors College Update

Clark Honors College Update

Karen J. Ford, CHC Interim Dean

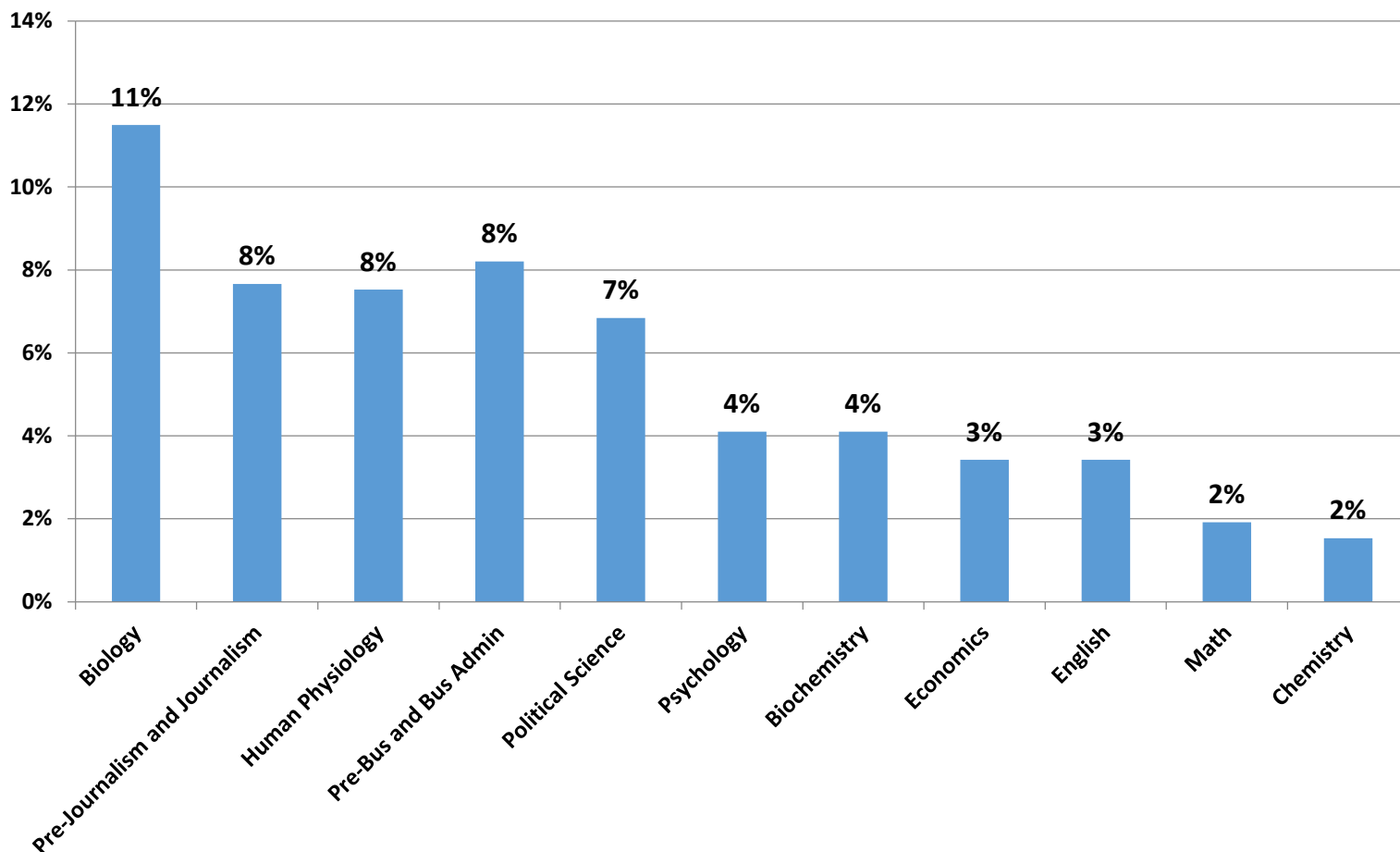
March 1, 2018

Clark Honors College in 2018

- Characteristics
 - 800 undergraduates (400 in 1994)
 - Small class size (cap at 19, average of 15)
 - CHC curriculum fulfills UO general education requirement
 - Roughly 33% of total credit hours needed for Bachelor's
 - Strong, interdisciplinary focus
 - CHC students major in disciplines offered by every UO school and college
 - Research, write, and defend an original thesis
- CHC is a top-10 public university honors college
- Recently returned to renovated Chapman Hall

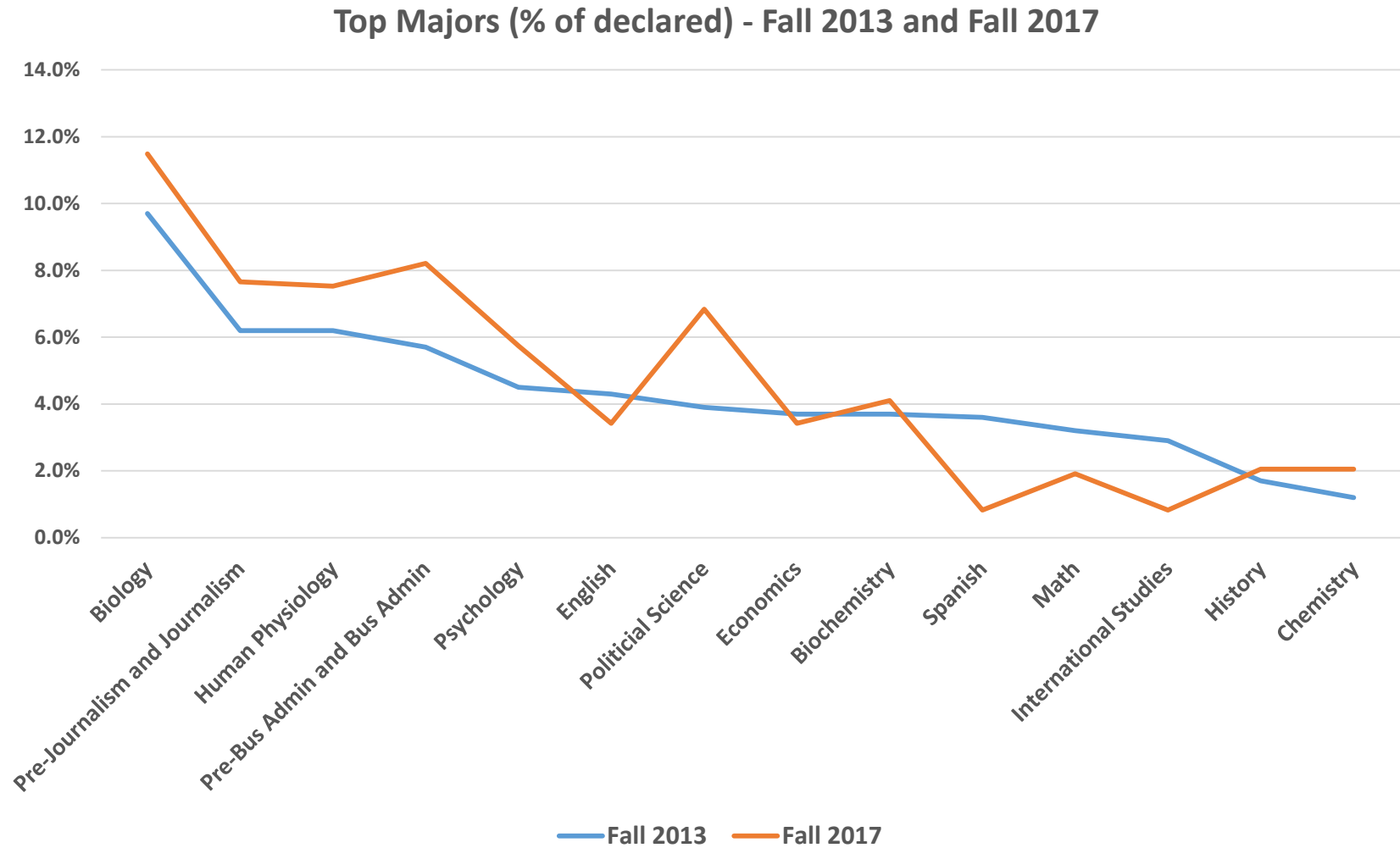
CHC Student Body - Majors

Top Majors (% of declared) – Fall 2017

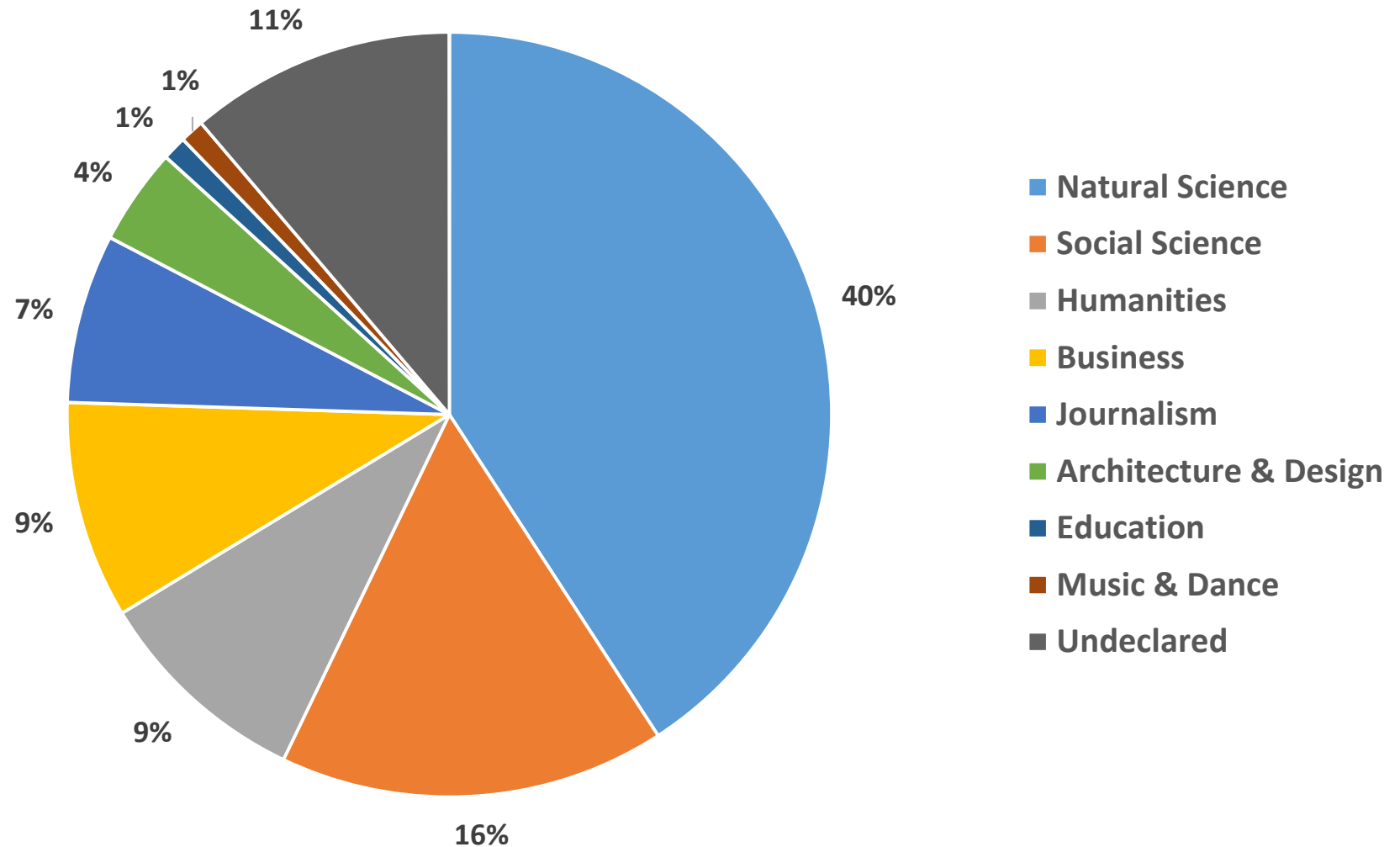


20% of CHC students pursue two or more majors

CHC Majors: Fall 2013 to Fall 2017

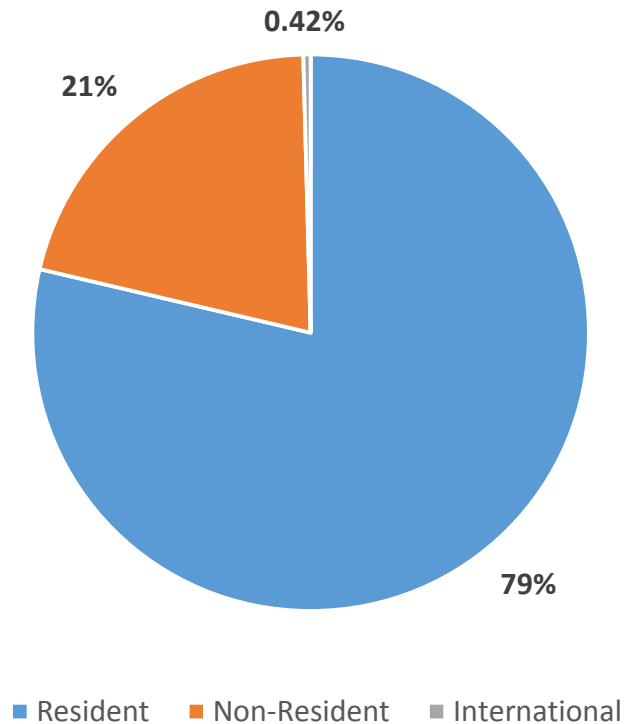


CHC Student Body – Majors Pursued (Fall 2017)



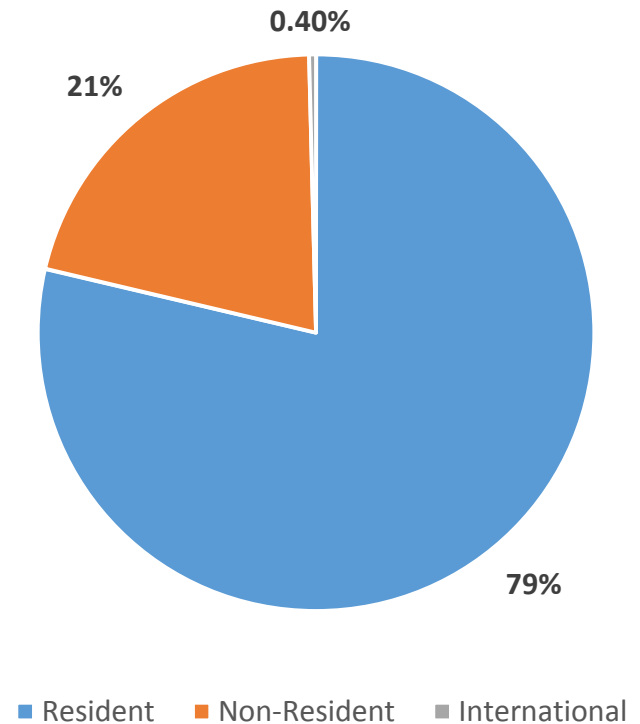
CHC Freshman Class

Fall 2013: 237 students



Average GPA: 3.89
Average SAT: 1310

Fall 2017: 249 students



Average GPA: 3.87
Average SAT: 1303 (1332 new SAT)

Clark Honors College – Student Diversity

- Percentage who are Underrepresented Students
 - Fall 2013: 21.8%
 - **Fall 2017: 22.7%** (UO undergrads = 28.4%)
- Percentage who are First Generation
 - Fall 2013: 14.2%
 - **Fall 2017: 12.7%** (UO undergrads = 24.2%)
- Percentage who are Pell eligible
 - Fall 2013: 18.0%
 - **Fall 2017: 15.7%** (UO undergrads = 24.8%)

CHC Resident Faculty & Disciplines – Fall 2017

| Humanities Faculty | Social Science Faculty | Natural Science Faculty |
|---|--------------------------------|-------------------------|
| 6 tenure-related, 5 NTTF (postdoc, teaching OAs, NTTF) | 8 tenure-related | 2 tenure-related |
| Literature, Judaic Studies | History, Environmental Studies | Earth Science |
| Literature, English | History, African Studies | Biology |
| Rhetoric, English | History, China, Eurasia | |
| Literature, Comparative Literature | History, American | |
| Literature, Russian & Korean Studies | History, Architecture | |
| Forensics | History | |

CHC Faculty Base Teaching Loads

- Tenure-related Humanities and Social Science faculty: 5 courses
- NTTF Humanities faculty: 6-7 courses
- Tenure-related Natural Science faculty: 3 courses

CHC Staff – Fall 2017

- Admissions – 3 staff, 2.5 FTE
- Development – 2 staff, 1.75 FTE
 - Development Officer shared with SSEM
- Finance and Operations – 4 staff, 2.1 FTE
- Student Services – 4 staff, 4.0 FTE
 - Communications Director shared with UO central comms
- Dean's Office – 4 staff
 - Dean, Associate Dean for Faculty, Assistant Dean
 - Executive Assistant

Challenges since September 2014

- Shift in affiliated faculty required to meet CHC instructional need
 - **Fewer** tenure-related faculty
 - **More** Pro Tem and other NTTF faculty
 - Old budget model funding mechanism and course buyout rates increased difficulty of securing enough TTF to teach
- Slow progress on curriculum modification
 - CHC science majors do not take science in the CHC
 - Unequal course requirements between Arts & Letters, Social Science and Science courses
- Differential tuition
 - Currently \$1,398 per term, \$4,194 per AY
 - “Financial” cited as one of the top three reasons students leave the CHC

Current Recommendation

Faculty in Residence instead of Residential Faculty

- Voluntary TTF relocation from the CHC to a disciplinary unit
- Faculty from across UO assigned to the honors college to balance disciplinary representation, diversify the faculty, and give accomplished UO instructors an opportunity to teach in the CHC
- Faculty tenure in the honors college will teach at least a course every other year in their home discipline(s), where they will have the opportunity to teach and advise graduate students
- No new direct TTF hires into the CHC; in the future, the CHC dean will collaborate with the deans of the other schools and colleges to propose positions that benefit both colleges through the IHP
- Assemble the CHC Appointments Advisory Council with membership from the CHC and the UO to advise the dean, using criteria drawn from CHC professional duties policies
- Evaluate all faculty assigned to the CHC with respect to their appointments in the CHC. (Faculty will continue to receive regular promotion and tenure, post-tenure, and merit evaluations in their home units following their home unit policies and in accordance with any MOUs governing their CHC appointments).

Rationale for proposed changes

- Allow the CHC to serve students optimally by responding to the shifting student base, diversifying the faculty, revising the curriculum, and encouraging the UO's most accomplished teachers, inside the CHC and across campus, to invest their talents in the honors college
- Avoid insularity and encourage an embrace of the CHC by the larger UO
- Become more flexible and efficient in staffing and budgets
- Establish a sustainable financial model that can be scaled up to serve more students
- Connect CHC faculty to their disciplines
- Allow all UO TTF to teach and advise graduate students regularly

Transition to a New Dean

Interim Dean

- Facilitate voluntary departures
- Assemble CHC Appointments Advisory Council
- Establish appointment criteria and performance expectations
- Appoint first MOU faculty in residence through an open application process
- Begin implementing Diversity Action Plan
- Oversee grand reopening of Chapman Hall celebration
- 2018 Commencement

New Dean

- Welcome and train new faculty in residence in Summer 2018
- Three-year faculty-in-residence plan to align faculty expertise and student interest and diversify faculty and fields
- Curricular revision
- Formalize connections to Teaching Academy and Teaching Engagement Program
- Improve recruitment, retention, and increase the size of CHC
- Policy development
- Advisory Council relations
- Donor relations
- Teach CHC students

Discussion points with Board

- The value proposition of the CHC
- Increasing faculty diversity
- Faculty in residence vs. residential faculty
- CHC faculty responses to proposed change
- Teaching Engagement Program and the CHC
- CHC and UO teaching excellence
- The honor of the honors college
- Attracting new and more students
- Accommodating new and more students
- Differential tuition

November 28, 2017

TO: Jayanth Banavar
Provost and Senior Vice President

FROM: Karen J. Ford *Karen J. Ford*
Interim Dean, Clark Honors College

SUBJECT: Clark Honors College Structure

I write in response to your request in August that I offer my thoughts on developing a new structural model for the Clark Honors College (CHC). I've spent these fall months reading a variety of reports and recommendations about the CHC, looking at information on websites of other honors colleges across the country, consulting with numerous thoughtful and knowledgeable people, and, most of all, working among the faculty, staff, and students who make the CHC what it is today.

First Principles

As a starting point, I wanted to suggest models that support the President's mandate for the entire university to focus on excellence, access, and experience. In this context, how could new models strengthen what's best about the CHC and support improvements that enhance faculty scholarship, provide access for more students, and improve the student experience? Any change to the CHC structure should strive to serve students better, provide opportunities for more students to access the CHC, and give our best faculty and students the opportunity to work together in an innovative, interdisciplinary teaching community where teaching supports the faculty's scholarly agendas. These principles have led to the following specific goals:

What I would want to achieve through new models:

- A better balance of majors and faculty expertise
- The ability to scale up the model to serve more students
- An opportunity for more UO faculty to contribute to the CHC and for CHC faculty to work in their disciplines and work with graduate students in order to support their research
- A relationship between the CHC and campus that avoids insularity and encourages shared standards and values.

What I would want to preserve and improve:

- The CHC student cohort model (flexible enough to allow other high-performing UO students access to courses)
- The supportive community of teaching, advising, and mentoring
- Excellent research and teaching with research opportunities for students
- The ability to address student interests both in the curriculum and through the makeup of the faculty.

Clark Honors College Today

The CHC offers students a small, liberal arts education situated within a large, research university. CHC students enjoy an intimate, interdisciplinary learning environment and a number of special privileges, while the large university offers them research facilities, faculty, and resources that a small college could not provide.

The honors college is functioning well in many respects. The 800-some students in the CHC improve overall UO metrics; they enter with high GPAs, win awards and scholarships, and graduate in a timely manner. The students are strong, and they're receiving a good education, evidenced by their awards and accomplishments and their teaching evaluation comments.

At a personal level, as an incoming Interim Dean, I was struck by how fortunate students are to be in CHC during Week of Welcome (WOW), at events like the New Student Orientation, where faculty welcomed and oriented the new class, and the Common Reading session, where students and faculty discussed the year's selection, *The Round House*. The quality of the discussions, the cordiality of the interactions, and the eagerness of many of the faculty and staff to help students in their transition to UO were very moving. I wished that all incoming students at the University of Oregon could be welcomed with the same level of support and encouragement and with a comparable focus on academics during WOW.

However, there is room for change and improvement. Applications were up 40% last year and appear to be keeping pace with that level this year, but we cannot always recruit and retain these excellent students. We think the sharp increase in applications is a result of being ranked as one of the top ten public honors colleges by Public University Honors beginning in 2015, but we need to be able to recruit top students into a curriculum and academic environment where they want to complete their degrees. The added cost of differential tuition (at \$4,100 a year, the highest public university honors college fees in the country) and the rigorous academic demands of the CHC (researching and writing a thesis, second-language proficiency for a majority of the students) may factor into student decisions to complete their degrees outside the CHC at the UO—despite strong advising in the college and a dedicated curriculum to guide students through the thesis process. Since the college began tracking why students leave the CHC, “financial” has always been in the top three reasons; two years ago it moved to the number-one position. Too, we have heard anecdotally that faculty outside the CHC sometimes advise students to leave the CHC. There are many reasons why that could be sensible advice, but it may not be well enough understood why it is also sensible to encourage students to remain in the CHC. A new model in which the whole UO embraced the CHC and contributed to its mission might encourage a shared understanding across campus of the value of remaining in the CHC, even when doing so costs more and requires more work. In turn, such a structure would allow the CHC to benefit from and respond productively to critiques expressed by some faculty (about student expectations, academic standards, the thesis research process). Reducing differential tuition would surely improve recruitment of students to the honors college, but those we recruit must feel that the costs of an honors college education—both the financial expense and academic demands—are balanced by the value of the distinctive educational experience they receive there.

A new structural model could make it possible to scale up the CHC and improve overall UO student metrics, but we don't currently have the student interest to increase enrollments even if we can increase the size of the faculty.

Clark Honors College Tomorrow

The most important reason to consider new ways to staff the CHC is to serve student needs. 40% of our “first” majors in F17 are in the natural sciences (this does not reflect second, third, or fourth majors or minors). Right now, our top majors are Biology, Journalism and Communication, Human Physiology, Pre-Business and Business Administration, Political Science, Psychology, Biochemistry, Economics, English, Math, and Chemistry. This year we have 21 core faculty (of all classification and ranks): 10 in Arts and Literature, 8 in Social Sciences, 2 in Natural Sciences, and 1 in Forensics. All of the Arts and Literature faculty are in literary studies; all the Social Sciences faculty are in History; and the Natural Sciences faculty are in Biology and Earth Sciences. About a third of these colleagues are affiliated with more than one department or program, and most have diverse and interdisciplinary expertise.

Indeed, the CHC offers a liberal arts education, so all core faculty teach in this interdisciplinary context. It’s therefore not necessary for each faculty area of expertise to match the student majors precisely, but the large mismatch between student and faculty interest raises problems regarding advising, undergraduate research opportunities, professional advising, teaching specialized classes to fit student needs, and more. Simply put, there should be more CHC faculty in the Natural Sciences and more disciplinary variety within Arts and Letters and Social Sciences, not just for teaching courses but also for greater diversity in expertise, advising, mentoring, and in the core faculty itself.

If our goals are to preserve the sense of community and the residential ethos of the CHC, maintain continuity in the educational and advising experience of our current students, respond to student interest through the curriculum and through faculty staffing, allow all UO TTF to work with graduate students and thus align their teaching and research in generative ways, and, eventually, to increase the size of the CHC student population, we might accomplish this through several approaches. This list below is not exhaustive but highlights two models and variations on them that have been received with positive interest by various parties across campus and by the CHC Advisory Board:

Model 1: Reconfigure the Residential Faculty: Model 1 would largely retain the present residential faculty structure but couple recent and upcoming retirements and departures with an offer to current CHC faculty to move into a disciplinary tenure home (with access to future CHC teaching as affiliated faculty). This would open up lines in CHC, allowing UO to appoint colleagues in a variety of fields as core faculty in the CHC as early as next fall. This preserves the current residential structural model, while allowing UO to draw on existing faculty from across campus at moments of change (e.g. faculty retirements, resignations, or transfers) to change the composition of the CHC. This also avoids launching searches for new positions, which may sometimes save significant cost to the university.

Model 2: Faculty-in-Residence rather than Residential Faculty: Model 2 preserves the residential community of the CHC but through long-term and intermediate-term core faculty. Long-term faculty-in-residence would have eight-year (or perhaps six-year) MOUs, renewable as long as they are meeting college standards in teaching, research, and service; intermediate-term faculty-in-residence would have four-year (or perhaps three-year) MOUs, also renewable. (The length of the long- and intermediate-term MOUs should be discussed more broadly; I have heard good arguments for both 4/8 and 3/6 arrangements.) All faculty-in-residence would perform some teaching in their disciplinary unit(s). This model could be implemented through

- a. gradual change (as residential faculty leave, they would be replaced by long- or medium-term faculty on MOUs);

- b. more wholesale change (all current CHC TTF would be moved to tenure homes in their disciplines at the same time that faculty-in-residence are appointed to the CHC for long or intermediate renewable terms); or
- c. a staggered implementation that shifts from tenure lines in the CHC to MOUs over a multi-year period. (The advantage of staggered implementation is that the MOUs would begin and end on different time lines, allowing for continuity and flexibility as faculty move in and out of the CHC.)

If many of the current CHC residential faculty became the faculty-in-residence, educating, advising, and mentoring students need not be interrupted.

In either of these models, continuing CHC faculty would have to be protected from undue demands on their time and expertise necessitated by orienting and training new faculty in the honors college curriculum, pedagogy, and advising practices. A transition team consisting of the Director of Advising, the Associate and Assistant Deans, and a group of current faculty, charged with training newer faculty and compensated for this work, could smooth the shift to a new model without disproportionately burdening current CHC colleagues. If we shift to a more permeable staffing model, we would need an ongoing training mechanism in any case.

Under both models, affiliated faculty who propose to teach a course or two in the CHC will continue to enrich and expand curricular offerings in any structure, though we should consider how more science instruction can be provided under any model.

Despite the fact that many strong honors colleges and programs operate without a core faculty (drawing on excellent teachers from all over their universities), I haven't considered such models because working in the Clark Honors College has convinced me that one of the distinctions of our honors college is an academic community created by core faculty deeply invested in a cohort of students over the course of those students' academic careers. That said, it's important to preserve what's distinctively valuable about the CHC without projecting elitism or isolating the CHC from the rest of campus.

Budget

Until now, the UO's method of funding and operating an honors college (an RCM budget model and a resident faculty) puts a very large, ongoing, and required instructional expense in one RCM unit. At Michigan State, in contrast, the honors college uses faculty from the 17 different schools and colleges, spreading costs over many budget units (and also receives central funding from the Provost's office). In the recent UO budget model, the CHC has not generated enough SCH revenue with its small classes to cover the cost of offering them. In fact, that budget model has provided a substantial disincentive to offering classes. We have seen this not just in CHC budgeting but in the reluctance of some units to allow their faculty to teach in the CHC.

With the launching of a new budget model that changes how faculty are assigned, we could increase CHC student numbers, address student interest through faculty appointments, offer more science classes, and do this without an increase in the budget. If all colleges at the UO contributed teachers to the CHC—teachers drawn from the TTF, NTTF, postdoc, and perhaps even graduate student ranks—the CHC could (a) offer a greater range of expertise by tapping the talents of the most gifted teachers on campus and (b) provide valuable interdisciplinary liberal arts teaching experience for teachers-in-training among the postdocs and GEs, and (c) extend a welcome challenge and change in teaching to gifted NTTF instructors.

Inviting accomplished NTT colleagues and postdocs to teach in areas of need in the CHC could bring in strong teachers at a lower cost than hiring more TTF in those fields. All CHC faculty should be screened and selected by a faculty academic advisory panel to assure high-quality teaching. If a new model relies on such a UO “embrace” of the CHC, this will shift the financial burden from the CHC to the Provost, with significant costs passed to other schools and colleges. But this is where the efficiencies and the potential for growth lie as well. A provost-mandated teaching FTE per college to the CHC would provide ample staffing for the CHC from a variety of ranks (offering varying levels of expense) and might allow us to reduce differential tuition, one of the major causes of low admissions acceptances and high attrition rates of CHC students out to the UO. Here is a rare instance where efficiency meets excellence, though we would have to address the reluctance of some faculty and unit heads in the wider UO to dedicate their teaching resources to another college (it has, historically, been difficult to make teaching arrangements between the CHC and other UO units, but a changing budget model may make it easier).

If we envision the UO and the CHC five years from now, what will the difference be? How will students benefit? How might a restructured CHC draw more students? How would the UO-at-large benefit from an expanded Clark Honors College? And, behind all this, what does the UO want from the Clark Honors College? These are the questions that must drive our decisions about the CHC.