

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee Meeting
September 10, 2015**

10:00 am: Public Meeting Ford Alumni Center, Room 202

Convene

- Call to order
- Roll call
- Introductory comments and agenda review

1. Approval of June 2015 ASAC minutes (Action)

2. Public comment

3. Student Conduct Code

Outdated IMD repeal and UO policy consolidation, *University Secretary Angela Wilhelms*

4. Overview of academic organizational structure – roles and responsibilities, Senior Vice President and Provost Scott Coltrane

5. Overview of Portland-based academic programs, Interim Vice Provost for Portland Programs Jane Gordon

6. Class size and classroom utilization, Senior Vice President and Provost Scott Coltrane

Meeting Adjourns



Agenda Item #1

Approval of June 2015 Meeting Minutes

Draft minutes for June 2015 were emailed to the Academic and Student Affairs Committee on August 26, 2015.



Agenda Item #2

Public Comment

There are no materials for this section



Agenda Item #3

Student Conduct Code

Introduction

As part of the ongoing review of all university policies, including those inherited by the UO as part of the governance change in 2014, there are two policies which should be addressed relating to the Student Conduct Code. Both are addressed in the attached resolution and described in more detail below.

Consolidation of old UO Policy 5.00.02 into new UO Policy III.01.01

Prior to the governance change, the Student Conduct Code rules were Oregon Administrative Rules (OARs). Throughout the last year, substantive changes to the Code were adopted. Additionally, the Code was transitioned from the OAR numbering system to the UO Policy taxonomy. The result is an updated document with more understandable sections. Also on the books prior to the governance change was UO Policy 5.00.02 (old taxonomy). This policy is entirely related to the Student Conduct Code. It is proposed for inclusion in UO Policy III.01.01, which is the consolidated and entire Student Conduct Code. Inclusion of this language in III.01.01 would allow for further consolidation of related policies without eliminating any substantive content from the overall body of UO policy. The following language would be incorporated as a preamble to III.01.01. This is copied in whole from 5.00.02 with proposed redlines depicted.

The ~~University of Oregon has promulgated a~~ Student Conduct Code ~~which~~ contains important regulations, policies, and procedures pertaining to student life at the University of Oregon. It is intended to inform students and members of the University community who work with them of students' rights and responsibilities during their association with the institution and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Administration of these rules is the responsibility of the University of Oregon's President in consultation with the, faculty and students (see UO Board Policy on Retention and Delegation of Authority § 1.5, 3.5 & 4.1; ~~ORS 352.146010~~), acting independently or in conjunction with the Vice President for Student Affairs or with the Dean of Students, and the Director of Student Conduct and Community Standards. All faculty and administrative staff should be familiar with the Student Conduct Code.

~~The full terms and conditions of the Student Conduct Code are contained in Oregon Administrative Rules Chapter 571, Division 21—University of Oregon.~~
~~Highlights of the Student Conduct Code are published on the Dean of Students website.~~

Deletion of OUS IMD 1.130

The University of Oregon assumed management of Internal Management Directives (IMDs) of the Oregon State Board of Higher Education and the Office of the Chancellor. One such IMD (1.130) relates to the student conduct code. This IMD outlines the responsibility for student conduct and discipline as a role of the institutional president. This IMD is no longer necessary given that all such authority is now vested in the institution by law.

Attached Documents

- Student Conduct Code (Policy III.01.01) with 5.00.02 language included as preamble
- IMD 1.130

Outdated policy repeal (IMD 1.130) and Consolidation of UO Policies (5.00.02 and III.01.01)

Summary

Page 1



Proposed Amendments (September 2015)

POLICY

All revisions to Student Conduct Code procedures, including but not limited to jurisdictional revisions, shall apply retroactively to pending Student Conduct complaints, filed on or after September 11, 2014

Preamble

The University of Oregon has promulgated a Student Conduct Code which contains important regulations, policies, and procedures pertaining to student life at the University of Oregon. It is intended to inform students and members of the University community who work with them of students' rights and responsibilities during their association with the institution and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Administration of these rules is the responsibility of the University of Oregon's President in consultation with the, faculty and students (see UO Board Policy on Retention and Delegation of Authority § 1.5, 3.5 & 4.1; -ORS 352.146040), acting independently or in conjunction with the Vice President for Student Affairs or with the Dean of Students, and the Director of Student Conduct and Community Standards. All faculty and administrative staff should be familiar with the Student Conduct Code.

The full terms and conditions of the Student Conduct Code are contained in Oregon Administrative Rules Chapter 571, Division 21—University of Oregon.
Highlights of the Student Conduct Code are published on the Dean of Students website.

*****All Sections of the Student Conduct Code are Redacted (there are no proposed changes to any individual section within the code)*****

INTERNAL MANAGEMENT DIRECTIVES

The University of Oregon assumed management of the following Internal Management Directive from the Oregon State Board of Higher Education and Office of the Chancellor on July 1, 2014.

Authority and Responsibility of Institution Presidents

1.130 Responsibility for Student Conduct and Discipline

- (1) The President is responsible for development and administration of institutional policies and rules governing the role of students and their conduct. In carrying out this responsibility, the President shall take into account the views of students, faculty, and others.
- (2) Institutional rules shall establish guidelines for student conduct which set forth prohibited conduct and provide for appropriate disciplinary hearings and sanctions for violations of institutional rules, consistent with standards of procedural fairness.
- (3) The Board recognizes and affirms the importance of active student involvement in the deliberative and decision-making processes.

**Academic and Student Affairs Committee
Board of Trustees of the University of Oregon**

**Resolution: Repeal of Outdated and Duplicative IMD and Consolidation of UO Policies Relating to
Student Conduct**

Whereas, the University of Oregon (UO) community benefits from having a clear and well-organized body of policy, especially as it pertains to expectations and guidelines regarding student conduct;

Whereas, the UO inherited Internal Management Directive (IMD) 1.130 from the Oregon State Board of Higher Education on July 1, 2014, and IMD 1.130 is no longer necessary or applicable as its content is governed by state law and prior delegations of authority;

Whereas UO Policy 5.00.02 seeks to ensure an appropriate role for the faculty in the implementation of the institution's Student Conduct Code and is language that should be recognized and included with said code;

Whereas UO Policy III.01.01 is the consolidated and current Student Conduct Code and would be an appropriate place to include language from UO Policy 5.00.02 to ensure all related items are together and easily identifiable;

Whereas, section 3.5 of the Policy on the Retention and Delegation of Authority stipulates that, subject to Board action, the President is responsible for the development and administration of the student conduct code (taking into account the views of students, faculty, and others);

Whereas, the Board's Policy on Committees authorizes the Academic and Student Affairs Committee to refer matters to the full Board of Trustees as a seconded motion;

NOW, THEREFORE, the Academic and Student Affairs Committee of the Board of Trustees of the University of Oregon hereby moves that the following resolutions be forwarded to the Board of Trustees as a seconded motion, recommending passage:

1. RESOLVES that the language in UO Policy 5.00.02 shall be incorporated as a preamble into UO Policy III.01.01 (the Student Conduct Code) with associated edits as identified in the summary attached hereto; and,
2. RESOLVES that UO Policy 5.00.02 and IMD 1.130 be repealed.

--Vote recorded on following page--

Moved: _____

Seconded: _____

Trustee	Yes	No
Ballmer		
Chapa		
Curry		
Ford		
Schill		
Schlegel		
Wilcox		
Willcox		

Dated: _____ of _____, 2015.

Initials: _____



Agenda Item #4

Overview of academic organizational structure – roles and responsibilities

Materials will be provided at the meeting



Agenda Item #5

Overview of Portland-based academic programs

August 17, 2015

To: The Academic and Student Affairs Committee

From: Jane Gordon, Interim Vice Provost for Portland Programs

UO Portland is the home for important academic work. Some of the programs are long established: the Oregon Executive MBA will graduate “class 30” in the spring of 2016. The School of Architecture and Allied Arts has also been in Portland since the 1980’s. And some programs are significant new additions. Our innovative master’s degree program in Sports Product Management will welcome its first students into White Stag this coming September. And this academic year, third year law students will for the first time have the option of spending their entire last year of law school in Portland.

The Portland offerings respond to the UO’s mission in multiple ways, and have very specific reasons for their location in Portland. As primarily professional master’s programs, Portland is the best location for easy access to up-to-date industry expertise, mentoring, networking and internship opportunities. Another part of the UO’s mission is service to the state. There are multiple opportunities to do so in its population center through workshops, lecture series, and other creative community and professional programming. In addition, some of the academic programs enroll significant numbers of students who are mid-career professionals who are location bound.

What follows is a synopsis for each program based in Portland, followed by an addendum that contains information provided by each program in response to a set of questions.

(1) School of Architecture and Allied Arts

The School of Architecture and Allied Arts offers degree programs in Eugene and Portland. There are currently three degree-granting programs in Portland.

Architecture offers the master’s of architecture degree and the fifth year of study for undergraduates enrolled in the bachelor of architecture degree program. The Portland program focuses on the influence of urban design and planning on building design. It has used Portland as a living laboratory for urban architecture for more than thirty years.

Digital Arts offers an advanced bachelor of fine arts degree as a yearlong professional program for students who already hold a bachelor of art or Bachelor of Science degree. The fifth-year

program emphasizes creative thinking, experimentation, intense research, and visual communication delivery systems.

Product Design Program is also a fifth year bachelor of fine arts. Students learn to develop products from various perspectives and gain in-depth knowledge of materials, idea generation, prototyping, and manufacturing.

All three of these professional programs have deep connections to art and design resources and industry that exist in Portland, but not in Eugene. They connect in multiple ways with the city through teaching, research, creative work, and professional internship opportunities. Their location in Portland allows A&AA to be strategic in connecting faculty, students and curricula to important regional and global issues, in direct ways that have real influence in these conversations.

(2) Graduate School: Applied Information Management Program

AIM is an interdisciplinary Master of Science offered through the graduate school. It is a fully on-line program targeted to midcareer professionals who manage people, technologies, products, or services. The curriculum consists of four key components: information management, information design, business management, and applied research.

This is a stand-alone program, there is no similar program in Eugene. It was launched in 1986 in response to a request from Tektronix Corporation, who noted the need for an information management master's degree program. It is based in Portland as the majority of the faculty are Portland based and the program relies on Portland-based industry partners.

(3) School of Law

Although the School of Law has had some version of a Portland program for many years, this is the first year that there is officially a way for law students to complete their entire last year of law school in residence in Portland.

The law school's goals in growing their Portland presence include: enhancing student opportunities for skills-training, both through real-world externships and in the classroom through practitioner-led, and skills-based courses; enhancing student opportunities for professional development, networking and engagement with the practicing bar, lawyer groups, legal employers, and Portland-area businesses; improving the post-graduation prospects for students hoping to work in Portland; increasing and improving the pool of law school applicants and matriculates; and enhancing institutional engagement with our alumni and the broader legal profession by facilitating and increasing faculty interaction with the practicing bar and lawyer groups, legal employers, and Portland-area businesses.

(4) School of Journalism and Communication

Three academic programs are offered by SOJC in Portland.

Masters in Multimedia Journalism that teaches students to report and tell compelling stories across multiple platforms ethically and with integrity. Students work with veteran and up-and-coming journalists as well as award winning faculty.

Masters in Strategic Communications (“StratComm”) that provides working professionals in public relations, advertising, and allied communication fields such as marketing, corporate communication, and organizational communication with management-level credentials needed to lead campaign teams, manage communication programs, and advance in their careers.

Portland Senior Experience (“PDXSX”) which provides about 20 -25 undergraduates with the opportunity to work with some of the leading media organizations and businesses in the Portland metro area. The PDXSX has served more than 150 students since 2006. More than 100 employers support the PDXSX, and the program’s job-placement or internship extension rate is greater than 60 percent.

SOJC is in Portland for two major reasons: 1) to take advantage of the vibrant media, tech, and creative industries in the greater Portland area. As a professional program, giving students access to up-to-date industry expertise is essential, and the Portland location allows easy collaboration with those professionals as guest lecturers, adjunct instructors, course “clients” and as participants at various events. 2) also to serve the Portland professional community, offering retraining in new skill sets and providing communications firms with better-trained employees, current and prospective.

(5) Lundquist College of Business: Oregon Executive MBA

This is a master’s degree program, also found in Eugene, but geared toward working mid-career professionals. Classes are held on alternating Fridays and Saturdays so time away from work is minimal. The first year of the OEMBA focuses on core knowledge and skills executives need in order to lead their organizations effectively. In the second year there is a special focus on strategy, global business, corporate entrepreneurship, and innovation.

The location in Portland allows the students, who are working professionals, to access this educational opportunity.

(6) Lundquist College of Business: Sports Product Management

This is the inaugural year for this innovative master’s degree program. This program was created after deep consultation with industry leaders and will provide experiential and classroom based education grounded in innovation, sustainability, and a global business perspective.

The program is located in Portland as the city is an alpha cluster in the sports product industry. Of the 800+ sports product related companies in Oregon, 90% are located in the greater Portland area, which is home to companies like Nike, Adidas, Intel, Columbia, KEEN, Icebreaker, and more.

The following programs/centers have academic content and offices in White Stag, but do not offer degrees:

(1) Academic Extension

Academic Extension's main office is in Eugene, with outreach offices in Portland and Bend. This program provides leadership for the incubation and delivery of special learning opportunities, including professional development workshops, conferences, lifelong learning, online courses, and summer session programs. Working closely with academic partners and administrative units across campus, AE facilitates delivery of entrepreneurial credit and non-credit opportunities through customized operational systems such as registration and payment options, facilities and events arrangements, communication and design expertise, among other services.

(2) Center on Teaching and Learning

CTL conducts educational research primarily funded by US Department of Education research dollars. Main research activities include developing educational interventions and testing their efficacy in randomized control trials. CTL hosts the Dibels Data System and distributes developed educational programs through the CTL marketplace.

A number of CTL faculty reside in Portland and are completing objectives related to various research grants that are being run in the Portland area school districts.

(3) Labor Education and Research Center

The Labor Education and Research Center (LERC) was created in 1978 with funding provided by the Oregon legislature. Through teaching, research, and service, LERC serves the needs of the state's working people and a wide range of organizations involved in the arenas of work and employment.

LERC operates a statewide program, reaching labor and community organizations with educational offerings, conferences and seminars, research projects and other forms of assistance. The majority of the work takes place in the Portland Metro area.

Portland and Eugene faculty work closely together to plan and deliver services statewide. However, the majority of the state's unions are headquartered in the Metro area and an estimated 60-70 percent of the state's union members live and work here. Therefore, it has been crucial (and more efficient) for LERC to maintain a strong physical presence in Portland, although LERC headquarters are in Eugene.

(4) Prevention Science Institute

The Prevention Science Institute (PSI) is a multidisciplinary institute focused on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings. The core mission of the PSI is to improve the lives and well being of at-risk children, individuals, and families throughout the lifespan. The PSI is a research institute designed for collaboration between faculty across disciplines, including psychology, social and affective neuroscience, development, and education, and others who are interested in prevention.

The PSI Portland research base opened in 1995 in NE Portland to provide easy access to a potential study sample for the earliest research studies. Since that time Portland Public Schools and surrounding districts, such as North Clackamas, have been partners with the UO mission and eventually enabled PSI to study and work with children and families in the Portland area for 20 consecutive years. Collaborations with community health agencies, such as Trillium Family Services, have also been instrumental in moving the research forward. The Portland research office enables faculty at the UO to test research models on a diverse population that faces unique challenges of living in an urban area and at the same time furnish support to this urban community.

Addendum

School of Architecture and Allied Arts

1. Name of program and school or college affiliation:

University of Oregon in Portland, School of Architecture and Allied Arts:

Department of Architecture M. Arch program

Digital Arts BFA Program

Product Design BFA Program

Other units within A&AA PDX:

John Yeon Center for Architecture and the Landscape

White Box gallery – visual art, architecture and design exhibitions

White Stag Innovation Laboratory – Sports Product Design and Sports Product Management

Energy Studies in Buildings Laboratory – Architecture Research institute

A&AA Fab Lab

2. Is the program for graduate or undergraduate students or both? Number of undergraduate students/number of graduate students.

Both—undergraduate 5th year option for students in the Product Design Program and the Digital Arts Program; undergraduate and graduate students (primarily graduate) in the Department of Architecture.

Number of undergraduate students/number of graduate students. Capacity - 150 students. We have enrolled as many as 130 since the programs moved to Portland. Numbers fell 2011-14. Appear to be recovering.

13 undergraduates in Product Design (2014-2015)

9 undergraduates in Digital Arts (2014-2015)

65 graduate in Department of Architecture (2014-2015)

The Department of Architecture offers the master's of architecture degree and a fifth year of study for undergraduate students enrolled in the bachelor of architecture degree program. There are two bachelors of fine arts (BFA) undergraduate degrees offered by the Department of Art Digital Arts Program and the Product Design Program.

3. Length of time program has been in Portland.

A&AA Architecture has been in Portland since the 1980's.

4. Who are the faculty? Need not name, but, in general, are they tenure track or NTTF; local professionals, etc.

Department of Architecture – *Six tenured faculty; approximately 20-30 local Architecture professionals (NTTF)*

Product Design Program – *One tenured faculty; Approximately 9 local NTTF (all from Portland professional design community: Nike, Adidas, Ziba etc.)*

Digital Arts | Department of Art – *Four tenured faculty based in Eugene that rotate by term; Approximately 3 NTTF including 2 Portland professionals*

5. How full are the classes? In other words, is there unmet capacity in existing classes?

Yes, there is additional capacity related to space.

6. Is this a stand-alone Portland program or is it the same or similar to a Eugene offering?

These are stand-alone programs...exist only in Portland.

The Department of Architecture in Portland focuses on the influence of urban design and planning on building design. The program builds on more than thirty years of teaching in the city, using Portland as a living laboratory for urban architecture. Students learn to design buildings as an integral part of the constructed and natural environmental systems that shape cities.

Digital Arts Program: Students can earn an advanced degree in digital arts from the Department of Art while studying at the UO in Portland. The digital arts bachelor of fine arts (BFA) program is a yearlong professional degree for students holding a bachelor of art or Bachelor of Science degree in art, multimedia, or digital arts. The fifth-year program continues the program's emphasis on creative thinking, experimentation, intense research, and visual communication delivery systems. Students learn how to combine an understanding of the theoretical discourses of new media and visual art with a strong technical sophistication, a rich sense of visual design, and an ability to articulate artistic research.

Product Design Program: The bachelor of fine arts program in Portland is a fifth year of concentrated study for students wanting to continue past the BA/BS level or transfer students wanting to expand on their design-related degree. The BFA program provides advanced undergraduate students with a full-time, one-year academic program.

7. Why is this program being offered in Portland?

All three are professional programs with deep connections to art and design resources and industry that exists in Portland, but not in Eugene. These programs at the University of Oregon in Portland connect in multiple ways with the city and the metropolitan area through teaching, research, creative work, and professional internship opportunities. Portland is an extraordinary urban laboratory for the University of Oregon and the school's engaged and active students and faculty members. Our location in Portland allows A&AA to be strategic in connecting faculty, students and curricula to important regional and global issues, in direct ways that have real influence in these conversations.

8. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

Yes. Local professionals contribute to our instructional faculty. Partnerships and collaborations are forged by faculty and staff. Students bridge the space between academic and professional enterprise, and connect the university to a larger Portland and Oregon conversation. Portland A&AA has extraordinary depth and range in collaborative unions. In example:

Willamette Falls Legacy

Building a Post-Industrial Landscape studio—called the inaugural John Yeon Studio course. Led by THA principal Becca Cavell (joined by other THA architects) and longtime architecture writer and John Yeon Center director Randy Gragg, this comprehensive studio offers the opportunity to design both new buildings or adaptively reuse existing structures.

James Beard Marketplace with Eugene students and Sebastian Guivernau of LEVER Architecture—and UO is a SPONSOR of the market.

A collaboration with students, market planners and Snohetta architects to contribute to the roundtable discussion in designing the market.

John Yeon Center

Randy Gragg, Executive Director

The John Yeon Center is devoted to preserving Yeon's legacy by inspiring future acts of visionary architecture, urbanism, and conservation through several programs. Hosting civic and visionary Conversations at the Watzek House, where guests get to know the some of region's and the world's most influential designers, conservationists, policymakers, and creative thinkers as well as the University Oregon's most visionary researchers and designers, in the inspiring setting of the historic Watzek House.

White Box

Cris Moss, Curator/Director

Through exhibitions and related educational and public programming, the White Box is dedicated to creating a laboratory for the exploration of contemporary creativity and critical inquiry for students, faculty, visiting artists, architects, designers and scholars, and the Oregon community. White Box programming reflects and extends the intellectual work of the University, attracting diverse audiences with a range of interests.

UO/The Ford Family Foundation Connective Conversations

Kate Wagle, Director, A&AA

A&AA/UO have partnered since 2011 with The Ford Family Foundation's Visual Arts Program, to build Connective Conversations, one of seven elements of a visionary set of initiatives meant to transform the cultural climate of the state of Oregon. This program, one of seven intended to promote and sustain a rich cultural environment in the state of Oregon, consists of bringing in internationally significant visual arts curators, organizing a 3-5 day regional tour to meet Oregon artists in their studios, as well as lectures and events to engage additional artists, curators, students, community members, and organizations in these conversations. A&AA has recently received a \$255,000 grant to extend the program to 2019. Currently partnering with Reed College on Summer 2015 Tour.

Architecture

"Designing an Art Museum with Don Genasci"

Students in this studio have been charged to learn essential skills necessary for a career in architecture and design to incorporate social as well as design issues into a project—making a community better, more livable. The concept is for a new museum of modern art in Portland that would provide housing, storefronts, and museum space as a way to invigorate and give back to the community.

"Redevelopment of the ODOT Blocks of Central Eastside"

Led by Will Ives of Hennebery Eddy Architects and Erica Dunn of Green Hammer in conjunction with Brad Malsin of Beam Development, this studio explores the redevelopment of three contiguous parcels owned by the Oregon Department of Transportation (ODOT) bounded by the Hawthorne Bridge, Water Avenue, and I-5.

"Soft Urban Waterfronts with Gerry Gast"

Existing conditions of abandonment, contamination and loss of economic value, combined with the threats imposed by climate change and rising waters, offered opportunity to students to re-think and reconfigure urban waterfronts for the next century. The Portland project will focus on one district of the Willamette Riverfront, working with partner organizations active in river issues:

- o The City of Portland Bureau of Environmental Services
- o The City of Portland Bureau of Planning and Sustainability
- o The River Network (a national organization based in Portland)
- o The Willamette Partnership

Recent studios have had participation from city officials including the Mayor of Portland, and an exhibit in the rotunda of City Hall.

“Battle for the Life and Beauty of the Earth Generative and ReGenerative Design with Hajo Neis.”

This studio seeks to understand and analyze major large-scale, world-wide problems on earth and connect them to particular problems and locations in urban structure and buildings. The main purpose of the studio is to contribute and help to preserve life and beauty on earth in a way that also our children and children’s children will be able to continue to enjoy life and beauty for a long time in to the future. Students developed their individual urban building designs and developed their urban design component with particular project challenges of site, city and group of people (users and client).

Dr. Hajo Neis and the partnership with the Oregon Office of Emergency Management (OEM) with a grant from the National Oceanic and Atmospheric Administration with, “Up and Out: Oregon Tsunami Evacuation Wayfinding Project.”

The project has combined input from both architecture professionals and students, community members located on the Oregon Coast, and state emergency management experts to design and project new solutions for signage improvements and alternative strategies for wayfinding in the event of a tsunami event on the Oregon Coast.

Professor Howard Davis with his Design Assistance | Design Build Partnership Collaboration with Mercy Corps Northwest and the Collaborative for Inclusive Urbanism to launch UO Portland Design Assistance | Design Build, a partnership between UO students and faculty in the UO Department of Architecture. Members of the professional community—on a pro-bono basis—professional architects, engineers, and makers will pair with architecture students and recent graduates of the UO Department of Architecture in Portland and the program’s urban architecture focus to provide design and build services for underserved micro-entrepreneurs to help establish their businesses.

Digital Arts Program

Student work is exhibited in the Light Court Commons and, at the culmination of their study, in the White Box, a first rate, professional gallery that produces regional, national and international exhibitions.

Collaborations with Intel and IDEO have given students opportunities to take part in important innovation initiatives.

Students engage with local professional artists and galleries

Product Design Program

The bachelor of fine arts program in Portland is a fifth year of concentrated study for students wanting to continue past the BA/BS level or transfer students wanting to expand on their design-related degree. The BFA program provides advanced undergraduate students with a full-time, one-year academic program.

Adaptive Products, Winter 2015 with Nike's Wilson Smith, Bruce Kilgore and Matt Rhodes. Adaptive Products, Enabling Adaptive Athletes is a 'real life' user-based studio class, designed to challenge the students' human physical problem solving skills and foster their character for empathy. The class faces many challenging and uncommon restraints working along side athletes with disabilities. Students are tasked to create innovative product designs that will enable the potential for the athlete's sport pursuits.

Arts and Administration is working with Academic Extension to build academic/community based programs in Portland.

Summer Design Camp for high school students offers experiential learning in architecture, art and design structured around community partnerships. Recent partnerships include the James Beard Public Market and Portland Art Museum.

Arriving Soon....

Historic Preservation Program

UO A&AA Portland will offer a Master of Science in historic preservation.

Emphasis on experiential learning—the hands-on experience of doing preservation in the field through collaborations with state and national park services, the Oregon State Historic Preservation Office, heritage commissions, and the cities throughout the world.

Emphasis on research in the field of preservation theory and practice, concentrating on the cultural, historical, technological, and environmental factors that have shaped our world.

Winter term Historic Preservation with Amy Miller Dowell—projects in Old Town | Chinatown; focus has been on a specific historic property in Portland and learning methodologies for assessing the fit between new uses, building modernization and historic structures utilizing the Secretary of Interior Standards and Guidelines for Rehabilitation.

Sports Product Design | Sports Product Initiative, TBA

Product Design Program and UO Lundquist College of Business | Warsaw Sports Marketing Center are collaborating and crafting new graduate degree programs to be offered by the University of Oregon in Portland.

The Master of Science in Sports Product Design prepares designers to be key members and leaders of multidisciplinary development teams within the 800+ sports product companies in Oregon and beyond. The degree focuses on innovation methods, design for the athlete, product sustainability, and sports marketing and branding.

9. Are you envisioning any additional offerings (either classes or entire new certificates or degrees?) If so, briefly describe what they are and where you are in the planning process.

Sports Product Design, Historic Preservation described above.

10. Describe any programming/activities that you offer to community, professionals, and alums.

We work hard to make strategic connections, developing coursework, lectures and events that complement and engage community conversations and initiatives:

Professionals, alums: public lectures (with AIA credit);

Design Camp, with themes connecting this high school art, architecture design program to regional and city issue. 2015 was dedicated to the design process for the new James Beard Marketplace, where students met with developers, architects and designers engaged in this project.

Mobilizing Local Culture (with Academic Extension),

Connective Conversations with professional artists and internationally renowned curators and critics;

All of our lectures and events are open to the public (alumni, professionals, interested community members), including Open House, Intro-Ducktion, Design Week activities that connect to citywide celebration.

11. Please feel free to add anything you think would help in understanding your program.

We invite the board to come to our reviews, our White Box openings and receptions and our special events. We look forward to welcoming you to the A&AA and our Portland faculty, staff, students and community connections.

.

Graduate School: Applied Information Management Program – UO Portland

1. Name of program or Center and school or college affiliation, if any.

Program: The Applied Information Management program, Master of Science in Interdisciplinary Studies (IS: AIM).

Affiliation: The Graduate School offers the interdisciplinary degree; Academic Extension manages administration including staffing, advising, marketing, registration, and online support services.

2. Describe specifically what your program or Center does.

AIM is a fully online program targeted to midcareer professionals who manage people, technologies, products, or services. The curriculum consists of four key components: information management, information design, business management, and applied research.

3. Is this a stand-alone Portland program or is the same or similar to one in Eugene?

This is a standalone online program; the AIM director, Kara McFall, has her office in WSB. There is no similar program in Eugene.

4. Length of time program or Center has been in Portland.

The AIM program was designed and launched in Portland in 1986 in response to a request from Tektronix Corporation, who noted the need for an information management master's and a lack of options among higher education offerings in Oregon. The initial format was face-to-face; the online option was added in 2000. In 2009, in response to changing student demand, AIM was transitioned to a fully online program.

5. Who (in general) staffs this Center or program?

Staff consists of one full time OA and two part time OAs.

6. Why are you situated in Portland?

The majority of the AIM faculty are Portland-based; planned faculty meetings and trainings will be held in WSB. The program relies upon Portland-based industry partners such as Intel, Legacy Health, Tektronix, etc. for input on the curriculum topics that are relevant and in demand for employers; networking with these employers is facilitated by a Portland presence. In addition, the AIM program recruits students from Portland employers through information sessions offered onsite at employer locations; recent events were held at Hillsboro and Beaverton locations for Intel Corporation. The AIM program also recruits Portland-based students through events such as a speaker series that will be held quarterly in WSB, starting in November 2015. Many of the AIM alumni are Portland-based and provide networking opportunities to encourage student recruitment. Finally, collaboration with Portland-based UO colleagues in programs and departments such as OEMBA, Sports Product Management, AAA, and Alumni Career Services is facilitated with a Portland presence.

7. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

AIM has an agreement with the Oregon Institute of Technology to address their capstone classes about the AIM program for those students who are interested in going on for a master's degree; AIM has agreed to the same approach with Linfield College and is in the process of finalizing details. Organizational outreach has been described in response to question 6.

8. Are you envisioning any expansion of activities, and if so, in what way, and how far are you in the planning process?

We are in the process of assessing public programming that will serve both recruitment and alumni engagement outreach, as described above in response to question 6. Over the next year, we will be exploring the expansion of curriculum in the form of certificates and place-based institutes, relying upon market research, industry outreach, alumni and student engagement, and the AIM curriculum committee to inform the potential for success with these new offerings and the specific curriculum to meet the market need. The Educational Advisory Board (EAB) is currently conducting a market survey to determine the potential market for AIM certificates, with a final report due later in August 2015.

9. If not addressed previously, please describe any programming/activities that you offer to community, professionals, alumni, etc.

AIM will be sponsoring a quarterly speaker's series starting in November 2015 with a session on Establishing Your Professional Identity through Social Media. AIM alumni, students, faculty, and staff will be invited, along with organizational and industry partners. In addition, AIM alumni and faculty have been solicited as speakers; the first session's speakers are AIM alumni who are current employees of Intel Corporation.

School of Law

1. Name of program and school or college affiliation:

University of Oregon School of Law Portland Program

2. Is the program for graduate or undergraduate students or both? Number of undergraduate students/number of graduate students.

Law Students only. Students will be in their third year of Law School.

We expect 15-20 students in our initial year, AY 2015-16. We hope to ramp up to approximately 30 students per year.

3. Length of time program has been in Portland.

We've had some version of a Portland Program since the UO has been in the White Stag. But the newly revamped Portland Program is our most concerted and biggest effort to date in Portland.

The initial year for the new Portland Program will be AY 2015-16.

4. Who are the faculty? Need not name, but, in general, are they tenure track or NTTF; local professionals, etc.

2 tenured FT faculty + approximately 5 adjunct faculty. Adjunct faculty are all Portland-area attorneys.

5. How full are the classes? In other words, is there unmet capacity in existing classes?

We have spare capacity. We have capacity for approximately 30 students per year. We expect 15-20 in our initial year, AY 2015-16.

6. Is this a stand-alone Portland program or is it the same or similar to a Eugene offering?

Some of our Portland classroom courses are also offered in Eugene. But many of our Portland courses are offered in Portland only. Moreover, the vast majority of externship opportunities in Portland have no analog in Eugene.

7. Why is this program being offered in Portland?

The Law School has several goals with its new Portland Program, including the following:

To enhance student opportunities for skills-training, both through real-world externships and in the classroom through practitioner-led, skills-based courses;

To enhance student opportunities for professional development, networking and engagement with the practicing bar and lawyer groups, legal employers, and Portland-area businesses;

To improve the post-graduation prospects for students hoping to work in Portland;

To increase and improve the pool of Law School applicants and matriculates; and

To enhance institutional engagement with our alumni and the broader legal profession by facilitating and increasing faculty interaction with the practicing bar and lawyer groups, legal employers, and Portland-area businesses.

8. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

The Portland Program facilitates student externships and internships with several Portland-area governmental, nonprofit and for-profit organizations. In addition, the Portland Program has created a formal mentorship program that matches each Portland Program law student with a local practitioner. Finally, as discussed below, the Portland Program expects to organize events and programming that engages our students, alumni and the broader legal community in Portland.

In addition to these programs and events, the Portland Program faculty and administrator are charged with (i) actively engaging the practicing bar and lawyer groups, legal employers, and

Portland-area businesses and (ii) facilitating and coordinating such engagement for the Law School's Portland students as well as the Law School's students, faculty and administration in Eugene. This engagement comes in many forms, from informal lunches and meetings to participation in formal bar events and fundraisers.

9. Are you envisioning any additional offerings (either classes or entire new certificates or degrees?) If so, briefly describe what they are and where you are in the planning process.

In the short- and medium-term, we hope to expand Law course offerings and to perhaps offer courses cross-listed with other UO Portland departments. In the long-term, we have considered the possibility offering certificates or degrees to other, non-JD students, although those discussions are speculative and only in the very earliest stages.

10. Describe any programming/activities that you offer to community, professionals, and alums.

Each academic year, we aim to offer two formal evening programs, one in each of the fall and spring semesters that will engage an audience of our students, recent alumni and other junior lawyers in the Portland area. In addition, in our inaugural year, we are hosting a significant "launch" party / open house in September 2015, to which we have invited our Portland-area alumni, students and certain key individuals from the practicing bar, business and public sector.

11. Please feel free to add anything you think would help in understanding your program.

AY 2015-16 will be the inaugural year of our new Portland Program, and we expect the program to evolve, develop and improve as we gain the wisdom of experience.

School of Journalism and Communication

1. Name of program and school or college affiliation:

School of Journalism and Communication

Three academic programs are offered by the School of Journalism and Communication at the Portland campus:

MA in Multimedia Journalism ("MMJ")

- o Teaches students to report and tell compelling stories across multiple platforms ethically and with integrity.
- o Students work with veteran and up-and-coming journalists as well as award-winning faculty to produce professional-quality projects.

- o The 48-credit program can be completed in just five terms (15 months) or can be spread out to suit individual needs.

MA in Strategic Communication (“StratComm”)

o Provides working professionals in public relations, advertising, and allied communication fields such as marketing, corporate communication, and organizational communication with management-level credentials needed to lead campaign teams, manage communication programs, and advance in their careers.

- o The program can be completed on either a full-time or part-time schedule. Students can complete the 48-credit program in two academic years (six terms) by taking up to ten course credits per term, plus at least six credits for final project/portfolio work.

Portland Senior Experience (“PDXSX”)

- o The twenty to twenty-five students accepted into the PDXSX program each term must have a strong GPA, demonstrate excellent communication skills and be approved by a faculty panel.
- o The PDXSX has served more than 150 students since 2006. More than 100 employers support the PDXSX, and the program’s job-placement or internship extension rate is greater than 60 percent.

2. Is the program for graduate or undergraduate students or both? Number of undergraduate students/number of graduate students?

MMJ and StratComm are graduate programs with courses that are designed for working people (i.e. classes meet evenings and weekends); PSE is an undergraduate internship program that brings students from Eugene to Portland for a capstone professional internship.

MMJ expected enrollment Fall 2015: 20

StratComm expected enrollment Fall 2015: 20

3. Length of time program has been in Portland.

MMJ: started Fall 2012

StratComm: started Fall 2008

PDXSX: started in 2006

4. Who are the faculty? Need not name, but, in general, are they tenure track or NTTF; local professionals, etc.

Many of our MA courses are taught by tenure-track and non-tenure-track faculty based in Portland. Additional courses are taught by Eugene faculty and by adjuncts, including academics

and local and national professionals. One of the strengths of our MA programs is the classes taught by top professionals from Portland.

5. How full are the classes? In other words, is there unmet capacity in existing classes?

MMJ & StratComm: While we have an adequate cohort at present, one of our goals is to build enrollment in our MA courses.

PDXSX is a selective program that is well enrolled.

6. Is this a stand-alone Portland program or is it the same or similar to a Eugene offering?

MMJ and StratComm are stand-alone Portland programs. All courses are taken here at the Portland Center.

PDXSX is a supplement to the undergraduate degree in offered in Eugene. It is designed to give undergrads access to and experience in Portland's communications industry.

7. Why is this program being offered in Portland?

For two reasons: 1) To take advantage of the vibrant media, tech, and creative industries in the greater Portland area. As a professional program, giving our students access to up-to-date industry expertise is essential, and our Portland location allows us to easily collaborate with those professionals as guest lecturers, adjunct instructors, course "clients" and as participants at our various events. 2) We are also here to serve the Portland professional community, offering retraining in new skillsets and providing communications firms with better-trained employees, current and prospective.

8. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

Yes. Collaboration is the key to the success of our programs. For example, our graduate and undergraduate students are placed in professional opportunities with our partners in the communications industry. We also collaborate with nonprofit and other community organizations, such as our partnership with Vanport Oral History Project to capture stories from flood survivors.

The StratComm program works with numerous agencies, the professional industry and a number of non-profit organizations for student coursework, capstone projects and in advisory capacities both as advisor and as advisees.

In addition, the Portland faculty conduct research in collaboration with faculty at other universities, including UC Irvine and the University of Texas.

9. Are you envisioning any additional offerings (either classes or entire new certificates or degrees?) If so, briefly describe what they are and where you are in the planning process.

One of our goals is to grow enrollment in our MA programs, which may involve adding new courses to better meet current industry needs, teach rapidly-changing media skills, and tap new markets for student enrollment. We are only in the very early stage of discussions on how best to grow enrollment.

10. Describe any programming/activities that you offer to community, professionals, and alums.

One of the Turnbull Center's strengths is the variety of programming we offer for students, professionals, and the community.

For example, we offer several workshops and programs that SOJC/UO students and local professionals participate in. Every spring, the MMJ faculty create and host Story Arc, which brings national leading-edge filmmakers and journalists to teach visual storytelling techniques. Another example: Michael Bendixsen of OPB held a video color correction workshop for our current students and alums.

We also host speakers throughout the year at events that are open to the public and marketed to students and industry professionals. This past year, for example, Brad Smith, Director of Photography at Sports Illustrated, spoke along with photographers Rod Mar and Jon Ferrey.

The MMJ program also worked with Groundswell to create a community listening event: "Listen Hard: Stories of Resistance & Resilience." Groundswell focuses on oral history as a tool for social justice. As part of the event we taught a one-hour mobile audio workshop to help community members find ways to use their smartphones to more effectively tell stories from their communities.

Beyond the courses and workshops tailored to our MA programs, the Turnbull Center hosts a variety of community events, such as the *Oregonian's* monthly Big Idea series that illuminates current issues of concern in Portland and the state.

11. Please feel free to add anything you think would help in understanding your program.

While we started as a program to help working professionals in the Portland market retool their careers, we have been working to increase our national and international visibility. We are starting to see students come in from across the country and globe.

We see our Portland location as a comparative advantage that needs to be leveraged skillfully. We're looking at a long-term strategy to position both of these programs as leading-edge professional programs, not only taking advantage of the rich human, tech and creative resources of the Portland market, but the current growth of Portland and its image as a leader

in social and environment change. Our vision is to create a program consistent with and building on the powerful messaging conveyed in the new UO branding campaign. This would represent a marketing/recruitment effort that has been missing in these early years of our programs. As the new Turnbull Center director, this is one of my priorities.

Lundquist College of Business: Oregon Executive MBA

1. Name of program and school or college affiliation:

Oregon Executive MBA --UO, LCB

2. Is the program for graduate or undergraduate students or both? Number of undergraduate students/number of graduate students.

Graduate students only. Currently 52 in second year cohort, approximately 40 to start this fall (total about 90 across both years of the 2-year program).

3. Length of time program has been in Portland.

30 years. "Class 30" will graduate in spring 2016.

4. Who are the faculty? Need not name, but, in general, are they tenure track or NTTF; local professionals, etc.

A mixture: 5 UO TTF, 1 OSU TTF, 5 UO NTTF, 5 local professionals with various affiliations

5. How full are the classes? In other words, is there unmet capacity in existing classes?

Our classroom could hold 62 but I consider that we are about the right size between 40 and 50.

6. Is this a stand-alone Portland program or is it the same or similar to a Eugene offering?

Stand-alone financially, although our students get the same MBA degree offered in Eugene

7. Why is this program being offered in Portland?

Students are working mid-career professionals. Portland is where most such people in Oregon can be found.

8. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

We have 1 participating OSU faculty member. Our students need the cooperation of their employers because they miss work every other Friday. Our students do not do internships because they are already working. However they have a second year "capstone project" that usually involves their company. It has always been used as a potential reason for companies to support their employees in the program as it can provide significant value to the firm. Capstone projects vary widely but a prototypical one would be a business plan for a new product or service. Students are assigned an advisor with significant business consulting experience. Over the 30-year history of the program about 1000 such projects have been completed.

9. Are you envisioning any additional offerings (either classes or entire new certificates or degrees?) If so, briefly describe what they are and where you are in the planning process.

We are starting an individualized executive coaching program this fall

10. Describe any programming/activities that you offer to community, professionals, and alums.

We offer a few elective courses that are open to alumni at a cost. We host a bi-monthly speaker series here at 200 Market that alumni organize. Some recent topics are 1) "Lessons Learned from Detroit: The Largest Municipal Bankruptcy in American History" Federal Bankruptcy Judge Elizabeth Perris; 2) "Embrace the Complexity" Brandon Barnett, Director of Business Innovation, Intel; 3) "Quantitative Easing: Plan for the Impact to Your Business," Tom Potiowsky, Professor of Economics at PSU

Average attendance is 20-30

11. Please feel free to add anything you think would help in understanding your program.

In fall 2016 we will co-locate with the Sport Product Management Program in the new building across from White Stag. Last year for the first time we allowed 5 students to videoconference most sessions from the Bend AE facility. A similar number have been added for this fall.

Lundquist School of Business: Sports Product Management

1. Name of program and school or college affiliation:

UO Sports Product Management Program offered through LCB.

2. Is the program for graduate or undergraduate students or both? Number of undergraduate students/number of graduate students.

The Master of Science in Sports Product Management is an 18-month, graduate-level program open to 35-45 students each year. The SPM program is also industry workshops offered to 40-60 industry professionals approximately once per term.

3. Length of time program has been in Portland.

While the workshops starting November 2013, the MS SPM starts September 9, 2015.

4. Who are the faculty? Need not name, but, in general, are they tenure track or NTTF; local professionals, etc.

Faculty are a powerful combination of UO Eugene-Based LCB, AAA and SOJ instructors and Portland-Based senior sports product industry executives. Industry instructors have extensive professional experience working in leadership roles within various functional areas of small and large sports product companies. All faculty in the program have impressive teaching experience and have been carefully selected based on being experts in what they're teaching, being great motivators, and having a sincere interest in mentoring and advising students on their future careers.

SPM will hire faculty (NTTF) starting in 2016 (1 faculty), and 2017 (1 faculty)

5. How full are the classes? In other words, is there unmet capacity in existing classes?

The inaugural class is at capacity for year one. Each class attends all their classes and labs as a cohort. The program will start each Fall.

6. Is this a stand-alone Portland program or is it the same or similar to a Eugene offering?

This program is exclusively offered in Portland.

7. Why is this program being offered in Portland?

Portland, OR is an alpha cluster in the sports product industry. Of the 800+ sports product related companies in Oregon, 90% are located in the greater Portland area, which is home to companies like Nike, Adidas, Intel, Columbia, KEEN, Icebreaker, and more.

8. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

The SPM program has a strong collaboration with AAA. Also, the UO has signed a MOU with PSU for review of curriculum every Fall, and consider using PSU faculty.

9. Are you envisioning any additional offerings (either classes or entire new certificates or degrees?) If so, briefly describe what they are and where you are in the planning process.

Programs not currently being offered:

Certificate program- completion of 4 workshops. (Industry based)

Second cohort- each year a new cohort will start year one in Fall.

Webinars- of key classes.

SPM On-Line- 22 month degree program- in the early planning stages.

10. Describe any programming/activities that you offer to community, professionals, and alums.

The Master of Science in Sports Product Management offers information sessions each month free of charge.

Industry workshops- 1 per term.

Industry networking nights- \$15, 3-4 per year.

In May an Industry HR Session- learn how to get a job in the industry by the HR Directors from 6 Global Sports Product Companies- \$25

11. Please feel free to add anything you think would help in understanding your program.

We are a very popular, well marketed program. Our website and videos have helped explain the concept of 'the business of creation'.

The Fibers & Textile Revolution Project is a big initiative for us, working with NCSU, UMass-Lowell and Georgia Tech.

Academic Extension

1. Name of program or Center and school or college affiliation, if any.

Academic Extension (AE) reports to the Office of Academic Affairs, under the supervision of Sr. Vice Provost, Doug Blandy.

2. Describe specifically what your program or Center does.

Academic Extension provides leadership for the incubation and delivery of special learning opportunities, including professional development workshops, conferences, lifelong learning, online courses, and summer session programs. Working closely with academic partners and administrative units across campus, AE facilitates delivery of entrepreneurial credit and non-credit opportunities through customized operational systems such as registration and payment options, facilities and events arrangements, communication and design expertise, among other services.

3. Is this a stand-alone Portland program or is the same or similar to one in Eugene?

The main office of Academic Extension is in Eugene, with “outreach” offices and meeting space in Portland and Bend.

4. Length of time program or Center has been in Portland.

Academic Extension was initially known as the UO Extension Division, which was formalized in 1912. The Portland Extension Center was created in 1917, housed in various locations around the Portland area. The UO Extension Division went through several name changes and organizational structures, eventually forming into the UO Continuation Center in the early ‘80s. Under the banner of Continuing Education, programs were administered in both the former UO Portland Center (Willamette Block Building at SW 2nd and Yamhill in downtown Portland) and the Beaverton CAPITAL Center.

<http://academicextension.uoregon.edu/about/history.php>

Continuing Education offices and activities moved into the White Stag Block when that facility opened in 2008. The Continuation Center unit was renamed to Academic Extension in 2010. The number and type of programs, either supported or lead by AE, have ebbed and flowed as the community and academic partner demands have varied over time.

5. Who (in general) staffs this Center or program?

Currently, AE has 3 FTE employees housed in WSB 148 office and 2 telecommuters in the Portland area. (AE has *approximately* 65 FTE overall.)

6. Why are you situated in Portland?

This history of AE was rooted in the mission of service to the state of Oregon, which manifested in program delivery where community and employers sought educational activities beyond the Eugene campus. As a population center, Portland needed to be served (along with other areas of the state.) This is still true today, although the format and content of programs has changed, and the need for customized systems is rapidly evolving. The role of AE continues, yet likely will need to adapt to serve emerging needs of new UO programs in Portland.

7. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

AE is by nature collaborative. Our focus is on the learner and therefore will seek to provide the best experience through appropriate means of connecting across UO units, as well as other educational providers, businesses, non-profit agencies, etc.

Any specific examples are best understood in the context of a specific program. For example:

The Arts and Administration Program, housed in A&AA, held a summer class titled Mobilizing Local Culture. The Portland-based instructor utilized WSB facilities and AE staff coordination support to engage with various cultural sector entities; behind the scenes, AE also provided customized registration and payment services.

The Applied Information Management MS program, is actively engaged with Portland-based industries for curriculum topics that are relevant to employer demand, and other educational institutions, e.g. OIT, for student pathway cultivation.

8. Are you envisioning any expansion of activities, and if so, in what way, and how far are you in the planning process?

AE seeks to be an active participant in expanding UO activities in Portland. At present, that takes the form of engaging with the academic partners to help identify program growth opportunities and then specify the customized services that AE can contribute toward that collaboration.

9. If not addressed previously, please describe any programming/activities that you offer to community, professionals, alumni, etc.

AE is well situated to facilitate programs that bridge across schools and colleges, or reach beyond traditional campus locations and formats, or serve audiences beyond the primary undergraduate core. This can be in a variety of forms, for example:

Taking the lead in producing a program, as is the case with the Osher Lifelong Learning Institute. [Note: this is to illustrate AE activity. The WSB program site of OLLI was closed due to low enrollments, but the Eugene and Central Oregon sites continue.]

Integrating practitioners, such as hiring guest presenters from business and NGO for professional development workshops.

Enabling academic partners to reach community, professionals, and alumni through customized systems that comply with UO business practices, e.g. the registration and payment services for the Sports Product Management non-credit workshops.

10. Please add anything that you think will help in understanding your program or Center.

A cursory look at AE can sometimes lead to the impression of an eclectic, complex, and somewhat inconsistent organization of disparate functions; the organization is better understood as a menu of services administered by skilled and dedicated staff that is flexible and responsive to each partner's needs for a specific program or event.

Center on Teaching and Learning

1. Name of program or Center and school or college affiliation, if any

Center on Teaching and Learning (CTL); Housed under the Office of the Vice President for Research and Innovation and affiliated with the College of Education.

2. Describe specifically what your program or Center does.

CTL conducts educational research primarily funded by US Department of Education research dollars. Main research activities include developing educational interventions and testing their efficacy in randomized control trials. CTL hosts the Dibels Data System and distributes developed educational programs through the CTL marketplace

3. Is this a stand alone Portland program or is the same or similar to one in Eugene?

CTL is primarily located in Eugene with a secondary office in Portland

4. Length of time program or Center has been in Portland.

Approximately 3 years.

5. Who (in general) staffs this Center or program? Need not name, but generally are they TTF or NTTF faculty, OA's, etc.

Faculty with offices at the White Stag are NTTF.

6. Why are you situated in Portland?

A number of faculty for CTL live in the Portland area and required office space to complete objectives from our various research grants that are being run in the Portland area school districts.

7. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

CTL has a number of partners with whom we engage in research activities including local school districts (Eugene and Portland), non-local school districts (e.g. Weymouth School District, Weymouth, MA), private companies (e.g. Concentric Sky) other research entities (e.g. WestEd) and universities (e.g. Southern Methodist University). Note. This applies to the Eugene office as well.

8. Are you envisioning any expansion of activities, and if so, in what way, and how far are you in the planning process?

No expansion activities are planned.

9. If not addressed previously, please describe any programming/activities that you offer to community, professionals, alumni, etc.

No programming or activities are currently offered.

10. Please add anything that you think will help in understanding your program or Center.

CTL currently has 18 Ph.D. level Research Associates with varied domains of expertise and 50 plus additional staff members (e.g., data collectors, project coordinators). CTL has a successful research enterprise including 28 projects funded through IES and other sources totaling roughly \$54 million dollars including \$46 million dollars of external support in the past decade. CTL hosts a state-of-the art database that supports approximately 3.0 million students from 15,000 schools.

Labor Education and Research Center (LERC)

1. Name of program or Center and school or college affiliation, if any.

Labor Education and Research Center (LERC)

2. Describe specifically what your program or Center does.

The Labor Education and Research Center (LERC) was created in 1978 with funding provided by the Oregon legislature. Through teaching, research, and service, LERC serves the needs of the state's working people and a wide range of organizations involved in the arenas of work and employment. Most importantly, LERC's activities promote positive labor relations and have empowered workers to participate effectively in the decisions that shape their lives in both the workplace and the community.

LERC operates a statewide program, reaching labor and community organizations with educational offerings, conferences and seminars, research projects and other forms of assistance. The majority of our work takes place in the Portland Metro area.

3. Is this a stand-alone Portland program or is the same or similar to one in Eugene?

LERC is a statewide program with two offices – the headquarters in Eugene and the Portland office. It is a freestanding program that reports directly to the senior vice-provost for academic affairs.

4. Length of time program or Center has been in Portland.

LERC participated in the University's planning group that conceived and later established its original presence in Portland. In 1988, LERC opened an office in Portland at the original SW 2nd Avenue location with one faculty member and a half-time secretary.

5. Who (in general) staffs this Center or program? Need not name, but generally are they TTF or NTTF faculty, OA's, etc.

Three of LERC's six faculty positions are located in Portland (one TTF and two NTTF's), along with a part-time program secretary. LERC's other faculty and staff are located in Eugene.

6. Why are you situated in Portland?

Portland and Eugene faculty work closely together to plan and deliver services statewide. However, the majority of the state's unions are headquartered in the Metro area and an estimated 60-70 percent of the state's union members live and work here. Therefore, it has been crucial (and more efficient) for LERC to maintain a strong physical presence here.

7. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

LERC has developed strong relationships with other departments on the main campus, and we have endeavored to strengthen these relationships in Portland as well. For example, last September, we co-sponsored with Academic Extension a two-day seminar for leaders of labor and environmental organizations focused on climate change and carbon pricing policy.

We have also collaborated on conferences and other events with faculty at PCC, PSU, Lewis and Clark and other higher education institutions in the area. We are occasionally invited to speak to classes at PSU, to conduct joint research and otherwise to contribute our expertise in the labor policy arena.

Because of the other issues pursued by LERC faculty, we also have connections with several state agencies – the Bureau of Labor and Industry and the Oregon Employment Department (OED) in particular. Our faculty have held positions on the state Workforce Investment Board and on OED's Advisory Committee. We have done policy work for these and other public entities on topics like workforce training (e.g., assessing the effectiveness of registered apprenticeship programs in the building and construction trades); immigration policy and research; and the relationship between good jobs and environmental policy. We have also played a key role in the leadership of the Labor and Employment Relations Association, an organization that brings together labor, management and neutrals to learn and network.

As described below (#8), we have expanded ties with civic and community organizations during the past two years.

8. Are you envisioning any expansion of activities, and if so, in what way, and how far are you in the planning process?

Though we do not anticipate expanded resources or staff, we have increased the level of our activity, reaching out more actively to community organizations, workers' centers and other advocacy groups dealing with issues of economic and racial inequality. Our 2015 Low-Wage Economy conference and *High Cost of Low Wages* report represent notable examples of that expanded work and have raised the visibility of LERC's programming among civic and community constituents.

9. If not addressed previously, please describe any programming/activities that you offer to community, professionals, alumni, etc.

See above

10. Please add anything that you think will help in understanding your program or Center.

LERC's ability to integrate teaching, research, and service supports the University's mission of "foster[ing] the next generation of transformational leaders and informed participants in the global community." Given its strategic location and the emergence of new opportunities for collaboration, LERC's presence in Portland plays an integral role in helping Oregonians navigate the rapid changes that continue to transform the American workplace.

Prevention Science Institute

1. Name of program or Center and school or college affiliation, if any:

Prevention Science Institute. We were previously known in Portland as the Child and Family Center, but we were subsumed under the PSI umbrella about 18 months ago. The PSI is a multidisciplinary entity affiliated with the Vice President of Research and Innovation, the College of Education, and the College of Arts and Sciences.

2. Describe specifically what your program or Center does:

The Prevention Science Institute (PSI) at the University of Oregon is a multidisciplinary institute focused on understanding human development, preventing behavioral health problems, and implementing effective interventions in community settings. The core mission of the PSI is to improve the lives and well being of at-risk children, individuals, and families throughout the lifespan. The PSI is a research institute designed for collaboration between faculty across disciplines, including psychology, social and affective neuroscience, development, and education, and others who are interested in prevention. Faculty from across campus work

together to understand prevention and health promotion through translational science and applied intervention work.

The PSI Portland research base opened in 1995 in NE Portland to provide easy access to a potential study sample for the earliest research studies conducted here. At that time, only one grant was housed in Portland, and the operation functioned with minimal staff. Since that time Portland Public Schools and surrounding districts, such as North Clackamas, have been partners with the UO mission and eventually enabled us to study and work with children and families in the Portland area for 20 consecutive years. Our collaborations with community health agencies, such as Trillium Family Services, have also been instrumental in moving our research forward. The Portland research office enables faculty at the UO to test research models on a diverse population that faces unique challenges of living in an urban area and at the same time furnish support to this urban community.

Our Portland base of operations moved to the White Stag Block in 2012. Three federally funded research studies are now being conducted here by 14 staff members distributed across these projects. Each project is community-based and provides support for children and families in the Portland area while helping us understand effective interventions for families that reduce risk and promote healthy adjustment throughout the lifespan. All three of these projects utilize the Family Check-Up (FCU), an intervention developed as a public health approach to the prevention of escalation in problem behavior and drug use among at-risk youths in school contexts. During the past twenty years the FCU has been found to be effective for improving the mental and behavioral health of young children and adolescents and for improving family climate and parenting practices.

Our school-based work to date has focused primarily on the middle school years. We have found that children in families who participate in the FCU intervention engage in less risky behavior in high school (such as substance use or high risk sexual behavior) and show better achievement and school success during the transition to high school.

The three research projects currently involving Portland staff are *Project Alliance 2*, the *Kindergarten Study*, and the *FCU Online Study*.

Project Alliance 2 began in 2006 and is currently funded by National Institute of Child Health and Human Development. Families were recruited for this research study when their child was in 6th grade at one of three middle schools in north and northeast Portland; participating youth are now roughly 20 years old. In 6th grade, 593 families were randomly assigned to the FCU intervention or middle school as usual. Data were collected from youth and families at 4 time points in middle school and high school to evaluate the effectiveness of this intervention. In the current phase of the research study, we are examining how parent–youth relationships in late adolescence may be protective or may contribute to escalating substance use and abuse during the transition to adulthood. In the current phase of the research study, we are currently offering a late-adolescence version of the FCU that is designed to (a) prevent escalation of substance use, (b) focus on parent–youth relationships that foster independent living, (c)

discourage unhealthy peer relationships and activities that promote drug use, and (d) provide support to enhance adaptive behavior and healthy adult outcomes during the transition to adulthood. During the current funding period, families will be followed until Spring 2017, when youth are approximately 23-24 years old. In service of this project, Portland staff are collecting survey and observational data of young adults and their parents, as well as facilitating additional data collection via text-messaging. In addition, we have three PhD-level family therapists on the Portland staff who provide services to study families. Data collection and clinical services occur in the office as well as in participants' homes.

The Kindergarten Study is funded by Institute of Education Sciences to evaluate the efficacy of implementing the FCU and our Positive Family Support model (a school-based, ecological approach to supporting families and enhancing family-school partnerships) during the transition into elementary school. The transition to elementary school is a critical time for the development of key skills that are necessary for school success, and effective parent support at home and home-to-school communication is associated with school readiness indicators that predict successful adaptation to school. It is anticipated that children and families who receive the support provided through this intervention will show more improvement in academic skills through the early elementary school years. Five elementary schools in the North Clackamas School District are participating in this project. Data will be collected for three years from teachers, families, and children, from kindergarten through 2nd grade. Portland staff are currently recruiting families, collecting survey data from parents and teachers, and recording observational data of parents interacting with their children. We are also gathering the academic and behavioral records of participating children from the school district. In addition, our three PhD-level therapists are providing services to families participating in this research study. Therapists frequently travel to schools to work with school staff to support the needs of study participants. Data collection and clinical services mainly occur in schools and in participants' homes.

The FCU Online Study is funded by National Institute on Drug Abuse to test the feasibility, acceptability, and efficacy of the FCU in a web-based format. It is believed that a web-based version of the FCU will provide a family-centered intervention that is widely accessible, effective, and can be disseminated broadly to families and schools. An internet version of the FCU program will incorporate multimedia material, visual stimuli, and evidence-based principles that enhance the cognitive processing of materials. This project is currently in a start-up phase, and Portland staff members are currently working with faculty and web-developers in Eugene to construct a user-friendly, engaging web program that integrates principles of effective internet delivery, included tailored messaging, in-person feedback, and interactive features of instruction. We are currently intending to recruit participants from middle schools in Lane County during the 2016-2017 school year, although expansion to the metro Portland area is also being discussed.

3. Is this a stand-alone Portland program or is it the same or similar to one in Eugene?

There is also a PSI office in Eugene. The Portland office collects data and provides clinical services to families participating in our research. Staff in the Eugene office complete these tasks, too, but also process and analyze data, train graduate students, and write research grants. Portland staff support grant writing, help to shape specific aims of the projects, and provide general grant management.

4. Length of time program or Center has been in Portland:

Approximately 20 years.

5. Who (in general) staffs this Center or program? Need not name, but generally are they TTF or NTTF faculty, OA's, etc.:

In Portland we currently have 5 career and 9 adjunct NTTF on staff. Three members of the Portland staff hold PhDs in counseling psychology; one member holds a PhD in developmental psychology.

6. Why are you situated in Portland?

Social science research is often evaluated based on its external validity—that is, can the findings of a particular research group be generalized to populations beyond the specific population studied? The more diverse the research sample, the greater the generalizability of the research. Portland is larger and more diverse than Eugene (racially, culturally, socioeconomically), and thus provides greater opportunities to test our interventions with diverse populations in an urban setting.

7. Does your program engage or collaborate with other educational institutions and/or with the other public or private entities? If so, briefly describe.

Over the past 20 years we have partnered with Portland Public Schools, the North Clackamas School District, and various community mental health agencies (e.g., Cascadia Behavioral Health Care, Trillium Family Services, Morrison Child and Family Services) to provide family-based intervention services to area residents.

8. Are you envisioning any expansion of activities, and if so, in what way, and how far are you in the planning process?

All staff in Portland are in “soft money” positions, meaning that we are entirely funded by research grants and not more stable funding streams. Each of our research grants generally provide funding for five years. As such, we are constantly juggling the tasks of conducting currently funded projects and applying for funding for future projects. We do not currently envision expanding our activities in terms of scope, but may expand in terms of the content areas that are researched. The PSI has grown considerably in the past few years and will continue to do so over the next few years with cluster hires. Based on current faculty interest,

future areas for community-based research may include parenting support for children with autism as well as obesity prevention.

9. If not addressed previously, please describe any programming/activities that you offer to community, professionals, and alums.

We provide family therapy and other clinical services to research participants living in the community. We also occasionally offer trainings to clinicians working in community mental health agencies who are interested in the FCU, or to school personnel interested in improving communication with families and developing stronger home-school partnerships.

10. Please add anything that you think will help in understanding your program or Center.

Please contact Allison Caruthers for additional information: ascaru@uoregon.edu; x 23770.



Agenda Item #6

Class size and classroom utilization

The University of Oregon prepares a report each year to assess the utilization of classrooms across campus. The following summary data are from the most recent report.

Classrooms

116	General assignment classrooms (under Registrar control)
32	Jointly controlled classrooms (Registrar and department joint control)
37	<u>Department controlled classrooms (various departments control)</u>
185	Total classrooms

General assignment classrooms and jointly controlled classrooms are scheduled for an average of 40 hours per week. Departmentally controlled classrooms, which are smaller and more likely to be used for graduate seminars, studio space, and science laboratories, are scheduled for an average of 23 hours per week.

- The highest use occurs between 10:00am and 3:00pm
- 75% utilization Monday – Thursday 8:00am-4:00pm
- 49% utilization Friday 8:00am-4:00pm
- Statistics not kept on Saturday classes

Classrooms with the highest use share several characteristics. Most have movable chairs. They are in buildings that are centrally located along the perimeter of the core campus, which provides a perception of night-time safety, with greater lighting, foot traffic, and nearby businesses. Oftentimes they offer a centralized larger classroom and smaller proximate rooms to satisfy the need for breakout rooms. Many of the rooms have been refurbished and updated with improved equipment, wireless technology, computer and video projection, and room design and acoustics that enhance interactions and discussions.

The Provost's Office is forming a Task Force on Classroom Scheduling with representation from the Registrar's Office/Enrollment Management, the Academic Infrastructure Committee, the Academic Council (composed of chairs of key Senate Committees), the Academic Leadership Team (composed of Deans and Vice Provosts), and other relevant units to examine possible ways to more fully utilize existing classrooms, especially on Fridays and Saturdays, and in conjunction with online curricular options.

With the support of ASAC, we will charge the Task Force with answering the following questions (as well as addressing additional concerns that will undoubtedly emerge):

1. What is the current demand for UO classroom space in various configurations?
2. How do we estimate future demand for classrooms, including online options?
3. What alternative options should we consider for block scheduling of classes?
4. What is the cost of underutilization and how could we maximize utilization?
5. What are the potential risks and rewards of alternative scheduling options?

The Task Force will be convened in October, 2015 with recommendations due May, 2016.