



UNIVERSITY OF OREGON

December 4, 2014

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: strategic and academic planning, the university ombuds office and related policies, the Sports Product Management program, and a discussion about presidential advisory committees, faculty retention and cluster hires.

The meeting will occur as follows:

Wednesday, December 10, 2014 at 3:00pm

Ford Alumni Center, Room 403

The Ford Alumni Center is located at 1720 East 13th Avenue, Eugene, Oregon. If special accommodations are required, please contact Amanda Hatch at (541) 346-3013 at least 72 hours in advance.

BOARD OF TRUSTEES

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**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee Meeting
December 10, 2014**

3:00 PM – Public Meeting – Ford Alumni Center, Room 403

1. Convene
 - Call to order
 - Roll call
 - Introductory comments and agenda review
2. Approval of March, September and November 2014 ASAC meeting minutes (Action)
3. Public Comment
4. Status update on strategic planning and the UO Academic Plan (Provost Bronet)
5. Cluster hires and faculty retention (President Coltrane, Provost Bronet)
6. Sports Product Management program (Provost Bronet; Senior Assoc. Dean Jim Bean)
(Possible Action)
7. President's update on internal committees and councils (President Coltrane)
8. Resolution regarding the UO ombudsperson (President Coltrane) (action)
9. Adjourn

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee Meeting
December 10, 2014**

Agenda Item #1

There are no materials for this section

**Board of Trustees of the University of Oregon
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December 10, 2014**

Agenda Item #2

The draft minutes for March, September and November 2014, were emailed to the Board of Trustees, Academic and Student Affairs Committee, for review on Monday, December 1, 2014.

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee Meeting
December 10, 2014**

Agenda Item #3

There are no materials for this section



Acting Provost Frances Bronet has appointed more than fifty people from across campus to write the plan that will help shape the strategic direction of the University of Oregon for years to come. These campus community members will draft the University-wide Strategic Plan over the 2014-15 academic year.

The Provost received nominations of faculty, officers of administration, classified employees, administrators, undergraduate students, and graduate students to serve on four task force workgroups.

The members of the taskforces are listed in the attached document. The Provost is still seeking nominations for a few remaining student representatives.

Creating the University-wide Strategic Plan is the culmination of more than a year of work that included benchmarking the university, holding campus academic planning forums, writing the mission statement, and creating a Competitive Excellence plan.

All four task force workgroups met on November 20 with Provost Bronet and interim President Scott Coltrane to learn more about the process and go through the Competitive Excellence plan, which outlines the university's goals and aspirations it hopes to achieve through the strategic plan.

Board of Trustees' Chair Chuck Lillis also spoke to the group and explained that their work is critical to helping the university implement and realize its goals.

The four task force workgroups will focus on the following areas:

- ✓ *Attract high quality, diverse students and promote student access, retention, and success*
- ✓ *Elevate research, scholarship and creative profile including expanding graduate education*
- ✓ *Attract and retain high quality, diverse faculty and staff*
- ✓ *Enhance physical and IT infrastructure to ensure academic excellence*

After hearing their overall charge, the taskforce broke into smaller workgroups to begin discussing how they will complete their work over the rest of the academic year. The next steps include:

- ✓ appointing co-chairs for each task force workgroup: one faculty member and one administrator;
- ✓ scheduling their next meetings;
- ✓ each scheduling a public engagement session; and,
- ✓ identifying campus content experts for consultation.

Once the co-chairs are identified, these eight leaders will form a steering committee that will work with the provost and senate president to ensure that the four taskforce plans are integrated into one overarching strategic plan.

Information about the schedules, meetings, and materials will be posted to the Provost Office webpage.

Strategic Planning Task Force Workgroups

Team 1: *Attract high quality, diverse students and promote student access, retention, and success*

Name	Title	Department/Unit	Additional area(s) represented
Ron Bramhall	Senior Instructor I	Business	Undergraduate Council
Amalia Gladhart	Professor	Romance Languages	Committee on Courses
Mark Unno	Associate Professor & Head	Religious Studies	International Scholarships Committee
Daniel Dugger	Associate Professor	Mathematics	
Deborah Exton	Senior Instructor II	Chemistry & Biochemistry	
Kayleigh Catron Frater	Graduate Student	Planning, Public Policy and Management	Graduate Student
Casey Minter	Undergraduate Student	Journalism	Undergraduate Student
Nicole Nelson	Office Coordinator/Administrative Assistant	ASUO Office, Office of Dean of Students	Classified
Jane Irungu	Director, Graduate and Post Graduate	Center for Multicultural Academic Excellence, Equity and Inclusion	OA, Equity and Inclusion
Roger Thompson	Vice President	Enrollment Management	
Robin Holmes	Vice President	Student Life	
Terry Hunt	Dean	Honors College	
Lisa Freinkel	Vice Provost	Undergraduate Studies	
Ian McNeely	Associate Dean	Undergraduate Education, College of Arts and Sciences	

Strategic Planning Task Force Workgroups

Team 2: *Elevate research, scholarship and creative profile including expanding graduate education*

Name	Title	Department/Unit	Additional area represented
Alexandre Dossin	Professor	Music	Graduate Council, Faculty Advisory Council
Lauren Lindstrom	Associate Professor	Counseling Psychology & Human Services	Research Advisory Board
Michael Hames-Garcia	Professor	Ethnic Studies	Faculty Advisory Council
Esther Hagenlocher	Associate Professor	Architecture	
Karen Guillemin	Professor	Biology	
Michael Fakhri	Assistant Professor	Law	
Dean Walton	Science Librarian	UO Libraries	
Endalkachew Chala	Graduate Student	Media Studies	Graduate Student
Matika Levy	Undergraduate Student	Political Science	Undergraduate Student
Deanna Berglund	Grants/Contracts Coordinator	Institute of Molecular Biology	Classified
Brad Shelton	Interim Vice President	Research & Innovation	
Andy Berglund	Interim Dean	Graduate School	
Randy Kamphaus	Dean	College of Education	

Strategic Planning Task Force Workgroups

Team 3: *Attract and retain high quality, diverse faculty and staff*

Name	Title	Department/Unit	Additional area(s) represented
Richard Taylor	Professor and Director	Physics	Distinguished Teaching Awards Committee
Gordon Hall	Professor	Psychology	
Karen Ford	Professor	English	
Vickie De Rose	Professor	Chemistry & Biochemistry	
Gretchen Soderlund	Associate Professor	Media History	
Kara Nell	Graduate Student	Chemistry	Graduate Student
TBD	Undergraduate Student		Undergraduate Student
Marty Hurst	Administrative Program Assistant	Educational & Community Supports	Classified
Colleen McKillip	Executive Assistant	Dean's Office, School of Journalism and Communication	OA
Doug Blandy	Senior Vice Provost	Academic Affairs	
Yvette Alex-Assensoh	Vice President	Equity and Inclusion	
Andrew Marcus	Interim Dean	College of Arts and Sciences	
Dennis Galvan	Vice Provost	International Affairs	
TBD	Director, Talent Acquisition	Human Resources	

Strategic Planning Task Force Workgroups

Team 4: *Enhance physical and IT infrastructure to ensure academic excellence*

Name	Title	Department/Unit	Additional area(s) represented
Fritz Gearhart	Associate Professor	Music	Campus Planning Committee
Brian Gillis	Associate Professor	Art	Environmental Issues Committee
Angela Davis	Associate Professor	Accounting	Senate Budget Committee
Rob Horner	Professor	Special Education and Clinical Sciences	
Susan Anderson	Professor	German and Scandinavian	
TBD	Graduate Student		Graduate Student
John Gillies	Undergraduate Student	Biochemistry	Undergraduate Student
Lauradel Collins	Analyst Programmer 2	Computer and Information Science	Classified
Helen Chu	Director	Academic Technology	OA, Library Committee, Faculty Advisory Council
Chris Ramey	Associate Vice President	Campus Planning and Real Estate	
Jamie Moffitt	Vice President	Finance & Administration	Campus Technology Council
Sandra Gladney	Executive Director	Academic Extension	
Brook Muller	Acting Dean	School of Architecture & Allied Arts	
Melissa Woo	Chief Information Officer and Vice Provost	Information Services	Campus Technology Council
Adriene Lim	Dean	UO Libraries	Library Committee, Campus Technology Council

**Academic Plan
University of Oregon
October 13, 2009**

Introduction

The University of Oregon has a longstanding tradition of excellence and independent-mindedness. We must bring that tradition to bear on our current situation: the environment has changed remarkably over the past decade, and to meet it skillfully, we too must change. The state has largely disinvested from higher education, the public requires heightened accountability from higher education, and advances in technology present opportunities and challenges to our pedagogy and research. It is now time for us to take control of our future. We must plan for the continuing changes in our environment, and above all we must design the University of Oregon that will be a decade hence. We must hold dearly to our values; at the same time we must work together to forge new ways of expressing those values in this new age. This Academic Plan was developed with broad community input, in order to communicate our dreams to ourselves, to candidates for the University Presidency, and to our stakeholders. While this document sets forth a vision, it nonetheless leaves much important work still to do. Implementing the goals presented here will require our additional energies and discussion over the next year. All the same, the vision is where we must start.

Quintessential Oregon: Our Values, Our Mission

An academic plan must encapsulate and advance the values that define who we are, and the mission that directs our endeavors. Our quintessential values reflect and complement our core identity as a "liberal education" institution. At the same time, these values both shape and are shaped by our guiding mission as the Association of American Universities member and flagship institution of the Oregon University System.

We view "flagship" as a mission descriptor in the same way that other schools describe themselves as land grant, urban research, or regional. The Oregon University System schools endeavor to accomplish a complex collection of missions. Each contributes to many of these missions, however, the University of Oregon carries a unique responsibility for the state in world-wide competition for excellence in education and research. Our sister institutions also contribute significantly to this endeavor, but it is our primary responsibility to look to this national and international arena.

Our Values:

Liberal Education at Our Core – We hold fast to a tradition of higher education that has prevailed in this nation since its very founding: a course of study that is rightly described as "liberal" because it prepares students for full participation as citizens in a free, democratic society, and enables the full development of human potential.

The Association of American Colleges and Universities (AAC&U) helpfully distinguishes between "liberal arts" (which comprise the familiar disciplinary divisions of the humanities, sciences and social sciences) and the broader category of "liberal education" which may include the professional schools. In their "Statement on Liberal Learning," the AAC&U explains that a liberal education is one "that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions" (http://www.aacu.org/About/statements/liberal_learning.cfm).

Academics on a Human Scale – We celebrate our position among the smallest public AAU institutions with the capacity to produce research while offering a liberal education that is broad, deep, and comprehensive. The scale of our intellectual enterprise allows for individual and transformative encounters with a diverse world of ideas. We avow our intention to maintain UO academics on this human scale, so that learning and discovery can arise within an intimate residential setting and be fostered by personal interaction within the classroom, the laboratory, the studio, and the field.

Respectful Stewardship – We are guided by the humble recognition that we have been entrusted with human and natural resources that we must sustain and manage for posterity. This sense of stewardship, inspired and renewed by the extraordinary beauty of the region and reflective of the broader public trust extended to us by the state of Oregon, underlies the environmental commitments of many of our colleagues, students and staff. It shapes our research, teaching and our practices. We cherish a campus life and a curriculum that publicly fosters our keen sense of the aesthetic, and champions creative and artistic expression within a rich and beautiful natural environment.

Institutional Agility / Core Strengths – We endeavor to preserve and to foster a flexible institutional structure that serves our goal of being an international center of research, education, professional development and social engagement. We also celebrate the accumulated wisdom and intellectual momentum derived from and forged by the traditional disciplinary structure of the University. Indeed, above all we strive to maintain a balance between two infrastructural values: the commitment to interdisciplinary agility on the one hand, and to the core strengths of disciplinary categories on the other.

Cooperative Leadership and Community Engagement – We are inspired by our University's history and culture of shared faculty governance, and by the collaborative and cooperative spirit it fosters. We promote a campus life that encourages leadership through service, consultation and consensus-building. Recognizing our responsibility to make our scholarship accessible to others, we also embrace active engagement and collaboration with the community and the world around us.

Resourceful Creativity – With ingenuity, creativity, and confidence, we can move mountains. This spirit, shared by our faculty, staff, students, alumni, and donors, is reflected in our University of Oregon motto: *mens agitat molem*. In our research and our teaching, UO scholarship is characterized by a collaborative spirit of practical idealism. Resourceful, distinctive and unconstrained by convention, we critically explore and celebrate our collective cultural and individual diversity. These commitments are a catalyst for human discovery.

Our Mission:

The current Mission Statement for the University of Oregon, ratified by the University Senate in 1995 and reprinted at the end of this Academic Plan, continues to reflect our shared sense of values and purpose. In addition, we offer the following statement of objectives to clarify our defining role within the context of the AAU, Oregon and the Oregon University System.

A Comprehensive Research University – As a comprehensive research university, the University of Oregon is dedicated to the pursuit of excellence and the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. Each of our academic units is essential to this core mission; from classics to cybernetics, from cytology to concertos, from sociology to sports marketing, our faculty and students aspire to world-class accomplishment.

Public Partner – We understand that we serve the people of Oregon and, even in the face of erratic public support, we are committed to ensuring access to higher education for the state's most promising students regardless of their financial need. In turn, with our help, these students may serve the greater good of the state, the nation, and the world -- just as we strive to do with our basic and applied research.

Equity and Diversity – The shifting demographics of the state of Oregon call to mind the central mission of liberal education in a free and diverse nation: namely, to foster informed, public discussion of matters of genuine concern, enabling individuals to develop their fullest potential within a context that mirrors the full range of persons and perspectives that constitute society. Our state, like our nation, has always been a multicultural body, and our collective history makes evident the necessity for a true multicultural education. The UO thus strives to maintain a diverse and equitable community of discussion governed by principles of inclusion, freedom of thought and freedom of expression. We are committed to fostering an environment that ensures equitable access to the opportunities, benefits and resources of the institution for all, and that fosters curricula and other educational opportunities informed by our commitments to equity and diversity. We likewise commit to an educational excellence mission in which diversity and inclusion are integral. We hereby reaffirm the UO's "Affirmation of Community Standards," widely endorsed by faculty and student governing bodies in 2000 and appended to this document. We further reaffirm the University's Diversity Plan, adopted by the President and ratified by the University Senate in 2006, as the blueprint for our progress in the areas of equity and diversity.

Oregon's Future – We honor our commitment to a bright future by contributing to the economic and human development of Oregon. We educate Oregonians to take leadership roles in business, education, law, arts and multicultural communities across the state, and around the world. The comprehensive excellence of our University serves to attract the best and brightest from around the globe. In their artistic, professional and scholarly achievements our students and faculty serve the state of Oregon within an increasingly global environment. The knowledge created in our academic core furthers humanity's ability to prosper, at peace with our neighbors and our environment.

Preserving the Past – If our accomplishments allow us to envision the brightest of futures it is because we stand, in the words of the well-known phrase, on the shoulders of giants. We

dedicate ourselves to preserving the accumulated wisdom of the world's diverse civilizations. This knowledge, entrusted to us by the past, must also be transmitted by us to posterity. Upon these historic and worthy foundations, we pursue excellence into a future the needs and opportunities of which have yet to be imagined.

Our Current Situation: Opportunities and Challenges

The academic plan for the University of Oregon should be formulated with a clear understanding of the factors that shape us now and will continue to affect us in the years ahead. How do our current capacities, and the opportunities and challenges that face us, align with our values and our mission? How might we respond to our present situation and navigate our future options in a "distinctively Oregonian" way? How we understand today, and how we meet the opportunities and challenges of tomorrow, will to a significant degree determine what the University of Oregon becomes.

As we consider who we are, and where we find ourselves today, three broad areas of opportunity and challenge emerge. The first of these entails a critical and defining feature of our mission: our status as public partner with the State of Oregon. How will we best express this partnership into the future? A second area of concern involves our core value of liberal education. Within the transformed realities of a twenty-first century world, how will we best provide such an education? Finally, as we look toward our future, how will we best fulfill our foundational mission as a comprehensive research university?

Without presuming to be exhaustive, we offer the following points for consideration.

Public Partner

A central aspect of our institutional mission is our commitment to serve the people of Oregon. The following are some of the critical factors we must consider as we determine how to meet this commitment in the years ahead.

- Demographic Trends. We are becoming an increasingly diverse state. At least 25% of high school graduates in 2018 will be Latino/a. Many students from each cultural group will be first-generation university students. Diversity, then, is not just an ideal we should foster; it is a reality and an exciting opportunity to broaden the cultural scope of our campus. The impact of this demographic shift will be felt both in our academic programs and on our student-support infrastructure.
- Funding. The University of Oregon has struggled in recent years with the State's disinvestment from higher education. We are increasingly dependent on student tuition and fees, private philanthropy, and government and foundation research funds. All of these sources of funding present challenges as well as opportunities. How do we balance our growing need to fund our instructional mission with tuition revenues while protecting and promoting access, a core mission of the public university? How do we take full advantage of private fundraising to ensure investment in our core academic missions?

How do we adjust to the variability and shifts in government and private research funding?

- Public Perceptions. Perceptions, whether they are accurate or inaccurate, can have a profound impact upon our institution. We need to understand how the citizens of the state view higher education in general, and the University of Oregon in particular. We must take action to shape our image and enhance our reputation. In the contemporary environment, where we are increasingly dependent on student tuition and other private resources, the University must work harder than ever to reach the public. It is up to us to convey our accomplishments and history of academic excellence. Academic programs and research agendas that engage our communities may play an expanding role in our future. However, these must enhance and complement the pure research and the creative and scholarly contributions that are a hallmark of a research university.
- Size and Composition of Student Body. The size and composition of our student body bears directly upon our partnership with the state, involving questions of access as well as our ability to fund our programs in an environment of dwindling public support. We find ourselves in the midst of an enrollment "bump" and are compelled to consider the ideal overall size for our university and the optimal mixture of in-state versus out-of-state students and undergraduate versus graduate students. While some year-to-year fluctuation in student populations that apply and enroll at the UO is inevitable, decisions we make about the size and composition of our student body will greatly impact the programs we can manage, the nature of our faculty, the cost of university instruction, and numerous other issues.
- State-wide Initiatives. With initiatives in Portland and Bend we are able to reach more Oregonians with the unique preparation for leadership roles that our institution provides. This outreach is particularly important in graduate education and continuing education in the professional schools. However, such initiatives also present challenges. For example, increasing expenditures in Portland or Bend could affect the financial and human resources available in Eugene and could lead over time to a gradual shift of the center of gravity for certain programs, particularly those in the professional schools, from the Eugene campus to other locations. This balance must be continually measured for its benefit to our overall mission.

In addition, there are various collaborative efforts and public-private partnerships underway involving other Oregon University System institutions, such as the initiatives supported by the Engineering and Technology Industry Council, the Oregon Innovation Council, and the OUS Research Council. We are helping to lead such statewide initiatives and organizations supporting advanced workforce development and strategic partnerships that amplify our contributions to graduate education, research and its societal applications.

Liberal Education for the Twenty-first Century

The AAC&U defines a liberal education as one that promotes a "grounded intellectual resilience." Such resilience carries with it the expectation of lifelong learning, and the acceptance

of the ethical consequences of one's thoughts and deeds. Our own UO Mission Statement articulates much the same ideal of helping individuals "learn to question critically, think logically, communicate clearly, act creatively, and live ethically." Given the time-honored value of a liberal education in the arts, sciences and professions, how can we best help our students meet the challenges -- economic, cultural, technological and environmental -- of the twenty-first century?

- The Rapidly Evolving World of Work. The tremendous pace of change in our world means that in many instances we may be training students for jobs that we cannot yet even imagine. In today's world, we must ask what abilities and skills are most likely to enable our students to adjust successfully to a future that none of us can foresee. How can we best help our students prepare to live and work in an increasingly pluralistic society and to capitalize on the "resilience" and breadth afforded them by a liberal education?
- Globalization. A platitude though it may be, we do live in a global village. The Internet, ease of global travel, and internationalization of so many institutions, including the University itself, will increasingly lead us to think and engage beyond borders. Our faculty already compete with an international cohort of colleagues. Increasingly, so must our students learn to work comfortably in international settings in order to compete with the best graduates of other AAU schools. Our programs and curricula must present our students with a robust understanding of the world at large, providing opportunities for international study and exchange both abroad and at home.
- Technology. Information technology is critical to the academic work of the university. Whether it is high performance computing, visualization software, communication technologies, groupware and collaborative environments, or digitized collections, information technology will play a vital role in allowing the university to fulfill its mission. Because we have not kept pace with our peers in this area we should increase support for information technology infrastructure, applications, and staff to support the work of research, teaching/learning, and administrative processes. Information technology will be critical in achieving our goals of regional and international outreach in Portland and Bend, and with partners in the Pacific Rim and beyond.

In our use of information technology in teaching/learning we must be sensitive to the value of human interaction that is central to our pedagogy. One of the most important discussions on our campus today involves the appropriate infrastructure and uses of information technology to remain a face-to-face community that values sustained individual attention and human interaction.

- Natural Environment. As we enter the second decade of the twenty-first century, environmental concerns play an ever larger role in local and global public discourse, and are of particular relevance for us, given our commitment to sustaining our natural resources. Moreover, we belong to a distinctive region of the United States: the Pacific Northwest. Our goals and plans should capitalize upon our setting.

A Comprehensive Research University

We are among the smallest public institutions in the AAU, and the only institution in that elite ranking without colleges of agriculture, engineering or medicine. Our relative smallness inevitably precludes a model of *exhaustive* disciplinary coverage: we cannot meet all the research and educational goals of all our possible constituents, but must instead remain true to the ideal of liberal education, the core that unites the mission of all of our colleges, from Arts and Sciences and the Robert Clark Honors College, to our professional schools of Architecture and Allied Arts, Business, Education, Journalism and Communications, Law, and Music and Dance. How may we maintain and even enhance a uniquely Oregon model of *focused* disciplinary and interdisciplinary coverage?

- Academic and Programmatic Emphasis. Because funding is always limited, difficult programmatic choices are necessary. Can we be outstanding in all fields? If not, which will be our signature programs? Tough decisions will be necessary to take the future into our hands rather than simply waiting for it to happen. At the same time, we cannot forget what we might call a "signature" value: our long-lived tradition of cooperative leadership and engagement. The tough decisions that lie ahead must be forged in community, as we strive for the kind of substantive dialogue and shared decision-making that has defined our sense of community since our founding charter of 1876.
- Internal Funding Models. The choices ahead will entail careful reevaluation of funding streams. The way we fund our programs should be consistent with our priorities. The tensions and challenges posed by various funding models are considerable. While the flow of money should have some relationship to the flow of students, we must maintain our role as educational leaders with a well-developed sense of the programmatic balance a comprehensive research university should preserve.
- Faculty. Faculty expertise and scholarship remain our most significant resource. Competition for the best faculty talent is already very intense, and how well we hire, and retain the best faculty is sure to determine our quality as an institution and our appeal to students. At the same time, with funding and programmatic realities firmly in mind, we must make strategic decisions about the balance between tenure-track faculty, non-tenure track faculty, and our non-faculty, graduate instructors.
- Infrastructure. The physical infrastructure that supports our academic mission can provide the key in balancing institutional agility with core disciplinary strength. The synergies that develop among faculty, students, and staff are shaped by our infrastructure and the atmosphere it creates. Infrastructure refers to the types of buildings we construct, the units and classrooms that are housed within those buildings, the physical relation among buildings on the campus, the technology that connects them, and the green spaces that separate them. The connection between the organization of the space we inhabit and the academic programs we promote is significant and should be the result of careful planning.

Goals

Building and sustaining excellence in the arts, humanities, social sciences, sciences, and the professions require a clear set of goals that convey what is distinctively Oregon while also staunchly facing a bold set of challenges that will provoke an even bolder array of commitments for faculty, staff, and students. The three goals we offer below, deliberately few in number and strategic in focus, establish a broad framework of investments and commitments that will guide our pursuit of excellence in the next decade. Following each goal, we offer a set of more immediate, specific objectives integral to achieving that goal.

These goals are to be viewed as allied with goals in the University's Diversity Plan and the accompanying unit Strategic Action Plans. Measurables corresponding to the diversity-related items below are found in those plans, evolve annually, and can be viewed at <http://oied.uoregon.edu/page/strategic-diversity-planning>.

Goal 1: To Achieve and Sustain AAU Excellence on a Human Scale

Our first goal is anchored to the University of Oregon's current and distinctive standing as the Oregon University System's flagship institution and only member of the AAU. Our AAU membership is critical to the State of Oregon as it enables a voice in important discussions of the future of research universities nationally and internationally. This goal marks our ongoing commitment to achieve and sustain the excellence embodied and required by AAU standards. However, we also recognize that our academic distinction is singularly and quintessentially Oregon—the "Oregon way" is marked by fierce but respectful independence of thought, a pioneering intellectual and industrious spirit, an unparalleled commitment to rigorous scholarship negotiated by and through an intimate community of scholars, and an institutional flexibility that can render results in a timely manner and, most notably, on a human scale. To achieve and sustain the excellence expected of an AAU institution, while maintaining a human scale and our quintessential identity, we envision a program of managed and marginal growth in line with the following objectives:

AAU Standards. Given the AAU's current ranking system, the UO's lack of certain professional schools puts our institution at something of a numerical disadvantage within that elite group. Nonetheless, our membership in the AAU remains an essential marker of our commitment to world-class excellence, and we intend both to guard and to improve the quality of undergraduate and graduate instruction and research by moving towards the AAU average in such measures as class size, library and IT infrastructure, faculty teaching load, student/teacher ratio, salaries, tenure vs. non-tenure-related faculty ratio and scholarly productivity.

Selective Flagship Institution. We seek to enhance our flagship status within the Oregon University System by attracting and admitting the most promising undergraduate students from

Oregon's diverse communities, other states, and the world. To this end, we will develop clear, comprehensive, and more selective admission standards that elevate our current admission criteria consistent with our academic mission and our role as the flagship university in the State of Oregon, while at the same time ensuring unbiased assessment of promise from all student groups. We commit to improving our student retention to the extent consistent with our public mission and to graduating most students within four years.

Access. We are committed to ensuring full access to the University of Oregon for all qualified Oregon high school students, regardless of financial need. This commitment will require not only sufficient financial aid to meet the full need of Oregonians consistent with the objectives of the Pathway Oregon program, but it will also require a directed effort to identify and address non-financial barriers. These barriers include, for example, first-generation status and English as a second language, which unwittingly limit access of many communities of Oregonians.

Institution Size. We intend to increase the size of the incoming freshman class and to grow the campus to a total of 24,000 students (from 20,300 students). This managed and marginal growth will provide the critical mass of students and economic self-sufficiency necessary to achieve the distinctive excellence we envision. We intend, however, to remain one of the smallest public flagship universities in the country, holding fast to our core value of liberal education on a human scale.

Graduate Students. We intend to increase the proportion of graduate students (excluding law) from 15 percent to above 19 percent, which is more reflective of our AAU peers. Graduate students enrich both the research and instructional enterprise on campus as they provide the critical support and creative energy that are essential elements of a tier-one research university. In the first place, we intend to develop self-supporting MA programs in the liberal arts, and sciences and the professional schools that expand our ability to address the growing workplace demand for students with graduate training. Even more importantly for our viability as a world-class research institution, we seek to reverse the decline in doctoral student enrollment (down by eight percent since 2003) and reach a stable enrollment of 1500 doctoral students within five years (in Fall 2007 there were approximately 1100 doctoral students).

Faculty Size and Quality. Any increase in student numbers must be met by an increase in faculty if we are to preserve our core educational mission -- especially because UO faculty/student ratios are already low, relative to our AAU peers. We seek to increase the number of faculty by 100 to 125 tenure-track faculty lines to accommodate the growth in the number of students, while at the same time enabling strategic investments in areas of instruction and research that will allow us to better serve the public interest as well as enhance our distinctive excellence. We seek to recruit and retain a superb and diverse faculty through competitive salaries, including funding for research and professional support.

Out-of-State and International Undergraduate Students. We intend to increase the percentage of out-of-state undergraduate students to 40 percent of the total undergraduate student body. These out-of-state students will help provide greater diversity within our student body and

the economic means to educate more Oregonians. We also intend to increase the number of domestic students from under-represented ethnic and racial groups and to return the international mix of students to pre-9/11 levels of eight percent. This expansion will deepen the diversity of the student body in terms of race, ethnicity, national origin, cultural and religious background, social class, and regional representation. This change in the mix of students will also stabilize the financial position of the institution. In this time of broad state disinvestment in higher education, financial stabilization will foster excellence in research and instruction, and provide increased access for low-income Oregonians.

Capacity. We seek to increase the number and quality of classroom and office space across campus, and to upgrade those that have not benefited from the recent and unprecedented campus construction. We intend to dedicate resources to improve classroom and office space in areas that have the greatest potential to improve the teaching mission and external reputation of the institution. At the same time, while increasing the capacity of our physical plant, we must also undertake a parallel expansion and upgrade of our information technology infrastructure. Accordingly, we will form a commission to oversee both the development of our IT infrastructure and the policy for its use. Staff support is critical to delivering excellent research and teaching at a larger size. We must thoughtfully grow the staff to provide this support.

Goal 2: To Promote the Cultivation of Intellectual Communities and Virtues

Our collective commitment is not simply to impart to our graduates the ability to succeed in a purely pecuniary sense. We recognize that the creation, maintenance and transfer of knowledge will not by itself successfully prepare our students for the inevitable changes of a rapidly shifting world. Our students must prepare for an uncertain and unpredictable future; they must be able to adapt to the increasing complexity of a myriad of political, environmental and economic forces, all acting on a global scale. Hence, we work to enable students to pursue a complete life that engages their talents, intellect, and spirit. Our second goal reasserts our commitment to this complete life of the mind, in all its agility and intellectual resilience and breadth. By nurturing a vital intellectual climate dedicated to core disciplinary strengths, interdisciplinary dialogue and global exchange, we will continue to promote the cultivation of intellectual virtues as the underpinning of our teaching, our service and our research.

Intellectual Climate and Visibility of Scholarship. We aim to develop multiple strategies (e.g., on-campus summer conferences, sustained signature invited lectureships) to bring nationally recognized scholars and their graduate students to campus and to Oregon. By these means we seek to engage the intellectual discourse and to make visible the scholarly and creative work of our own faculty and graduate students.

Connected Research. We are committed to a connected research enterprise that nourishes discipline-based core programs while encouraging the development of interdisciplinary and collaborative research. We will pursue targeted research and innovative initiatives that have exceptional promise to serve Oregon and the nation, engage government-university-industry partnerships, and foster collaborative research and instruction across departments, programs, centers, institutes, and colleges.

Interdisciplinary Research. Our capacity to communicate across disciplines is an important strength of our scholastic culture and has resulted in new programs and important publications. We will continue to foster creative, interdisciplinary activities and enhance our reputation as an intellectual community where specialists in different fields work together successfully and without institutional obstacles.

Internationalization. The University of Oregon already has a strong commitment to an international curriculum both on and off campus. Moreover, our faculty members carry out rich and diverse research on an international scale. We take pride in our institutional participation and leadership in many international associations. But given our increasingly transnational world, an even stronger commitment is essential. We need faculty and students who are able to research, think, and communicate across cultures. Thus, we aim to increase the number of UO students who study abroad from 25 to 33 percent, and likewise increase the number of faculty teaching abroad. We must, in addition, however, aim not only to "internationalize" our research, courses, and our student body, but actually to be an international institution by facilitating permanent faculty exchange, robust collaborative research efforts, easy accreditation of courses for and from universities abroad, collaborative research, and other modes of intellectual and cultural exchange.

Goal 3: To Enroll, Retain and Engage a Diverse Community

Our 2006 Diversity Plan states, "As members of the University community, we take it upon ourselves to protect and enhance all intellectual discourse and to discharge the obligations such investigation requires of us. To that end, we should constantly work to make ourselves more adept at understanding how race, ethnicity, national origin or citizenship, gender, religious affiliation or background, sexual orientation, gender identity, economic class or status, political affiliation or belief, and ability or disability affect the way we live and learn, so that we are better able to respond to intolerance and prejudice, which violate our purpose and mission. The University will not sacrifice quality for diversity because diversity is an important component of quality and the aspiration to enhance quality is at the heart of our University mission statement itself."

Our final goal is to promote a vibrant community where the wealth of human experience, knowledge and perspective may enrich the collective wisdom and life choices of us all. Such diversity is, indeed, the true brain-trust of higher education. The objectives for this goal comprise a range of tactics designed to ensure our ability to enroll, retain and inspire a student body, and a broader university community, that engages the full range of human life.

Leadership in Diversity. We seek to lead in offering a full spectrum of study and research on the past and present interactions of peoples, as well as the future needs of diverse communities to live in mutual respect. As the demographics of the state, region and world continue to change, leadership in building a just and equitable world becomes ever more salient. In order to build a community of scholarly perspectives and ideas drawn from a variety of life experiences, we intend to lead the state and region in the recruitment and retention of students, staff and faculty from diverse backgrounds.

Undergraduate Retention. We propose to increase the freshman retention rate from 82 to 90 percent across all student groups. Likewise, we intend to increase the graduation rate of entering undergraduate students from 62 to 70 percent. These objectives will require: (1) a systematic improvement in our efforts to identify and enroll high-achieving students who are initially well-matched to a tier-one research university; (2) a greater dedication to a more personal student experience with a curriculum and campus experience that addresses the needs of high achieving students; (3) a heightened ability to identify students who are at risk and the development of an infrastructure to meet their needs; (4) the provision of regularized and sufficient course offerings to ensure that students can graduate in four years; and (5) enhanced and effective academic advising that provides students with the information and resources they need to navigate academic requirements.

Graduate Student Recruitment, Retention and Success. We will ensure the successful recruitment, retention, and training of graduate students by: (a) increasing the level of financial support available to graduate students; (b) providing in-state tuition rates to doctoral students who have successfully completed their first year in residence; (c) extending at least a full-year, research or teaching assistant GTF appointment to doctoral students who have made satisfactory progress; and, where it is practical and desirable, (d) eliminating or significantly reducing the use of 400/500 level courses for graduate programs, and (e) supporting innovations in graduate curricula and programs that meet the changing needs of students.

High-Achieving Students. We plan to improve the identification of promising and high-achieving undergraduate and graduate students and in doing so, we declare a university-wide commitment to assist these students in garnering well-deserved national and international recognition such as the Rhodes, Marshall, Truman, Goldwater Scholarships, and National Science Foundation Graduate Research Fellowships.

Analyzing Student Experiences. How the student experience is shaped at the UO should be driven by data and best practices. The Schools and Colleges, Student Affairs, Undergraduate Studies, Graduate Studies, Academic Affairs, Institutional Equity and Diversity, and Institutional Research should actively coordinate participation in the top research consortiums and national surveys. In addition, faculty and staff in the named offices will be charged to develop innovative ways to sample our undergraduate and graduate populations to provide data and information about the students— who they are, what they need, how they will best flourish and learn — and to monitor and recommend improvements in the overall student experience.

Student Involvement. Engagement in the broad world of human experience is an essential component of a liberal education. Thus, we aim to strengthen the contributions that student involvement, leadership, student-faculty engagement, and community-service programs make to the overall learning of our students. Currently at 25 percent of the student body, we aim as much as possible to increase undergraduate student involvement in leadership programming, service learning and internships.

Residential University. We propose to develop facilities and spaces that enhance the residential quality of the university and complement the academic mission and values of the institution. By increasing our capacity to successfully house and serve students in the campus core and

thoughtfully renovating and constructing the buildings and spaces that enhance the student experience, we will ensure that our students will thrive in the university environment.

Strategic State-wide Initiatives. We seek to develop a strategic plan for academic and research programs in Portland, Bend, and other locales in Oregon with the explicit objectives of meeting our broad educational mission and adding value to the University as a whole, while serving the specific needs of Oregonians. Explicit consideration will be given to the tradeoffs of directing resources to these state-wide and regional initiatives and away from the home campus. Thus, the initiatives will not simply duplicate activities on the home campus, but rather supplement our teaching and research agendas with programs tailored for the local environment and meeting educational needs.

Strategy

To carry out our mission and to attain the goals described herein, we will employ a strategy of excellence, differentiation and focus. As we move forward in our funding choices, we will need to select a unique and coherent set of concentrations in order to assemble the critical mass to be excellent, with the agility to remain innovative and relevant. We will be big enough to be great, and small enough to be greater.

The University of Oregon consists of eight schools and colleges representing a letters and sciences core expressed through liberal arts and related professions: architecture and the arts, business, education, journalism, music and dance, and law. This focus enables rapid collaboration within a common understanding of our central values and virtues. Our strategy is to have the infrastructure and research expertise that no small liberal arts college can offer, yet be more coherent and nimble than an exhaustively comprehensive university like the largest of our sister AAU public institutions.

We commit to excellence in all we do. Our focus allows us to reach for this goal despite limited resources. We will align our multiple resource streams -- tuition, philanthropy, grants and contracts, and state appropriation -- to compete at the international level consistent with our AAU standing.

Yet with our resource constraints, we cannot move all parts of the University forward at the same pace. Our strategy takes advantage of our coherence and nimbleness to focus on a few areas, drive them to prominence, and then refocus while the initial areas maintain, if not improve their stature. We will repeat this process indefinitely, using a strategy of *phased focus*.

The accumulated wisdom and intellectual momentum derived from the traditional disciplinary structure of the University is crucial to our values and mission, and we affirm the importance of building and maintaining that structure. However, to capture the intellectual curiosity of potential donors, potential students, the legislature and the people of Oregon, we need to articulate our mission in a language that inspires with immediate relevance. Hence, focus areas are crafted as

interdisciplinary themes that each touch multiple areas of the University. These "*Big Ideas*" are designed to relate the intellectual endeavors of our faculty and students to their potential influence on the lives of the people of Oregon and beyond.

Exploitation vs. Exploration

For phased focus to produce uniform excellence at the University of Oregon over the long term, we must engage in two parallel processes. We must both (a) exploit current strengths to make that final push to prominence, and (b) explore new strengths and big ideas that are candidates for focus in the next phase. While resource allocation is focused on the current strengths, a seed program must be developed to enhance exploration.

Resource Focus

Each Big Idea must develop a funding model consistent with its relationship to our mission. Some may appeal to donors and rely on philanthropy to sustain excellence. Others may rely on external grants and contracts. Yet others may attract a new group of students to the University and base their funding on tuition revenues. Most resource models will likely include a mixture of sources.

Examples

During the blog discussion, on the order of 40 Big Ideas were proposed. We will soon begin the process of refining and selecting Big Ideas according to the process below.

Process

The first set of foci will be chosen in late Winter 2009. This will require a more formalized and systematic process in the next months to solicit, review and prioritize proposals responsive to the academic plan and associated criteria. Beyond that, we will annually review progress and cull unsuccessful foci in favor of emerging ideas. After three to five years, it is expected that an area of focus will be sufficiently advanced in its process of development, and will be able stand on its own without continued focused investment. New foci will be selected and the process repeated.

Criteria for selection of foci have been discussed on the academic plan blog. A current set under discussion include:

- Aligns with UO's mission and goals noted above
- Builds on existing UO academic and disciplinary strengths
- Demonstrates a "critical mass" of faculty interest and participation
- Fosters new cross-institutional collaboration and partnerships
- Supports strengthening of some existing disciplines
- Links to fundamental societal challenges and needs
- Benefits can be accessed and communicated
- Has a funding model from some combination of fund-raising, tuition and/or grant and contracts.
- Sustainable beyond the three to five year "focus phase"

Conclusion

This document is the result of an ongoing and robust process of debate and exchange in the University community. It represents the work and ideas of many individuals and sets forth the aspirations of the University of Oregon scholarly community for the ten year period 2009-2019. We have outlined above the values and mission that make us "quintessentially Oregon." We have described both the strengths and challenges of our current situation, and the goals we will achieve during this period. Finally, we have laid out a strategy of excellence, differentiation and phased focus that will take us into the future.

University of Oregon Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life
- a continuing commitment to affordable public higher education

University of Oregon Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

We further affirm our commitment to:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.



Proposal Title	Lead Dean	Lead Faculty Department(s)
A Faculty Cluster in Chemistry and Physics to Amplify Excellence in Energy and Sustainable Materials,	CAS	Chemistry & Biochemistry , Physics
Center for Genome Function	CAS	Biology , Chemistry & Biochemistry, Physics
Health promotion, obesity prevention, and human development	CAS, COE	Counseling Psychology & Human Services , Biology, Human Physiology, School Psychology, Special Education & Clinical Services
Integrated Analysis of Biological Networks	CAS	Biology , Anthropology, Chemistry, Computer & Information Sciences, Mathematics
Life at the Nanoscale	CAS	Chemistry & Biochemistry , Biology, Physics
Neurons to Minds (NtoM)	CAS	Psychology , Biology
Prevention and Intervention Sciences in Special Education	COE	Special Education & Clinical Sciences
Sports Product Initiative	AAA, LCB	Marketing, Management, Product Design
Sustainable Cities Initiative Research Hub	AAA, Law	Sustainable Cities Initiative , Architecture, Law, Planning, Public Policy and Management
Securing National Prominence in Volcanology, Volcanic Hazards, and Geothermal Energy	CAS	Geological Sciences



I. Title: **A Faculty Cluster in Chemistry and Physics to Amplify Excellence in Energy and Sustainable Materials**

II. Abstract:

The Center for Sustainable Materials Chemistry (CSMC) is a nationally demonstrated area of excellence housed at the UO. The Center is currently a \$20M project and is slated for Phase III renewal by the National Science Foundation in 2015. The proposed cluster hires will cement the UO as a top---five program in sustainable and energy materials and provide essential institutional match for the renewal proposal. Further, societal needs in energy and sustainability will drive research and funding trends over the foreseeable future. Addressing challenges in these important, high---impact areas requires collaboration between basic and applied scientists spanning disciplines, and strong connections to industry. We propose hiring three faculty members targeted to fill critical capability gaps and thus catalyze significant and sustained research growth. The UO will further establish itself as an international leader in energy and sustainable materials, enabling high---impact research and education that will transform society globally and invigorate regional economic development through CSMC's use---inspired research and student---centered innovation program.

III. Proposing Faculty

Name:

S. Boettcher, DW Johnson, DC Johnson,
J. Hutchison, R. Taylor, M. Deutsch

Departments: Physics and Chemistry & Biochemistry

Cluster Coordinator: Jim Hutchison

Department: Chemistry & Biochemistry

IV. College/Units Involved

Dean(s):

Dana Johnston (CAS Associate Dean for Natural Science) Andrew Marcus (CAS Dean, Lead)

Department(s):

Chemistry & Biochemistry (Lead) Physics
Materials Science Institute

V. Number and Level of each New Position Proposed:

We propose **three** new positions for the cluster, one at *up to* the full professor level, one *at up to* the associate level, and one at the assistant level. Two of the three positions will be joint---appointed between chemistry and physics. We also propose that all positions have a partial appointment (10---40%) in "Interdisciplinary Applied Science" to seed a major effort in applied science. The areas are defined as: (1) thin film devices, (2) computational materials, and (3) inorganic Materials synthesis.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.

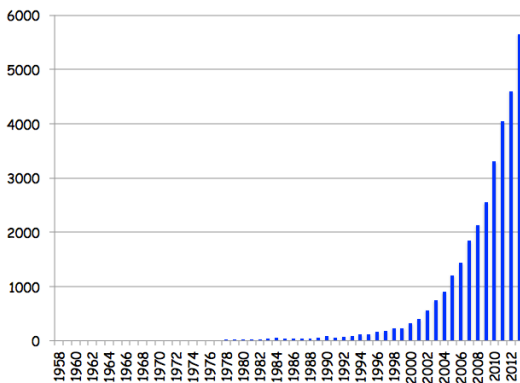


I. Title: **Center for Genome Function**

II. Abstract:

We propose a "cluster hire" to reestablish Oregon's preeminence in cutting-edge research on fundamental genetic mechanisms. Biological fields once driven primarily by individual investigators have matured to the point that they require interactive groups of experts to solve today's outstanding scientific problems in their more advanced states. We will build on our strengths and reputation to create a world-class center for integrated genetic and epigenetic studies, called the Center for Genome Function, focused on understanding processes that control the *function* of our genetic material (the "genome"). This area is currently of broad interest to scientists, journals, funding agencies and the general public. Moreover, it is widely regarded as both inherently exciting and important for applied sciences and human health (medicine, biotechnology, etc.). Genetic/genome research has benefited from astonishing technical advances, such as the development of "massively parallel DNA sequencing".

Researchers can now cheaply and easily determine the chemical basis of inheritance in any person or other living thing. Another reason the field has exploded is because of important discoveries and advances in understanding that created exciting new areas of research such as RNA biology, chromatin structure/function and "epigenetics",



which refers to semi-heritable processes controlling the function and fate of our genomes. The graph at left illustrates the explosive growth in annual publications in epigenetics. To gain a critical mass in the important and exciting area of genome function, we plan to hire three new faculty members in this area, including one carefully selected senior principal investigator who is already internationally recognized. To complement our current expertise, we will search for scientists with demonstrated abilities to solve cutting-edge problems pertaining to chromosome and nuclear architecture, function and dynamics. Those hired will span the narrowing divides between the disciplines of Genetics, Biochemistry, Cell Biology, and Physics. To

facilitate the research objectives of the Center and to build upon existing resources at Oregon, we suggest that the initiative should also include funding for parts of two supporting (non-tenure track) positions to establish Bioinformatics and Advanced Microscopy services, which will ultimately be largely self-supporting. Overall, we expect that our initiative will invigorate the Institute of Molecular Biology, affiliated Institutes and Departments, the University and the broader community.

III. Proposing Faculty

Prof. Eric Selker, Biology (coordinator); Assoc. Prof. Eric Johnson (Biology); Asst. Prof. Kryn Stankunas (Biology); Prospective Asst. Prof. Diana Libuda (Biology)

IV. College/Units Involved: College of Arts and Sciences/Institute of Molecular Biology (IMB)/Lead Department: Biology; Other Departments involved: Chemistry and Biochemistry; Physics.
Associate Dean of Natural Sciences, Dana Johnston; Dean W. Andrew Marcus.

V. Number and Level of Each New Position Proposed:

Three faculty positions (1-2 Associate or Full Professor; 1-2 Assistant Professor) and two half-time Research Associates to serve Bioinformatics and Microscopy Centers.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Health Promotion, Obesity Prevention, and Human Development**

II. Abstract:

Health promotion and obesity prevention is a growing field of study that is multi-disciplinary and integrates the fields of psychology, biology, human physiology, and medicine. The United States is leading the way in this epidemic health crisis, with two-thirds of adults and nearly one-third of children classified as obese, and with those living in poverty and ethnic minorities over-represented among obese populations (IOM report, 2012). Statewide, 27% of Oregonians are obese and these rates are comparable to the national average (CDC, 2010). This epidemic has led to a number of federal initiatives, including a “Let’s Move” campaign led by Michelle Obama, aimed at examining the etiology of obesity as well as prevention programs that target children, adolescents, and adults. Federal funding over the past few years is increasing in the area of health promotion and obesity prevention, yet at the University of Oregon, we have very few faculty who are able to take advantage of such funding opportunities, despite our long-standing strengths in prevention, education, human physiology, and biology. A cluster hire in health promotion and obesity prevention that builds on these cross-disciplinary strengths at the UO would create synergy among these programs, enhance collaborations with colleagues across campus, increase federal grant support and research funding, and build on current areas of excellence. Our top ranked graduate and research programs of study at the UO in prevention science, education, human physiology, and biology have partnered together to prepare this proposal.

III. Proposing Faculty

Cluster Coordinator: Beth Stormshak, Ph.D.; Director, Prevention Science Institute, Professor, Counseling Psychology and Human Services (CPHS)

Faculty: Leslie Leve, Ph.D.; Associate Director, Prevention Science Institute, Professor, CPHS
Laura Lee McIntyre; Professor, School Psychology, Special Education and Clinical Services

Christopher Minson, Ph.D.; Professor and Chair, Department of Human Physiology

William Cresko, Ph.D; Professor, Biology and Director of the Institute of Ecology and Evolution, Department of Biology

Benedict McWhirter, Ph.D., Professor and Head, Counseling Psychology and Human Services.

IV. College/Units Involved

Dean(s):

Lead Dean: Mia Tuan, Ph.D. COE; Andrew Marcus, Ph.D., CAS

Department(s):

Lead: College of Education/Counseling Psychology and Human Services (CPHS) College of Education/School Psychology, Special Education and Clinical Services

College of Arts and Sciences/Department of Human Physiology

College of Arts and Sciences/Department of Biology

Prevention Science Institute

V. Number and Level of each New Position Proposed:

5 positions total: 2 Assistant Professor tenure-track faculty (Biology and CPHS), 3 Associate Professor tenure-track faculty (School psychology, Human Physiology, and CPHS).

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Integrated Analysis of Biological Networks**

II. Abstract:

Researchers at the UO helped spur the central scientific revolution of the last half of the 20th century: understanding the molecular basis of inheritance and its central role in development, neurobiology, evolution and ecology. Our current challenge is uniting analysis of thousands of single genes into a comprehensive understanding of how complex organisms are built, from cell to brain. This effort requires innovative integrated approaches that combine molecular biology with genomics, advanced imaging, computational biology and mathematical modeling to address fundamental questions about the nature of living systems, as well as creating novel solutions to improving human health. We propose to create a new overarching structure that unifies many areas of existing strength within the life sciences to address pressing scientific questions using integrative approaches. The overall plan consists of five different synergistic focal research areas (neural circuits, host-microbe systems, cellular dynamics, signaling networks, and functional genomic systems) that serve as hubs for building new and innovative programs built around the functional analysis of biological networks at variety of scales. The program links existing faculty together in new ways *via* crosscutting cluster hires (Figure 1). Although multiple phases of cluster hires will serve to support this new structure, here we propose to concentrate on the first phase of this effort by focusing on hires within a quantitative/ computational cluster. This cluster will be built around stellar senior hires and will leverage ongoing investments in integrative mathematical and “big data” approaches across the sciences. These new hires will help to propel the UO to a leadership position at the front an emerging area of the life sciences, while enhancing programmatic funding, research connections and scholarly excellence across the campus.

III. Proposing Faculty

William Cresko (Coordinator)	Dept. of Biology; Director, Institute of Ecology and Evolution
Karen Guillemin	Dept. of Biology; Director, NIH META Center for Systems Biology
Eric Johnson	Dept. of Biology; Institute of Molecular Biology
Cris Niell	Dept. of Biology; Institute of Neuroscience
Raghuveer Parthasarathy	Dept. of Physics; Material Science Institute
Patrick Phillips	Dept. of Biology; Associate Vice President for Research
Ken Prehoda	Dept. of Chemistry; Director, Institute of Molecular Biology

IV. College/Units Involved

Dean(s): Andrew Marcus, Interim Dean, CAS
Departments: Anthropology, Biology (lead), Chemistry, Computer and Information Sciences, Mathematics, Physics
Institutes: Ecology and Evolution (IE²), Molecular Biology (IMB), Neuroscience (ION)

V. Number and Level of each New Position Proposed:

We propose hiring 2 senior (Full Professor) faculty who are established leaders in the field, and 3 junior (Assistant Professor) faculty. One faculty line would be contributed as a replacement hire from within Biology, with the potential of additional faculty lines being leveraged from within our ongoing Math-Bio hiring initiative.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Life at the Nanoscale**

II. Abstract:

We propose to hire three new faculty members to understand "Life at the Nanoscale". This cluster hire would be rooted in the field of structural biology, which seeks to understand how the positions of atoms in biological macromolecules such as proteins and DNA dictate how cells move, divide, differentiate, and metabolize, and how dysfunctions in these processes cause disease. The "Life at the Nanoscale" cluster hire will build on our existing strengths in structural biology, creating synergies between existing and new faculty from multiple departments, taking advantage of instrumentation and infrastructure already in place at the UO, and improving our ability to obtain extramural funding. The university has a long-standing strength in the technique of x-ray crystallography (c.f. Brian Matthews, Jim Remington, and now Berglund, Nolen, Prehoda), which is used to determine static pictures of biological molecules at atomic-level resolution. Recently developed technologies complement x-ray crystallography to dramatically improve the imaging of larger subcellular structures and their dynamic movements, and are transforming the foundational understanding of biology. We propose to hire world-class faculty using these new technologies to address problems that complement research programs now at the UO. Doing so would stimulate existing UO research programs, increase our ability to attract stellar new faculty in the biosciences, and enhance our ability to compete for extramural funding.

III. Proposing Faculty

Name, (Department):

Alice Barkan (Biology), Bruce Bowerman (Biology), Victoria DeRose (Chemistry and Biochemistry), Kurt Langworthy (CAMCOR Director), Ben McMorran (Physics), Brad Nolen (Chemistry and Biochemistry), Ken Prehoda (Chemistry and Biochemistry), Mike Strain (CAMCOR NMR Facility Director).

Cluster co-coordinators, (Department):

Brad Nolen (Chemistry and Biochemistry), Ken Prehoda (Chemistry and Biochemistry)

IV. College/Units Involved

Dean(s): Andrew Marcus, College of Arts and Sciences

Department(s): Chemistry and Biochemistry (lead), Biology, Physics

V. Number and Level of each New Position Proposed:

(1) Cryo-electron microscopist (junior, phase 1)

(2) Nuclear magnetic resonance spectroscopist (junior, phase 1)

(3) Correlative electron/super-resolution microscopist (junior, phase 2)

Although we anticipate hiring junior-level faculty, outstanding senior candidates may be considered.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Neurons to Minds (NtoM)**

II. Abstract:

The *Neurons to Minds (NtoM)* Cluster focuses on explaining the full cascade of events that lead from neuron-level processes to whole-brain networks and to human behavior. Worldwide, there are only very few institutions positioned to implement such an integrative vision—where neuroscientists on different levels truly work together. However, at the University of Oregon a very strong group of systems and cognitive neuroscientists with a proven track record of external funding are already engaged in collaborative projects. To fully realize the existing potential we propose hiring one senior-level researcher each in the area of systems neuroscience and cognitive neuroscience in Phase 1, with potential junior-level hires in Phase 2. The individuals targeted for these positions all provide critical knowledge and tools to foster cross-level integration, they would bring strong external funding, and they have expressed interest in Oregon. The NtoM cluster is an ideal fit with the vision and the existing infrastructure of the Lewis Integrated Science Building (LISB). It would bring usage of critical shared resources such as the Vivarium and the Lewis Center of Neuroimaging (both housed in LISB) towards full capacity and financial stability. Finally, it would not only move the needle forward in terms of critical performance parameters (publications and grant funding), it would also help fighting off a very real retention threat focused on key members of the proposed cluster.

III. Proposing Faculty

Name: Ulrich Mayr
Cluster Coordinator: Ed Awh

Department: Psychology
Department: Psychology

IV. College/Units Involved

Dean(s): Andrew Marcus
Department(s): Psychology (lead) and Biology

V. Number and Level of each New Position Proposed:

Phase 1: 2 Associate/Full Professor Positions
Phase 2: 2 Assistant Professor Positions

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Prevention and Intervention Sciences in Special Education**

II. Abstract:

The *Prevention and Intervention Sciences in Special Education* cluster hire will enhance and accelerate faculty excellence in the UO special education program. Moreover, it will have an immediate and significant impact on AAU metrics by expanding and stabilizing a collaborating network of scholars who will contribute to a substantive initiative focused on prevention and intervention sciences in special education. The special education program is currently the highest ranking program at the UO. However, this program is in a critical period of transition and requires an “intensive” dose of fiscal support if it is to continue and expand its unprecedented legacy of scholarship, external research funding, nationally recognized intervention, pedagogy development and innovation; high quality graduate programs, and national policy leadership in the field. The current proposal builds upon existing strengths while rapidly elevating our research, demonstration, and instructional efforts to a nationally dominant level. We are proposing a cluster of five new hires, one of whom will be funded by the COE. We estimate that this investment will lead to a doubling of our research and scholarly productivity, open new opportunities for external funding, and greatly enhance linkages between our research and graduate training efforts.

III. Proposing Faculty

Christopher Murray	Department: SPECS (Chair)	https://education.uoregon.edu/users/murray
Rob Horner	Department: SPECS	https://education.uoregon.edu/users/horner
Edward J. Kame'enui	Department: SPECS/EMPL	https://education.uoregon.edu/users/kameenui

Cluster Coordinator: Christopher Murray, SPECS

IV. College/Units Involved

Dean(s): Mia Tuan, College of Education

Department(s): Special Education & Clinical Sciences (SPECS)

V. Number and Level of each New Position Proposed:

Special Education & Clinical Sciences: One Associate/Full in Behavioral Supports
Special Education & Clinical Sciences: One Associate/Full in Academic Intervention
Special Education & Clinical Sciences: One Associate/Full in Applied Research Methodology
Special Education & Clinical Sciences: One Assistant in Behavioral Supports
Special Education & Clinical Sciences: One Assistant in Academic Interventions

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Sports Product Initiative**

II. Abstract:

The Sports Product Initiative (SPI), with its focus on sustainability, innovation and globalization, is a unique opportunity for UO at a unique time in its history. As we realize the new Institutional Board and freedom from the Oregon University System, SPI presents an exceptional opportunity to demonstrate the positive impacts of the public higher education reorganization. We can show early on that we are committed to supporting economic development in the state by taking a major step to solidify the state's hold on the alpha-cluster of sports product companies in Portland, the Gorge and the Valley. The primary business model for the Initiative is tuition from new graduate students and fundraising. The cluster hire funds demonstrate that UO central administration is an early and active participant in this move to support the state's economy. SPI also presents a unique opportunity to establish a new level of cross-disciplinary education and research with a fundamental merging of Business and Product Design, and additional engagement with Journalism, Law, Green Chemistry and Human Physiology. Design has been appropriated by many disciplines in the last decade. It is seen as an incredible value-added in developing models for working on complex and unpredictable challenges. This collaboration authentically maps the disciplines onto each other, bringing design thinking and precise management practice together for an industry already rooted in these efforts. The programs bridge Eugene and Portland with components in each location.

III. Proposing Faculty

Name: Kiersten Muenchinger

Department: Material Studies and Product Design

Name: Dennis Howard

Department: Marketing

Name: Ellen Schmidt-Devlin

Department: Sports Business

Name: Roger Best

Department: Marketing

Cluster Coordinator: James Bean

Department: Decision Sciences

IV. College/Units Involved

Dean(s): (If more than one, please designate lead)

Kees de Kluyver, LCB (lead)

Frances Bronet, AAA

Department(s): Product Design, lead for Product Design hires

Marketing, lead for Marketing hire

Management, lead for Management hire

V. Number and Level of each New Position Proposed:

- a. Associate Professor of Product Design, 60% cluster funded, 40% SPI funded
- b. Assistant Professor of Product Design, 60% cluster funded, 40% SPI funded
- c. Marketing Strategy and Retailing, 60% cluster funded, 40% SPI funded
- d. Product Development Management, 60% cluster funded, 40% SPI funded
 1. One of c. and d. will be senior and one junior
- e. All faculty will teach a standard course load for their program (5 courses for PD and 4 in LCB, presuming they are research active). They will teach in Portland and Eugene. The senior hires may have administrative duties that offset some teaching.
- f. The primary location for the new master's programs and their faculty is Portland.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.



I. Title: **Sustainable Cities Initiative Research Hub**

II. Abstract:

The Sustainable Cities Initiative (SCI) is an existing, well-established, award-winning, internationally recognized, multi-disciplinary effort focusing on sustainability, an area of deep strength at the UO and an area of urgent national and international importance. SCI's work spans five UO schools and colleges (AAA, Law, Journalism, CAS, Business) and works across all institutional functions, including education via its internationally recognized Sustainable City Year Program (SCYP), applied research via more than \$1,000,000 in externally funded research over the last four years, service to Oregon communities, reforming higher education nationally through nationalization of SCYP, policy engagement through submission of Congressional testimony, and international professional training in China and Africa. SCI already functions as a cross-disciplinary hub of activity, in part due to its award winning, cross-disciplinary pedagogical model - SCYP - and in part due to cross-disciplinary research and training work. ***There exists an enormous potential to expand this cross-disciplinary activity and transform SCI into a nationally and internationally recognized think-tank on Sustainability and the Built Environment.*** Our focus is on sustainable urbanism, which squarely addresses the planning, design, policy, and economics of cities with an explicit interest in linking rigorous research with policy change and professional implementation. The proposed faculty positions would be supported 60% in a tenured home department and 40% in SCI with expectations that a portion of FTE will be directed toward SCI-oriented service, including leading symposia, developing new initiatives, organizing complex grants, etc., This cluster hire would be a significant investment that would transform an area full of individual strengths, to a coordinated think-tank that raises UO's international prominence.

III. Proposing Faculty

Cluster Coordinators: **Nico Larco** (SCI Co-Director / Architecture)

Marc Schlossberg (SCI Co-Director / PPPM)

Name: Adell Amos (Law)

Heather Brinton (Environmental and Natural Resources Law)

IV. College/Units Involved

Dean(s): **AAA – Frances Bronet** (LEAD), Law - Michael Moffitt

Department(s): **Sustainable Cities Initiative** (technically not a college or unit) (LEAD), PPPM, Architecture, Law

V. Number and Level of each New Position Proposed:

Professor in Land Use and Green Development Law – Associate or Full. Law School.

Professor in Sustainable Real Estate – Associate or Full. AAA – PPPM Program.

Professor in Transportation Modeling and Metrics – Associate or Full. AAA – PPPM Program.

Professor in Sustainable Urban Design – Associate or Full. AAA – Architecture Program.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.

I. Title: **Securing National Prominence in Volcanology, Volcanic Hazards, and Geothermal Energy**

II. Abstract:

Volcanic eruptions are spectacular manifestations of a dynamic earth, and the UO has had a strong and widely respected program in volcanology since the 1960s. With Earth's rapidly growing population, more people and infrastructure globally are at risk from volcanic eruptions, particularly in developing nations and the Pacific Rim countries as a whole. While the effects of volcanic eruptions are felt immediately in nearby population centers, an eruption can also have global impacts that last for years. Recent examples include the 2010 eruption in Iceland that shut down western Europe's airports in 2010 costing airlines \$1.7 billion, and the 1991 eruption of Mt. Pinatubo that ejected enough gas and particulates into the atmosphere to affect global weather patterns for the next year. This is an exciting time in volcanological research because the inherently interdisciplinary nature of the field, rapidly evolving new technologies, advances in computer modeling, and emerging ability to handle very large datasets ensure that dramatic scientific advances are on the horizon. In the upcoming decades we will likely be able to make accurate, intermediate-term (hours to weeks) eruption predictions, thereby greatly mitigating volcanic hazards. Volcanic systems also have the potential to be a source of renewable geothermal energy to help sustain our nation's evolving energy needs. With several focused hires we have a unique opportunity to "move the needle" in this area and become the top academic center for the study of volcanoes in the U.S. and one of the top 3-5 programs worldwide.

III. Proposing Faculty

Paul Wallace, Ilya Bindeman, Rebecca Dorsey, Emilie Hooft, Leif Karlstrom, Mark Reed, Alan Rempel, Amanda Thomas, Jim Watkins (all in Department of Geological Sciences)

Cluster Coordinator: Paul Wallace

Department: Geological Sciences

IV. College/Units Involved:

College of Arts and Sciences Dean(s): Andrew Marcus

Department(s): Geological Sciences

V. Number and Level of each New Position Proposed:

We have identified five research fields that we believe will be at the forefront of exciting new discoveries in volcanology over the next several decades. The first three would form the core of a world-class center focused on active volcanic processes and hazards. The last two would expand this initiative into a comprehensive program integrating volcanology with energy and resource development and a broader range of geologic hazards, and it would better connect us with other research units across campus. The first position is an existing vacant position created by the recent resignation of Kathy Cashman, and thus our proposed initiative consists of four new positions. Given our existing strengths, we anticipate that most hires will be at the Assistant Professor level. However, the program would benefit from the option of considering candidates at the Associate level for the first two positions to allow us to build critical mass more rapidly.

1. Physical Volcanology (Associate Professor): field-based studies of volcanic eruptions tied to textural and chemical studies of ash and lava and development of hazard assessment models.
2. Volcano Geodesy & Remote Sensing (Associate Professor): use of satellite and ground-based instruments for monitoring deformation of volcanoes, eruption processes, and the transport of ash and gas in the atmosphere.
3. Computational Modeling (Assistant Professor): numerical modeling to investigate the physics of volcanic plumes, pyroclastic flows, and ash deposition, with applications to human and aviation hazards.
4. Geothermal Energy (Assistant Professor): geophysical and geochemical studies of geothermal systems and their potential as energy resources, with links to industry and resource development in Oregon.
5. Radiogenic Isotope Geochemistry (Assistant Professor): cutting-edge methods for measuring ages of past eruptions to understand how volcanoes work and the effects of large eruptions on climate, Earth's environment, and biodiversity.

Working with Cluster of Excellence proposers and participating deans, central administration will refine specific hiring plans based on available facilities, funding and institutional support structures.

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

Resolution: Program Approval – Master of Science in Sports Product Management

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

Whereas, the Lundquist College of Business has proposed a new graduate degree program that is a Master of Science in Sports Product Management;

Whereas, this proposed program has received thoughtful and deliberate evaluation through both internal and external review processes to ensure that it is well-vetted and meets critical component requirements;

Whereas, there is support for this program from those engaged in such reviews as well as from University of Oregon alumni and stakeholders; and

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 refers to the Board of Trustees as a seconded motion, recommending passage, approval of the Master of Science in Sports Product Management as approved by University of Oregon Graduate Council as a new graduate degree program at the University.

Moved: _____

Seconded: _____

Trustee	Yes	No
Chapa		
Coltrane		
Curry		
Ford		
Schlegel*		
Wilcox		
Willcox		

**Materials prepared prior to the confirmation of Trustee Schlegel; her ability to cast a vote is dependent on her status at the time of this action.*

Dated: _____ of _____, 2014.

Initials: _____

Master of Science in Sports Product Management

Summary¹

December 3, 2014

Month and Year: Program Proposed Start Date: September 2015

Program Description and Justification

1. Identify the institution, degree and title of the program.
University of Oregon. Master of Science in Sports Product Management.
2. Describe the purpose and relationship of the proposed program to the institution's mission and strategic plan.
This program will be a pioneer in combining traditional classroom teaching and intensive experiential learning. The experiential learning will include experiences in both the innovation lab (maker space) and the innovation store (Retail space).

The program was developed in accordance with the white paper on experiential learning developed by Ron Bramhall, LCB faculty, in 2006. The program will serve an established need in the sports product industry, an alpha-cluster of companies in Oregon. The Sports Product industry has partnered with UO in the development of this program, with over 36 industry executives, representing 18 different companies serving on the Sports Product Management industry advisory board. The companies have agreed to take interns, as well as provide jobs for our graduates. This serves the UO goal to aid in economic development in the state. The Sports Product Institute will support research pertinent to its mission including marketing, cost accounting, sustainable business, product design, human physiology and green chemistry. This is consistent with the AAU mission of the UO.

3. What evidence of need does the institution have for the program?
This program was developed after intensive market research. Individual interviews and focus groups involving over 150 senior executives in the sports product industry met to answer the question – “what is the greatest educational need of this industry that UO could address?” The program designed here is the output of those discussions. Further, there is a 36 person External Advisory Board, representing 18 sports product companies, that meets thrice yearly to continue input on the development of the program. We also conducted interviews with approximately 50 current Warsaw Sports Marketing Center affiliated undergraduate and MBA students, as well as LCB alumni affiliated with the Warsaw Sports Marketing Center currently working in the sports product industry. Their support was strong, and they felt this would be a valuable addition to the UO efforts to create an educational pathway into the sports product industry. The first offerings have been multiple day workshops. The last four workshops have sold out, with participants attending from across the USA as well as international participants.

¹ Format and content consistent with HECC docket submission

This program will not cannibalize sports business students affiliated with the Warsaw Sports Marketing Center as they address very different segments of the sports industry. Sports business is involved in the service sector including events, sponsorships, and marketing. Students typically have backgrounds in marketing, management, humanities, social sciences and journalism. Sports product overlaps the manufacturing or product sector. Students will have backgrounds in bio-mechanics, engineering, chemistry, design, supply-chain management or business. Together, Warsaw and Sports Product place UO at the forefront of education and research for the sporting industry, a critical sector of the Oregon economy.

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

PSU has recently initiated an undergraduate certificate in Sports Retailing. The UG Sports Product certificate at PSU aims at educating students for sports product retailing. PSU has no product design so their program is structured very differently than our proposed MS program. PSU is also offering a non-credit certificate in Athletic & Outdoor Sports Management through their Academic Extension Department. These programs are complementary and also needed by the industry. We are meeting with PSU leadership to collaboratively present the collection of programs to the industry.

5. What new resources will be needed initially and on a recurring basis to implement the program? How will the institution provide these resources? What efficiencies or revenue enhancements are achieved with this program, including consolidation or elimination of programs over time, if any?

We have already raised funding necessary to get us to program launch/tuition flow. We have a long-term business model that is based on endowment, operational gifts, and tuition funding flowing from the University budget model. The LCB Board of Advisors has indicated that raising \$20MM for this program should be relatively easy and have committed to assisting us in that endeavor. Rick and Erika Miller are the lead donors with committed gift of \$15MM. An additional gift of \$5MM is under discussions with another donor. The program is ranked highly in LCB priorities for the upcoming campaign. The partner master's in product design is ranked highly in the AAA and University priorities for the campaign. The program startup expenses are being covered by gifts of \$525,000 in addition to the \$400,000 loan from the provost's office to be repaid from program proceeds. The University's Strategic Initiative process provided an additional \$150,000 for program startup.

All appropriate University committees have positively reviewed the proposed program.

Recommendation to the Board of Trustees of the University of Oregon

The Board of Trustees of the University of Oregon is asked to authorize the University to seek approval from the Oregon Higher Education Coordinating Commission for the establishment of an instructional program leading to a [Master of Science in Sports Product Management](#), effective [Fall 2015](#).

UO New Program Approval Process
Example: Sports Product Management

Stages	Rationale	<i>Sports Product Management</i>	Standard process <i>timeframe</i>	Guidance for proposers	Complications which may result in delays
DEVELOPMENT DEPARTMENTAL APPROVAL		2013 – 2014 <i>Initial meeting with Academic Affairs: May 8, 2013</i>	Proposing faculty Department head Department faculty or curriculum committee <i>highly variable</i>	Faculty are encouraged to consult dept. heads and the dean's office when contemplating a new degree program. Associate deans or college curriculum coordinators provide advice on timelines and proposal development, consulting with Academic Affairs or other units as needed. For graduate programs, early contact with the Graduate School is strongly encouraged.	<ul style="list-style-type: none"> • Program dependent on external funding, new faculty, or other contingencies. • Extensive collaboration. • Unresolved questions regarding procedures and timing.
SCHOOL / COLLEGE APPROVAL	Funding for academic programs flows through the deans.	<i>April 25, 2014</i>	School/College faculty or curriculum committee <i>1-4 months</i>	Each school or college maintains its own procedures and deadlines for curriculum development. Faculty are urged to consult the dean's office.	<ul style="list-style-type: none"> • Incomplete or contradictory information in proposal. • Substantive revisions requiring another full review. • Delays in response to review committee.
(OFFICE OF ACADEMIC AFFAIRS)		<i>Received (incomplete) : May 15 Forwarded to Graduate School: May 16 (Graduate Council's final meeting May 21; full agenda)</i>	Review and forward to appropriate committee(s) <i>Goal: 1 week</i>		
(CONSULTATION)		<i>June – October:</i> <ul style="list-style-type: none"> • <i>clarify curriculum</i> • <i>collect missing materials</i> • <i>arrange external review</i> 	(Consultation typically coincides with development and university review. For SPM, this consultation attempted to make effective use of the summer gap between Graduate Council meetings.)		
UNIVERSITY CURRICULUM COMMITTEE APPROVAL (Undergraduate or Graduate Council)	UO Constitution, ORS, and NWCCU provide for faculty role in academic programs. Undergraduate and Graduate Councils are charged with responsibility for ensuring UO standards in instruction.	<i>Graduate Council: Oct. 15 (1st meeting of fall term)</i> <i>Graduate Council: Nov. 19 (revised proposal and external review report)</i> <i>Approval: Nov. 26</i>	Undergraduate Council or Graduate Council <i>3-10 weeks (During academic year, UGC meets biweekly, GC meets monthly)</i>	Faculty are invited to present and discuss the proposal. Questions, suggestions, and required revisions are provided in writing. Prompt submission of responses or revisions is expected.	<ul style="list-style-type: none"> • Incomplete or contradictory information in proposal. • Substantive revisions requiring another full review. • Delays in response to review committee. • Summer gap in meeting schedule. • Number of proposals in queue.

Stages	Rationale	<i>Sports Product Management</i>	Standard process <i>timeframe</i>	Guidance for proposers	Complications which may result in delays
EXTERNAL REVIEW (new graduate programs only)	Required by HECC (Previously conducted after initial submission to Provosts' Council)	<i>Site visit: Oct. 27-28</i> <i>Report received: Nov. 3</i>	Site visit by 3 external reviewers External review report Unit response to report <i>1-3 months</i>	Graduate School works with proposing unit(s) to identify reviewers, arrange site visit, conduct review, and collect report. Proposing units provide response to issues raised in the report.	<ul style="list-style-type: none"> • Scheduling delays. • Late report. • Delays in response to report.
UNIVERSITY SENATE APPROVAL	UO Constitution, ORS, and NWCCU provide for faculty role in academic programs.	<i>Submitted: Nov. 26</i> <i>Senate vote: Dec. 3</i>	Vote to accept approval of council <i>3-4 weeks</i> <i>(monthly meetings during academic year; posted 2 weeks in advance)</i>		<ul style="list-style-type: none"> • Summer gap in meeting schedules.
UO BOARD OF TRUSTEES APPROVAL	Policy on Retention and Delegation of Authority (June 2014) requires Board approval prior to submission to HECC.	<i>ASAC: Dec. 10</i> <i>Full Board: Dec. 11</i>	Review and approval. <i>1-3 months</i> <i>(quarterly meetings)</i>		
STATEWIDE PROVOSTS' COUNCIL APPROVAL	Required by HECC	<i>January 8, 2015</i> <i>(deadline: Dec. 18)</i>	Comment by other Oregon public universities. Review and approval. <i>1-2 months</i> <i>(monthly meetings; submission 3 weeks in advance)</i>		
HECC APPROVAL (Higher Education Coordinating Commission)	Under SB 270, HECC retains authority for approval of "significant changes" to a university's academic programs.	<i>February 12, 2015</i> <i>(deadline: Jan. 22)</i>	Approval. <i>approx. 1 month</i> <i>(monthly meetings; submission 2 weeks in advance)</i>		
PROGRAM IMPLEMENTATION		<i>September 2015</i>	 <i>Typically the first fall term following approval</i>		<ul style="list-style-type: none"> • Initiating unit needs additional time to prepare. • Funding or faculty constraints. • Recruitment cycle for students delayed until program approval completed.

- Submission to Northwest Commission on Colleges and Universities (NWCCU) managed concurrent to final stages of approval.



Review and Approval of New Programs: Checklist

Proposed New Degree Program: Master of Science in Sports Product Management

Expected Implementation Date: Fall 2015

Program Rationale

- ☒ Evidence of need or market demand, including (1) expected student enrollment, (2) characteristics of students to be served, and (3) expected career paths for graduates
- ☒ Relationship to existing curricular offerings at the university
- ☒ Relevance for university, school/college, and department missions, goals, and priorities
- ☒ Explanation if similar programs are offered at other institutions in the state

Course of Study

- ☒ Coherent curricular design with appropriate breadth, depth, sequencing of courses, and synthesis of learning
- ☒ Appropriate content and rigor for degree level and type
- ☒ Curriculum reflective of current standards in the field
- ☒ Program requirements consistent with existing UO academic policies and standards
- ☒ Identified expectations for student learning

Support for Students

- ☒ Clearly defined requirements for completion within a suitable time frame
- ☒ Adequate provision for student advising and mentoring

Faculty, Facilities, and Financial Resources

- ☒ Sufficiency of instructional faculty to initiate and sustain the program, including the proportion of tenure-related and non-tenure-related faculty
- ☒ Adequacy of staffing
- ☒ Arrangements for any special facilities, equipment needs, and/or library resources
- ☒ Sound budget model for implementing and sustaining the program
- ☒ Commitment of other units to provide faculty or courses on which the program is dependent

Accreditation

- ☒ Plans and capacity for meeting accreditation standards, if relevant

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee Meeting
December 10, 2014**

Agenda Item #7

There are no materials for this section

SUMMARY
RESOLUTION RELATING TO REQUIRED DISCLOSURE BY THE UO OMBUDSPERSON

UO Policy 571-003-0025(2)(a), formerly an Oregon Administrative Rule, states that:

University employees with credible evidence that any form of prohibited discrimination is occurring have the responsibility to inform their supervisors or the Office of Affirmative Action. Credible evidence is evidence of the kind that prudent people would rely on in making important personal or business decisions;

Because of this reporting rule, UO's ombudsperson is a "responsible employee" for Title IX purposes under guidance issued by the U.S. Department of Education's Office of Civil Rights (OCR). That is so because OCR guidance defines a "responsible employee" as any employee:

1. who has the authority to take action to redress sexual violence;
2. who has been given the duty of reporting incidences of sexual violence or other student misconduct to the Title IX coordinator or other appropriate school designee; or
3. whom a student could reasonably believe has the authority or duty to redress or report sexual violence.

Responsible employees have certain Title IX obligations: they must report to the Title IX coordinator, or other appropriate school designee, all relevant details about alleged sexual misconduct, including the names of the alleged perpetrator, the alleged victim, and other students involved. A school is deemed to have notice of sexual misconduct when a responsible employee knows or should have known of the misconduct. Once a school is notified of sexual misconduct or other actions prohibited by Title IX, a school must take immediate action to: (1) eliminate the prohibited actions; (2) prevent the prohibited actions from recurring; and (3) redress any effects of the prohibited actions.

To enable UO's ombudsperson to maintain the confidentiality of information he/she receives about prohibited discrimination, UO Policy 571-003-0025(2)(a) must be amended to exempt the ombudsperson from mandatory reporting obligations. The italicized language below amends 571-003-0025(2)(a) to accomplish that goal.

University employees with credible evidence that any form of prohibited discrimination is occurring have the responsibility to inform their supervisors or the Office of Affirmative Action. Credible evidence is evidence of the kind that prudent people would rely on in making important personal or business decisions. *Notwithstanding the above, University employees designated as an "ombudsperson" who receive information about prohibited discrimination from persons participating in the University's ombuds program are not required to disclose that information to other persons, unless: (1) the person providing the information consents to the disclosure; or (2) failing to disclose information could create in imminent risk of serious harm.*

If adopted by the Board of Trustees, this language will remove the ombudsperson from the second OCR definition of "responsible employee" listed above.

To ensure the ombudsperson is not considered a “responsible employee” under the first and third OCR definitions, additional steps beyond the proposed amendment should be taken to clarify that the ombudsperson has no authority to take action to redress prohibited discrimination, nor the duty to report it or any other misconduct to university officials with the authority to redress misconduct. In addition, action should be taken to ensure students would not reasonably believe the ombudsman has authority to take action to redress prohibited discrimination or the duty to report it to university officials with the authority to redress misconduct.

These limits on the ombudsperson authority and duties should be communicated broadly on the Ombuds Office website and in the Ombuds Office charter. Information detailing these limitations should also be provided to all reporters. The ombudsperson’s job responsibilities should also specify that the ombudsperson has no authority to take action to redress prohibited discrimination, nor the duty to report it to university officials with the authority to redress misconduct. These additional steps should dispel any reasonable belief that the ombudsperson (1) has authority to take action to redress sexual misconduct, or (2) has the duty to report incidents of sexual misconduct to other persons. Such steps do not require Board of Trustees approval.

The additional steps outlined above, in conjunction with the proposed amendment, should help ensure that the ombudsperson is not considered a “responsible employee” under Title IX, which will help enable the Ombuds Office to serve as a confidential resource for persons who experience prohibited discrimination such as sexual violence.

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

Resolution: Relating to Required Disclosure by the Ombudsperson; Amendment to UO Policy

Whereas, UO Policy 571-003-0025(2)(a) (the “Policy”) requires all University of Oregon (the “University”) employees to report prohibited discrimination and thereby may cause all employees to become “responsible employees” for Title IX purposes under guidance issued by the U.S. Department of Education’s Office of Civil Rights;

Whereas, “responsible employees” have obligations to report information they receive about sexual violence, including reporting such information to the University’s Title IX coordinator;

Whereas, such reporting obligations preclude the University’s Ombuds Office from serving as a confidential resource for persons experiencing prohibited discrimination, including sexual violence;

Whereas, the Board of Trustees of the University of Oregon (the “Board”) believes it is important for victims of prohibited discrimination, including sexual violence, to have a confidential resource such as an Ombuds Office where they may share concerns or seek to informally resolve matters, including prohibited discrimination such as sexual violence;

Whereas, amending the Policy to exempt UO employees designated as an “ombudsperson” from required reporting would help enable the Ombuds Office to serve as a confidential resource for persons who experience prohibited discrimination such as sexual violence;

Whereas ORS 352.107(m) gives the Board the authority to establish policies for the organization, administration and development of the university; and

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 refers to the Board of Trustees as a seconded motion, recommending its passage, an amendment to UO Policy 571-003-0025(2)(a) in the form of additional language (proposed addition italicized).

“University employees with credible evidence that any form of prohibited discrimination is occurring have the responsibility to inform their supervisors or the Office of Affirmative Action. Credible evidence is evidence of the kind that prudent people would rely on in making important personal or business decisions. Notwithstanding the above, University employees designated as an “ombudsperson” who receive information about prohibited discrimination from persons participating in the University’s ombuds program are not required to disclose that information to other persons, unless: (1) the person providing the information consents to the disclosure; or (2) failing to disclose information could create in imminent risk of serious harm.”

--Vote recorded on the following page--

Moved: _____

Seconded: _____

Trustee	Yes	No
Chapa		
Coltrane		
Curry		
Ford		
Schlegel*		
Wilcox		
Willcox		

**Materials prepared prior to the confirmation of Trustee Schlegel; her ability to cast a vote is dependent on her status at the time of this action.*

Dated: _____ of _____, 2014.

Initials: _____



The following summary is taken from the Ombuds Program website.

The Ombuds Program offers a central, safe, and easy place to gain access to a student and employee support and problem-resolution resources. The ombudsperson can help channel concerns to other resources within the university, including formal union and non-union resources and grievance processes and the university's student and employee assistance programs. The services provided by the Ombuds Program are designed to complement rather than replace other services such as formal complaint processes, existing programs and services, and other existing problem resolution approaches, such as direct discussions between employees and supervisors or students and faculty.

The Ombuds Program offers a good alternative if one:

- needs advice about how to deal directly with a concern;
- is uncertain about taking a problem through other established channels or you are not sure who to talk to about a problem or concern;
- wants an informal, non-escalating approach where the next steps remain within your control;
- needs a fresh, impartial perspective;
- simply wants to discuss strategies or possible options and resources for resolving a concern; or
- wants to maintain the greatest possible flexibility in how to approach a concern.

Although the ombudsperson has no power directly to implement, change, or set aside university policy, we may identify systemic issues or problems and recommend changes in policies, procedures, and processes. In this way, we help identify general campus concerns and suggest improvements with university-wide impact.

Neutrality

The university Ombuds Program provides a neutral resource available to hear concerns and openly explore options without bias. There the ombudsperson will never draw conclusions regarding any situation, but works to explore the range of possible approaches. Working with the ombudsperson allows one to evaluate options and remain in control of the approach or option that is chosen.

Independence

The ombudsperson reports directly to the president and works outside of traditional structures and channels to provide information and advice. No employee of the university can compel the ombudsperson to take action or to release information. The Ombuds Program has a charter that guarantees its independence from ties to other programs or offices. While the ombudsperson often shares information with other important programs and offices, it only occurs with the permission of the visitor.

(over)

Confidentiality, Notice, and Terms of Use

Confidentiality and exceptions: The commitment to confidentiality is a cornerstone of the Ombuds Program. Confidentiality is designed into our systems and approaches. While the ombudsperson may keep short-term working notes in a secure environment, we keep no long-term records that would in any way identify an individual. To the maximum extent allowed by law, we protect communications with the ombudsperson as confidential. Unless, in the discretion of the ombudsperson, failing to disclose information would create an imminent risk of serious harm or a statute expressly requires disclosure, your communications with the ombudsperson will only be disclosed with your permission as a part of a resolution plan.

Notice: Because of our commitment to confidentiality, and our independence from campus administration, the Ombuds Program is **not** an “office of notice.” The ombudsperson is not authorized by the university to accept official notice of claims of discrimination and is not a “university officer.” The ombudsperson is also not authorized to serve as a “campus security authority” for purposes of reporting crimes on campus. There are many formally established offices available on campus that serve to fulfill the role as “offices of notice.”

Terms of use: To help ensure that all campus constituencies understand the role confidentiality and its limits as well as the Ombuds Program’s role as an office that cannot accept notice, we share our “terms of use” with every visitor, and explain that by choosing to use the Ombuds Program—as a completely voluntary, informal option—people who use the program agree that the ombudsman will treat the information received as confidential, within the boundaries of the confidentiality policy, and will not seek to compel disclosure in any court or in formal process.

**Board of Trustees of the University of Oregon
Academic and Student Affairs Committee Meeting
December 10, 2014**

Agenda Item #9

There are no materials for this section