

June 5, 2018

TO: The Board of Trustees of the University of Oregon

FR: Angela Wilhelms, Secretary of the University

RE: Notice of Board Meeting – REVISED NOTICE OF PUBLIC MEETING

The Board of Trustees of the University of Oregon will hold a meeting on the date and at the location set forth below. Topics at the meeting will include: standing reports, consideration of seconded motions from June 7 committee meetings, the IDEAL Framework and implementation thereof, honorary degrees, the Presidential Initiative in Data Science, and the Cluster of Excellence in Volcanology, Volcanic Hazards, and Geothermal Energy.

The meeting will occur as follows:

Friday, June 8, 2018 – 9:00 a.m.
Ford Alumni Center, Giustina Ballroom

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

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

Board of Trustees
Meeting Agenda | June 8, 2018
Ford Alumni Center Giustina Ballroom

Revised Agenda – Updated 6/5/2018

FRIDAY, June 8 – 9:00 a.m.: Convene Public Meeting

- Call to order, roll call, verification of quorum
- Approval of March 2018 minutes (Action)
- Public comment

1. ASUO and University Senate Reports

- ASUO Outgoing President Amy Schenk and Incoming President Maria Gallegos
- University Senate Incoming President Bill Harbaugh

2. President's Report

3. Resolutions from Committee

- FY19 Budget and Expenditure Authorization (pending June 7 action by FFC)
- Amendments to Retirement Plan Management Policies (pending June 7 action by FFC)
- Amendments to the Student Conduct Code (pending June 7 action by ASAC)

4. Academic Area in Focus – Volcanology, Volcanic Hazards, and Geothermal Energy: Paul Wallace, Department Head and Professor, Earth Science; Joe Dufek, Lillis Professor of Volcanology, Earth Sciences

5. Presidential Initiative in Data Science: Bill Cresko, Professor of Biology and Initiative Director

Recess

6. IDEAL Framework Implementation: Yvette Alex-Assensoh, Vice President for Equity and Inclusion; Victoria DeRose, Professor, Associate Vice President and CODAC Director; Lesley-Anne Pittard, Assistant Vice President and CMAE Director of Programs

7. Conferral of Honorary Degrees (Action): President Michael Schill

Meeting Adjourned

Agenda Item #1

Standing Reports: ASUO and the University Senate



ASUO

STATEMENT

*Board of Trustees,
December, 2017*

ASUO STATEMENT



Dear University of Oregon Board of Trustees,

I hope the last few months have treated each of you well. I write to you all today for one of my last statements as the ASUO President for the 2017-2018 year. It has been an amazing year, filled with trials and tribulations, late nights, and early mornings. I cannot express how impactful this year has been for me in personal growth both as a leader and as a student. While it is hard to summarize exactly how I feel, overall this experience was incredibly humbling and I am proud to have been given the opportunity to represent the students of the University of Oregon.

This term revolved around wrapping up ASUO Executive projects, sponsoring events on campus, and working with community partners. The Food Task Force is now a sustained task force at the university comprised of a host of stakeholders from the administration, students, faculty, advisors, staff, and a host of community members. This term, I focused my efforts on creating food security initiatives that future ASUO officials can continue to lead after my presidency is over. I worked with the Food Task Force to develop plans for the future, including opening a university account whose funds are used solely to create food security programming on campus and continue the programs we have running this year like Quack Wraps. The Spring ASUO Street Faire's profits are normally reserved for the next ASUO executive, but with their approval, we chose to donate 50 percent of the revenue earned to open the food security account. I hope to see community members and alumni donating to this account in the future.

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ASUO STATEMENT



We were able to take part in research conducted by a teaching evaluations task force that was created by University Senate. Members of Senate visited various groups on campus, including the ASUO Executive and surveyed students about ways that teaching evaluations can be improved to benefit both students and faculty.

As a community, our campus faced my hardships this term, including the loss of a fellow Duck and a rise in safety concerns in the nearby neighborhoods. We worked hard to put together safety trainings for students and communicate with the campus through letters that offered tips and resources so students felt equipped to handle any situation.

For tuition, I am working with members of the administration on implementation of HB 4141, and working on discussing routes for differential tuition at the University.

I am very pleased with the work that my team and myself were able to accomplish this year. From raising awareness about food security and creating the first ever Food Security Task Force at the UO, to working with the administrative level to spark conversation around differential tuition, my team and I have worked diligently to uplift and support students in anyway we can. It was difficult at times but I am proud to say the work I did this year was true to myself and my set of values. I truly have enjoyed my time getting to know each one of you on the Board this year, even if only through sporadic conversations at receptions or over the phone. I would like to thank each one of you for making the time to collaborate and communicate with me.

ASUO STATEMENT



I want to thank you, the Board, again and those who supported me in this position, as I learned about myself and this university. I truly thankful for this experience and I intend to carry the knowledge I have gained with me as I navigate my future. I am unsure of my next movements in life after graduation but I will update you all along the way. Before I go, I want to leave you all with one statement: to remember the direct impacts you have on this campus. Students and other members of the University are counting on you to make equitable decisions. You determine the university's future, for years to come, by sustaining our current values or reforming every aspect of this campus. Your actions have a direct impact within the university. I hope you keep this in mind as you make your decisions because the subject you are affecting is not just a "you" or "they," it is a "we."

Sincerely,

Amy Schenk
ASUO President 2017-2018

Signed:

Amy Schenk - ASUO President

Tess Mor - ASUO Vice President of Internal Affairs

Vickie Gimm - ASUO Vice President of External Affairs

James West - Internal Director of Staff

Andrew Dunn - External Director of Staff

Martin Martinez-Santoyo - Finance Director

Avery Scofield - Communications Director





University Senate Report to the Board of Trustees

Chris Sinclair
President

Bill Harbaugh
Vice President and President Elect

Past and Current Business

Topics in **red** indicate changes since the last report.

STUDENT EVALUATIONS

The Senate will consider an update to our student evaluations of teaching on May 23. The proposal changes the survey instrument by which students provide feedback to instructors for improving their teaching and to administrators for evaluating the quality of an instructor's teaching. The proposal also establishes a mid-term evaluation of teaching to be used only by the instructor to improve their teaching, and puts in place a committee to make further recommendations about the surveys used, best practices on peer evaluation of teaching, and recommendations for how information collected can/should be used for evaluative purposes.

RESOLUTION ON DIFFERENTIAL TUITION

The Senate voted unanimously to support ASUO President Amy Schenk's resolution calling for a process to evaluate differential tuition decisions at UO. The resolution asks for the formation of a faculty/student committee to propose a process for making differential tuition recommendations and calls for units to not make differential tuition proposals until such a process is established. The Senate was appraised of a competing proposal from the administration, but given the time-frame for submitting that proposal to the board there was not time to come to a consensus position on how the process for making differential tuition decisions should come into being.

MISSION DRIVEN LEARNING OUTCOMES

The Senate passed new categories of learning outcomes and criteria associated to the general education requirements. Specifically, new courses designed to satisfy one of the *Areas of Inquiry* of Arts & Letters, Social Sciences and Natural Sciences will now be required to address two of our four mission-centric *Methods of Inquiry*. The Methods of Inquiry approved are Creative Thinking, Critical Thinking, Ethical Reflection and Written Communication. This work was a joint effort with the Office of the Provost. Thanks in particular to Ron Bramhall for keeping the initiative on

Department of Mathematics

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track. Existing general education satisfying courses in these areas will be required to meet the new requirements when they come up for their regular re-evaluation.

MULTICULTURAL REQUIREMENT

After a several-year process of faculty engagement, the Director of the Teaching Engagement Program Lee Rumbarger and a faculty group proposed changes to the current multicultural requirement. This proposal was passed by the Senate. This action repealed the current Multicultural Requirement and introduced two new one-course requirements: 1) Global Engagement and 2) U.S.: Difference, Inequality & Agency. Existing multicultural courses will be preliminarily re-categorized into these two new categories this summer by the Committee on Courses.

NORTH CAMPUS/RIVERFRONT

The Senate passed a resolution on the Conditional Use Permit for University land North of Franklin Blvd. The Resolution called for the cancellation of the current Conditional Use Permit in front of the City of Eugene. While this resolution was rejected by the administration, it was done so in a cooperative, congenial manner. The faculty who brought the resolution to the Senate, while not completely satisfied by the rejection, were pleased to find the guarantee of a collaborative process moving forward.

DEPARTMENTAL HONORS MINIMUM REQUIREMENTS

Based on last year's report from the Senate Honors Task Force, the Senate voted to repeal Departmental Honors based solely on GPA. The Senate referred the determination of minimum requirements for departmental honors to the Academic Council who will come back to the Senate with a proposal in the fall.

EXPEDITED TENURE PROCESS

Provost Banavar approached Senate leadership with the desire to establish a process by which individuals could be hired at the full professor level with tenure in an expedited manner. This was seen as necessary to recruit extremely qualified senior faculty who might want the assurances of tenure before accepting a faculty position at UO. The initial proposal was written by the Faculty Personnel Committee in conjunction with the Provost's office and refined through the legislative process in the Senate. The motion establishing the committee was ultimately passed unanimously by the Senate and provides an expedited process which has multiple layers of faculty oversight.

RESOLUTION CONDEMNING WHITE SUPREMACY

The Senate passed a Resolution Denouncing White Supremacy & Hate Speech on Campus at <https://goo.gl/FwhsJ6> .

STATEWIDE FOUNDATIONAL CURRICULUM ARTICULATION AGREEMENT

In response to HB2998, the HECC commissioned the HECC Transfer Workgroup to determine articulation of a foundational curriculum between public colleges and universities in Oregon. The chair of the University Committee on Courses and Academic Council, Frances White, was the chair of the Foundational Curricula Subgroup and presented the learning outcomes and assessment criteria for the main categories of courses in our general education requirements (Composition, Arts & Letters, Natural Sciences and Social Sciences). The Senate approved these learning outcomes and assessment criteria in January.

CORE ED COUNCIL

The Senate is currently working on the charge and membership of the Core Education Council—the faculty body which will be responsible for suggesting changes/innovations to our general education programs. I anticipate the legislation impaneling this committee will be passed this quarter, and the committee should convene during the next academic year (after the usual cycle of elections/appointments done yearly in spring).

CONSENT CALENDAR

Finally, the Senate instituted a consent calendar to allow for legislative efficiency. The Senate is an important part of the policy approval process, but not all policies need to have a hearing on the floor of the Senate. We instituted a consent calendar to allow for uncontroversial issues to be approved by the Senate without debate.

Upcoming Business¹

GEN ED REQUIREMENT SIMPLIFICATION

Currently the group-satisfying requirements (Natural Sciences, Social Sciences and Arts & Letters) have the following restrictions:

A minimum of 15 credits in approved group-satisfying courses is required in each group.*

Each group must include:

- (a) at least two courses in one subject and
- (b) at least one course in a different subject.

Total Minimum Credits: 45 (no more than 3 courses from one subject)

All degrees: No more than one course within the same subject code of the major.

These restrictions are seen as cumbersome for students and so we propose (and hope the Senate will approve) a simplification along the lines of: Each group must include courses in at least two subject codes.

GEN ED CREDIT FOR ARC COLLOQUIA

We have been working with VPs Doneka Scott and Ron Bramhall to innovate first-year programs with the goal of having all traditional freshman participate in such high-impact programs. For now, in order to incentivize participation, we are proposing that the colloquia associated to Academic Residential Communities (thematic blocks of courses with cohort living) be allowed to satisfy group requirements for general education. This will ameliorate the concern of students and parents that these colloquia are ‘lost’ credit that does not contribute to degree requirements. (In fact, since we demand a certain number of elective credits this impression is false, but we would like to replace what is seen as a disincentive with an actual incentive for participating in these programs). This will appear, and hopefully be passed in the Curriculum report to the Senate at the June 6 meeting.

¹The Curriculum report is the only business on the June 6 Senate meeting, which is often passed without debate.

Agenda Item #2

President's Report

There are no materials for this item.

Agenda Item #3

Seconded Motions from Committees

(pending June 7 committee action)

*Seconded Motion:
FY19 Expenditure
Authorization*

The Board of Trustees has the responsibility of approving a budget and related expenditure authorizations for each fiscal year. The 2019 fiscal year (FY19) begins July 1, 2018 and runs through June 30, 2019. Attached is a resolution proposed by President Schill and Vice President for Finance and Administration/CFO Moffitt for capital and operating expenditure limitations for FY19. Below are key takeaways for the FY19 Expenditure Authorization Report as identified by the CFO:

- The University is requesting that the Board approve the following expenditure budgets for FY19:
 - Operating budget: \$1,070,762,000
 - Capital budget: \$182,700,000
- Due to expected organizational restructuring (new Campus Planning and Facilities Management Service Center) and accounting adjustments (in Business School), the report includes two sets of figures for FY19:
 - Standard Projections (in white) – show on an apples-to-apples (directly comparable) basis how projected expenditures and revenues are expected to grow between FY18 and FY19
 - “Adjusted” Projections (shaded in gray) – show how the projections will be affected by the restructuring and accounting adjustments
- On an apples-to-apples basis, FY19 operating expenditures in the E&G fund are expected to increase 3.7%. Total institutional FY19 operating expenditures are projected to increase 3.6%.
- Once the projections are adjusted for expected restructuring and accounting adjustments, however, E&G fund operating expenditures are projected to increase 3.3% with total institutional operating expenditures increasing 5.0%. The increased projected operating expenditures for the total institution is due to the creation of a new facilities service center. It is important to note that the increased projected operating expenditures (due to inter-fund transactions) will be matched by increased projected revenue (also due to inter-fund transactions).
- Expected revenue for the entire institution is projected to cover expected expenditures. However, it is still very early in the process to accurately project fall enrollment. Given current advance-tuition deposit activity we are expecting significant enrollment growth. However, given the expected residency mix of students, we are currently projecting an E&G fund gap between expected revenue

and expected expenditures of around \$2.4 million. This number could increase or decrease depending upon actual enrollment in the fall.

- In the E&G fund, major cost drivers, analyzed on an apples-to-apples basis for FY19 include:
 - Salary and OPE (benefits) up \$17.6 million (4.2%). This is due to labor/salary increase packages for faculty and staff, projected increases in health insurance, new positions related to cluster hires, strategic initiative hires, and new tenure-track faculty. Please note that while there is no PERS rate increase next year (FY19), we expect a significant PERS rate increase in FY20.
 - Supplies and services (S&S) up \$1.7 million (2.0%). This is due to increases in institutional expenses (debt, leases, assessments, utilities) and general departmental expenses.
 - Capitalized equipment, student aid (which is only a very small portion of the total scholarships, fee remissions, and student aid awarded), and net transfer expenditures are all projected to be flat (no increase / decrease from FY18)
- In the E&G fund, major FY19 incremental revenue includes:
 - State appropriation up \$2.3 million (3.3%). This is due to the normal increase expected in the second year of the biennium. State funds are generally distributed 49% in the first year and 51% in the second year.
 - Tuition and fee revenue up \$12.7 million (3.1%). This is due to the FY19 undergraduate tuition increase which generated approximately \$8.0 million, as well as projected growth in student enrollment, increases in graduate tuition and the new business school differential tuition.
 - ICC Revenue (the amount the University is able to charge federal granting agencies for facilities and administrative investments) is projected to increase by \$0.9 million (4.0%) based on recent grant award and expenditure activity.
 - Interest and Investment revenue projected to increase by \$0.2 million (3.0%) due to slight variations in credited cash balances.
 - There are no significant changes projected in any other revenue streams.
- Total FY19 capital expenditures are projected to be \$182.7 million. Please note that the figures on the report represent the expenditures expected during FY19, not the total budget for that project.

Board of Trustees of the University of Oregon

Seconded Motion: FY2019 Budget and Expenditure Authorizations

Whereas, ORS 352.087(1)(a) provides that the Board of Trustees may acquire, receive, hold, keep, pledge, control, convey, manage, use, lend, expend and invest all moneys, appropriations, gifts, bequests, stock and revenue from any source;

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

Whereas, ORS 352.102(1) provides that the Board of Trustees may authorize, establish, collect, manage, use in any manner and expend all revenue derived from tuition and mandatory enrollment fees;

Whereas, 352.087(3) provides that the Board of Trustees may perform any other acts that in the judgment of the Board of Trustees are required, necessary or appropriate to accomplish the rights and responsibilities granted to the Board and the University by law;

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

Whereas, the Board of Trustees wishes to approve a budget and related expenditure authorizations for fiscal year 2019; and,

Whereas, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption.

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

1. An operating budget in the sum of \$1,002,990,158 is adopted for fiscal year 2019 (FY19). During FY19, the Treasurer of the University may expend or authorize the expenditure of this sum plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Executive and Audit Committee of the Board of Trustees.
2. A capital budget in the sum of \$182,700,000 is adopted for FY19. During FY19, the Treasurer of the University may expend or authorize the expenditure of this sum plus three percent, subject to applicable law. In the event that such expenditure authority is insufficient, the Treasurer may seek additional expenditure authority from the Executive and Audit Committee of the Board of Trustees.
3. The Treasurer may provide for the further delegation of the authority set forth in paragraphs 1 and 2.

Vote recorded on the following page.

Trustee	Yes	No	Trustee	Yes	No
Aaron			Kari		
Ballmer			Lillis		
Bragdon			McIntyre		
Colas			Murray		
Curry			Paustian		
Ford			Ralph		
Gonyea			Wilcox		

Date: _____ Initials: _____



FY19 Projected Operating Budget Expenditures

Adjusted to reflect Campus Planning & Facilities Management as a new Service Center & Lundquist College of Business Accounting Adjustment

FY19 Projected Expenditures Adjusted	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)*	\$423,320,000	1.7%	\$221,383,000	10.3%	\$644,703,000	4.5%
Supplies and Services * **	\$91,774,000	12.0%	\$231,034,000	5.3%	\$322,808,000	7.1%
Capitalized Equipment	\$7,500,000	0.0%	\$3,000,000	7.1%	\$10,500,000	1.9%
Student Aid	\$4,500,000	0.0%	\$66,276,000	1.8%	\$70,776,000	1.6%
Net Transfers	\$14,000,000	0.0%	\$7,975,000	0.0%	\$21,975,000	0.0%
Total	\$541,094,000	3.3%	\$529,668,000	6.8%	\$1,070,762,000	5.0%

FY19 Projected Expenditures	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$433,720,000	4.2%	\$209,483,000	4.4%	\$643,203,000	4.3%
Supplies and Services	\$83,574,000	2.0%	\$227,034,000	3.4%	\$310,608,000	3.1%
Capitalized Equipment	\$7,500,000	0.0%	\$3,000,000	7.1%	\$10,500,000	1.9%
Student Aid	\$4,500,000	0.0%	\$66,276,000	1.8%	\$70,776,000	1.6%
Net Transfers	\$14,000,000	0.0%	\$7,975,000	0.0%	\$21,975,000	0.0%
Total	\$543,294,000	3.7%	\$513,768,000	3.6%	\$1,057,062,000	3.6%

FY18 Projected Q3 Expenditures	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$416,142,000	5.1%	\$200,702,000	-2.8%	\$616,844,000	2.4%
Supplies and Services	\$81,910,000	3.3%	\$219,471,000	3.3%	\$301,381,000	3.3%
Capitalized Equipment	\$7,500,000	0.8%	\$2,800,000	-4.3%	\$10,300,000	-0.6%
Student Aid	\$4,500,000	1.3%	\$65,130,000	2.0%	\$69,630,000	2.0%
Net Transfers	\$14,000,000	-31.8%	\$7,975,000	-16.5%	\$21,975,000	-27.0%
Total	\$524,052,000	3.2%	\$496,078,000	0.2%	\$1,020,130,000	1.7%

FY17 Actual Expenditures	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
Salary and OPE (Benefits)	\$395,952,228	1.3%	\$206,440,096	11.2%	\$602,392,324	7.6%
Supplies and Services	\$79,327,868	3.9%	\$212,521,657	12.6%	\$291,850,000	8.6%
Capitalized Equipment	\$7,437,754	17.6%	\$2,924,867	-55.7%	\$10,362,620	2.1%
Student Aid	\$4,444,108	21.5%	\$63,842,919	-1.7%	\$68,287,026	2.6%
Net Transfers	\$20,542,861	88.3%	\$9,555,327	976.5%	\$30,098,188	178.7%
Total	\$507,704,818	4.0%	\$495,284,865	10.9%	\$1,002,990,158	9.5%

*-Campus Planning and Facilities Management to be established as a Service Center in FY19. To make this transition the following changes have occurred:

E&G - decrease in Salary & OPE of \$10.4M, increase in Supplies & Service Expense of \$10.4M; Other Funds - increase in Supplies & Service Expense of \$4.0M & increase in Salary & OPE of \$11.9M (Offset by increase to Internal Sales in Other Funds by \$15.9M).

** -E&G Fund: Lundquist College of Business change of accounting \$2.2M reduction in Internal Sales.

FY19 Projected Operating Revenue

**Adjusted to reflect Campus Planning & Facilities Management as a new Service Center & Lundquist College of Business
Accounting Adjustment**

FY19 Projected Revenue Adjusted	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
State Appropriation	\$72,887,000	3.3%	\$1,741,000	0.6%	\$74,628,000	3.2%
Tuition and Fees	\$428,200,000	3.1%	\$45,000,000	1.4%	\$473,200,000	2.9%
Gifts Grants & Contracts	\$315,000	0.0%	\$191,602,000	1.9%	\$191,917,000	1.9%
ICC Revenue	\$23,348,000	4.0%	\$0	0.0%	\$23,348,000	4.0%
Federal Student Aid	\$0	0.0%	\$23,500,000	0.0%	\$23,500,000	0.0%
Interest and Investment	\$6,190,000	3.0%	\$13,168,000	0.9%	\$19,358,000	1.5%
Internal Sales* **	\$2,300,000	-48.9%	\$74,925,000	24.8%	\$77,225,000	19.7%
Sales & Services	\$4,400,000	0.0%	\$177,327,000	2.9%	\$181,727,000	2.8%
Other Revenues	\$1,100,000	0.0%	\$5,945,000	-42.3%	\$7,045,000	-38.2%
Transfers From Ore State Agencies	\$0	0.0%	\$8,250,000	0.0%	\$8,250,000	0.0%
Total	\$538,740,000	2.6%	\$541,458,000	3.8%	\$1,080,198,000	3.2%

FY19 Projected Revenue	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
State Appropriation	\$72,887,000	3.3%	\$1,741,000	0.6%	\$74,628,000	3.2%
Tuition and Fees	\$428,200,000	3.1%	\$45,000,000	1.4%	\$473,200,000	2.9%
Gifts Grants & Contracts	\$315,000	0.0%	\$191,602,000	1.9%	\$191,917,000	1.9%
ICC Revenue	\$23,348,000	4.0%	\$0	0.0%	\$23,348,000	4.0%
Federal Student Aid	\$0	0.0%	\$23,500,000	0.0%	\$23,500,000	0.0%
Interest and Investment	\$6,190,000	3.0%	\$13,168,000	0.9%	\$19,358,000	1.5%
Internal Sales	\$4,500,000	0.0%	\$59,025,000	-1.7%	\$63,525,000	-1.5%
Sales & Services	\$4,400,000	0.0%	\$177,327,000	2.9%	\$181,727,000	2.8%
Other Revenues	\$1,100,000	0.0%	\$5,945,000	-42.3%	\$7,045,000	-38.2%
Transfers From Ore State Agencies	\$0	0.0%	\$8,250,000	0.0%	\$8,250,000	0.0%
Total	\$540,940,000	3.1%	\$525,558,000	0.7%	\$1,066,498,000	1.9%

FY18 Projected Q3 Revenue	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
State Appropriation	\$70,587,000	5.7%	\$1,731,000	0.0%	\$72,318,000	5.5%
Tuition and Fees	\$415,490,000	3.5%	\$44,396,000	-0.8%	\$459,886,000	3.0%
Gifts Grants & Contracts	\$315,000	1.4%	\$188,102,000	3.2%	\$188,417,000	3.2%
ICC Revenue	\$22,450,000	2.5%	\$0	0.0%	\$22,450,000	2.5%
Federal Student Aid	\$0	0.0%	\$23,500,000	0.4%	\$23,500,000	0.4%
Interest and Investment	\$6,010,000	15.9%	\$13,054,000	-3.5%	\$19,064,000	1.9%
Internal Sales	\$4,500,000	186.9%	\$60,016,000	1.2%	\$64,516,000	6.0%
Sales & Services	\$4,400,000	2.4%	\$172,317,000	3.6%	\$176,717,000	3.6%
Other Revenues	\$1,100,000	-89.4%	\$10,301,000	47.7%	\$11,401,000	-34.3%
Transfers From Ore State Agencies	\$0	0.0%	\$8,250,000	-0.1%	\$8,250,000	-0.2%
Total	\$524,852,000	2.5%	\$521,667,000	3.0%	\$1,046,519,000	2.7%

FY17 Actual Revenue	E&G Funds	Annual Growth	Other Funds	Annual Growth	Total	Annual Growth
State Appropriation	\$66,801,344	3.0%	\$1,731,024	0.0%	\$68,532,368	3.0%
Tuition and Fees	\$401,585,095	1.7%	\$44,733,423	-4.7%	\$446,318,518	1.0%
Gifts Grants & Contracts	\$310,800	-33.1%	\$182,279,154	6.1%	\$182,589,954	6.0%
ICC Revenue	\$21,895,847	7.0%	\$0	0.0%	\$21,895,847	7.0%
Federal Student Aid	\$0	0.0%	\$23,414,554	-1.3%	\$23,414,554	-1.3%
Interest and Investment	\$5,184,658	4.8%	\$13,525,970	-6.2%	\$18,710,628	-3.4%
Internal Sales	\$1,568,535	1007.9%	\$59,298,758	20.8%	\$60,867,293	23.6%
Sales & Services	\$4,295,686	78.5%	\$166,280,822	19.6%	\$170,576,509	20.6%
Other Revenues	\$10,386,884	842.8%	\$6,976,240	-65.7%	\$17,363,123	-19.0%
Transfers From Ore State Agencies	\$11,111	0.0%	\$8,258,760	0.7%	\$8,269,871	0.8%
Total	\$512,039,960	4.7%	\$506,498,704	6.6%	\$1,018,538,665	5.6%

*-Campus Planning and Facilities Management to be established as a Service Center in FY19. To make this transition the following changes have occurred:

Other Funds - increase in Internal Revenue of \$15.9M

**-E&G Fund: Lundquist College of Business change of accounting \$2.2M reduction in Internal Sales.

**FY19 Capital Project Expenditure Budgets**

Project	FY19 Budget*	Expected Primary Source of Total Project Funds
Knight Campus	\$ 77,000,000	Gifts/State Bonds
Tykeson Hall	\$ 20,000,000	Gifts/State Bonds/UO Bonds
Bean Hall	\$ 18,000,000	UO Bonds/Departmental Funds
Klamath Hall 3rd Floor	\$ 17,000,000	Gifts/State Bonds/UO Bonds
University Health Expansion	\$ 12,500,000	UO Bonds/Departmental Funds
Pacific Hall CMER Labs	\$ 6,000,000	Gifts/State Bonds/UO Bonds
Oregon Hall	\$ 3,000,000	UO Bonds/State Bonds/Departmental Funds
Hamilton	\$ 3,000,000	UO Bonds
510 Oak Street Renovation	\$ 2,000,000	UO Bonds
Black Cultural Center	\$ 1,500,000	Gifts
Classroom Building	\$ 1,500,000	Gifts/UO Bonds
Misc Capital Repair	\$ 7,000,000	State Bonds/Departmental Funds
Misc. Departmental Projects	\$ 14,200,000	Department Funds/Gifts
	<u>\$ 182,700,000</u>	

*These figures represent the FY19 expenditure budget amounts, not the full budget for each project.

*Seconded Motion:
Retirement Plan
Management Policies*



As you may recall, the University of Oregon serves as administrator for Oregon's public universities within the context of retirement plan management. Not surprisingly, there are a number of policies that govern the administration and management of the various retirement programs available to employees of these public universities.

The Retirement Plan Management Office has provided the Finance and Facilities Committee (FFC) an overview of suggested changes to policies governing plan management. These are embedded in an annual report memo, attached.

Given the size of the redlined files associated with the changes, we have not reproduced them here. To view the redlines in detail, you can access them in the FFC packet online (<https://trustees.uoregon.edu/node/26>) or we can provide them via email upon request.

In this packet you will find the memo noted earlier and the resolution.

MEMORANDUM

To: University of Oregon Board of Trustees
Fr: Retirement Plans Management Office
Date: June 7, 2018
Re: This memo provides an overview and update to the Board related to the structure and activities of the Oregon Public University Retirement Plans (OPURP).

Plans Currently Administered by OPURP

OPURP, through its Retirement Plans Management office, operates the Optional Retirement Plan (ORP), the Tax-Deferred Investment 403(b) Plan (TDI), and the remaining assets of two legacy plans (Legacy Plans). The Supplemental Retirement Plan, also known as the "SRP" was terminated effective September 8, 2017.

Optional Retirement Plan

The ORP is an optional alternative to the PERS retirement system. Academic and administrative employees have six months from their date of hire to elect to participate in the ORP in lieu of PERS. If an employee does not make a choice, they are assigned by default to participate in PERS. All contributions to the ORP are paid by the universities for the benefit of their employees.

Employees who participate in the ORP are assigned to one of five separate tiers depending on their date of hire. For employees in the ORP's first three tiers, the universities make contributions equal to the percentage of the employee's salary the universities would otherwise contribute to PERS if the employee participated in PERS. The universities' statutorily required ORP contribution rates for these employees increase and decrease depending on the contribution rates periodically announced by PERS. As a result, OPURP cannot predict the ORP contribution rates for the employees assigned to the first three tiers of the ORP.

Currently, employees assigned to tiers one and two receive contributions to the ORP equal to 23.68% of their salary, plus an additional 6% contribution to the ORP that is treated as an employee contribution. This amounts to contributions equal to 29.68% of their salary. Employees assigned to tier three of the ORP receive contributions to the ORP equal to 9.29% of their salary, plus an additional 6% contribution that is treated as an employee contribution. This amounts to contributions equal to 15.29% of their salary.

Employees assigned to the fourth and fifth tiers of the ORP receive contributions equal to a fixed percentage of their compensation. Employees assigned to tier four, those hired on or after July 1, 2014, receive an amount equal to 8% of their salary, plus an additional amount that matches the employee's own elective contributions to the TDI up to a maximum of 4% of the employee's salary. The matching contributions to the ORP are treated as employee contributions.

Post-doctoral scholar employees hired on or after January 1, 2018 are assigned to tier five of the ORP. They receive contributions to the ORP that matches the employee's own elective contributions to the TDI up to a maximum of 4% of the employee's salary. These contributions to the ORP are treated as employee contributions.

Contributions to the ORP vest on the same schedule regardless of the tier to which the employee belongs. The standard contributions have a five-year vesting period, and the amounts treated as employee contributions vest immediately upon contribution to the plan.

Tax-Deferred Investment 403(b) Plan

The TDI elective deferral retirement plan is a plan to which employees can contribute regardless of whether they participate in PERS or the ORP. Employees can choose an amount that their university employer will withhold from their paycheck on a pre-tax or after-tax (Roth) basis to contribute to the TDI. All contributions to the TDI are made from the employees' own money and are not paid by the universities.

Employees are eligible to contribute to the TDI immediately after they are hired. All contributions to the TDI vest immediately.

Legacy Plans

OPURP continues to administer the 403(b) and 401(a) Legacy Plan retirement accounts. Employees who joined the 401(a) Legacy Plan when they were hired are still allowed to receive contributions to this plan instead of the ORP, but no new employees may join the plan. The 403(b) Legacy Plan cannot receive any new contributions and new employees may not join the plan.

OPURP administers 14 retirement contracts that are related to the 403(b) Legacy Plan. These retirement contracts have been closed to contributions since 2007.

I. OPURP Structure

UO has implemented best practices throughout its retirement plans management structure to ensure that the public universities' plans are operated with skill, care, and diligence.

OPURP Management

UO, through its Board of Trustees and employees, is the plan sponsor and fiduciary of the OPURP retirement plans. Gay Lynn Bath serves as the primary administrator of OPURP, the Retirement Plans Management office, and each of the retirement plans. Ms. Bath directs the plans' daily management, strategy, and initiatives in cooperation with the OPURP's Retirement Plans Committee and UO's executive leadership. As Director of Retirement Plans Management, Ms. Bath manages a streamlined staff that includes a benefits coordinator, a part-time benefits analyst, and an administrative assistant.

Ms. Bath serves under the executive management and direction of Jamie Moffitt, UO's Vice President for Finance and Administration and CFO, and Nancy Resnick, UO's Associate Vice President and Chief Human Resources Officer. Due to the complex legal requirements associated with sponsoring and managing retirement plans, Ms. Bath works closely with Craig Ashford, UO's Assistant General Counsel, and Iris Tilley, outside counsel from Barren Liebman in Portland.

Retirement Plans Committee

As a fiduciary steward UO has adopted best practices to manage the retirement plans' assets. This includes the formation of a Retirement Plans Committee that considers a wide range of administrative and investment matters for the plans. The Retirement Plans Committee is composed of two separate

subcommittees: the Retirement Plans Investment Committee and the Retirement Plans Administration Committee.

Retirement Plans Investment Committee

The Retirement Plans Investment Committee is charged with making all decisions regarding investments available to OPURP plan participants. This includes monitoring overall investment performance and determining which investment options should be made available to employee plan participants. This committee is comprised of faculty and staff from UO, Oregon State University, Portland State University, the Oregon Institute of Technology, and the University Shared Services Enterprise.

Participants' retirement assets are invested through one of three investment companies: TIAA, Fidelity Investments, and VALIC. These companies, referred to as recordkeepers, offer a list of funds in which plan participants may invest their retirement funds. They also offer investment counseling and advisory services to plan participants. Newly hired employees are allowed to invest through TIAA and Fidelity. New employees have not been permitted to invest through VALIC since 2007.

This Investment Committee meets quarterly with the Retirement Plans Management staff, each recordkeeper's relationship manager, and an independent investment advisory firm, SageView Advisory, to review the plans' investments. The Investment Committee reviews the performance of investment funds offered by each recordkeeper to ensure the funds perform and operate within the Committee's previously adopted investment policy standards.

Retirement Plans Administration Committee

The Retirement Plans Administration Committee is charged with advising on common ministerial matters. This includes meeting quarterly to interpret the plan documents, determine the eligibility of potential participants, review Retirement Plans Management's management decisions and benefit determinations, and other matters. The Administration Committee is made up of benefit managers from UO, OSU, PSU, and Western Oregon University as well as the payroll director at USSE.

The Administration Committee has historically had limited discretionary decision-making authority for the plans. However, with the changes presented today for proposed new plan documents and charter, it is proposed that the committee serve strictly in an advisory role in the future. ORP administrative oversight duties will now be delegated to Jamie Moffitt and Gay Lynn Bath under the Board of Trustees' authority.

Current Plan Assets

Below is a breakdown of the assets and participants in the plans.

Vendor	Assets as of 12/31/2017	# of Participants
Fidelity ORP	\$213,416,666	2155
Fidelity TDI	\$240,966,856	3446
TIAA ORP	\$577,263,949	3944
TIAA TDI	\$366,926,534	3669
TIAA Legacy 401(a)	\$ 47,935,282	322
TIAA Legacy 403(b)	\$ 34,166,589	359
VALIC TDI	\$167,676,649	1040
VALIC ORP	\$119,413,456	1450
Discontinued 403(b) Plans	\$ 85,107,033	2514
Total	\$1,852,972,914	18,899

The recordkeepers for each plan offer a variety of investment funds. For ease of management, the recordkeepers offer the same investment funds for both the ORP and the TDI. TIAA and VALIC offer annuities, but Fidelity does not. The 403(b) Legacy Plan accounts are currently limited to mutual funds and annuities.

II. **Prior Improvements to Management and Oversight of Retirement Plans**

1. ***New, more cost-effective fee structures.*** Since 2015, OPURP has negotiated new fee agreements with all three record keepers to keep fees as low as possible for participants and also ensure an equitable structure for supporting OPURP's plan costs. OPURP's will continue restructuring the recordkeeping and administration fees in each plan to be as equitable and consistent as possible for each participant.

Fidelity now charges an annual fee of \$62 per person for recordkeeping and a \$20 fee to cover OPURP administration costs. OPURP is working with TIAA to move toward an 8-basis point annual fee for recordkeeping. TIAA participants pay OPURP's administrative fees through revenue share fees. These are fees collected by TIAA that are shared with OPURP. Any excess fees are returned to participants. OPURP is working with TIAA to charge to a per person fee model in 2018 instead of a revenue share model. VALIC charges an annual fee of 17 basis points per person; 14 for recordkeeping and 3 for OPURP's administrative costs.

2. ***Enhanced Investment Oversight.*** In 2015, the Investment Committee started meeting on a quarterly basis to oversee investments offered by Fidelity for the ORP and TDI. A subcommittee was then added to oversee investments offered by TIAA and VALIC. OPURP also increased Sage Advisory's role to provide guidance for the TIAA and VALIC investments in addition to the Fidelity investments.
3. ***Expanded Mutual Fund Options (VALIC).*** In 2017, we added mutual funds to the list of investment options for participants invested through VALIC. Participants can now move into those funds from their annuity funds. All new contributions go into the mutual funds, which have lower fees than the annuity funds.

III. **Proposed Changes to Management and Oversight of Retirement Plans**

Gay Lynn Bath and UO legal counsel have drafted proposed updates to the OPURP plan documents and the plans' structures. Legal counsel recommends changes to the duties of the ORP Trustees, Administration Committee, and Investment Committee. The proposed changes would reduce unnecessary administrative cost, time, and redundancy. The proposed changes to the fiduciary structures of the plans has been presented to the Vice Presidents for Finance and Administration for all of Oregon's public universities for consideration and comment. The VPFA's of the universities support the proposed changes.

A list of the proposed changes is included below.

1. ***Reallocating Administrative Responsibilities.*** The Oregon University System (OUS) created a divided decision-making structure for the plans. This included assigning the Administration Committee with a complex mix of advisory and decision-making functions for the ORP and TDI. The Administration Committee's responsibilities also partially overlap with responsibilities assigned to the Retirement Plans Management office and the Investment Committee. These divided, overlapping, and mixed authorities can cause confusion, unnecessary duplicative action, and uncertain authority in the administration of the plans. Despite these challenges, the Administration Committee has done outstanding work.

The Administration Committee serves an indispensable consultative role in managing administrative pitfalls before they become problems. OPURP and UO legal counsel propose to transition the Administration Committee to a purely advisory role for all administrative matters. All final decisions regarding the operation and administration of the plans would be made by Gay Lynn Bath or Jamie Moffitt, the regular administrators of the plans, in consultation with the Administration Committee and legal counsel. The Administration Committee's recommendations would remain critical to UO's ability to fulfill its fiduciary obligations to plan participants to make carefully considered decisions.

2. ***Elimination of the ORP Trustee Roles.*** By law, the ORP is a trust that requires a person or group to prudently manage of the plan. This role is traditionally called the "trustee." The University has charged Gay Lynn Bath, the Director of Retirement Plans Management, and the Investment Committee to perform nearly all of these traditional "trustee" fiduciary duties for the plan.

The University also appointed a separate group of three individuals to serve as "trustees" for the ORP. Their title implies that they have fiduciary responsibility for all plan assets. However, their charge was limited to administration and investment oversight of a small, separate pool of plan assets that are not deposited in participant accounts. This includes funds from revenue sharing fees, administration fees, and forfeited funds from participants who left employment before vesting. The trustees also performed a periodic limited review of total plan assets.

UO legal counsel has recommended that the University eliminate the ORP's trustee positions and divide their duties among UO's administrators and the Investment Committee. The trustees' investment duties can be absorbed by the Investment Committee with little additional burden due to the small size of this pool of funds. The Investment Committee, with the assistance of an outside investment advisor, Sage Advisory, already performs oversight of all other plan assets in both the ORP and TDI plans. The trustees' administrative duties will be assigned to Jamie Moffitt, and will largely be delegated to Gay Lynn Bath.

3. ***Additional Miscellaneous Changes.*** Gay Lynn Bath and UO legal counsel have also recommended additional miscellaneous changes to the ORP and TDI that are consistent with the plans' structure and operation approved by the Board in 2014. This includes aligning the ORP's and the TDI's definition of compensation, dissolving the Investment Committee's recordkeeper subcommittee, and eliminating repetitious and confusing language and typographical errors in the plan documents.

Board of Trustees of the University of Oregon

Seconded Motion: Retirement Plan Management Changes

Whereas, pursuant to Section 5.4.1 of a Shared Services Agreement (SSA) among University of Oregon (the "University") and signing public universities in the State of Oregon, the University has adopted and administers the Oregon Public Universities Optional Retirement Plan ("ORP") and the Oregon Public Universities Tax-Deferred Investment 403(b) plan ("TDI") (together, the "Plans") on behalf of all of the Participating Employers, all of which together are considered to be a single employer for purposes of Section 414 of the Code pursuant to agreements between the University and each individual Participating Employer (each, a "Participation Agreement");

Whereas, the ORP is a qualified plan under Section 401(a) of the Internal Revenue Code of 1986, as amended (the "Code"), under which a trust has been established (the "ORP Trust"), in connection with which exists certain service provider and related agreements (the ORP plan document, Trust Agreement, and related documentation, collectively the "ORP Documents");

Whereas, the TDI is a tax-advantaged plan under Section 403(b) of the Code, in connection with which exists certain service provider and related agreements (the TDI plan document and related documentation, collectively the "TDI Documents");

Whereas, the TDI and ORP have been restated for continued legal compliance and to make certain administrative amendments;

Whereas, the ORP Trust Agreement has been amended to change the designated Trustee to the University;

Whereas, the Retirement Plans Committee Charter has been amended to adjust certain duties and term limits to comport with the restated Plans and restated ORP Trust Agreement; and,

Whereas, the Finance and Facilities Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending passage.

NOW, THEREFORE, BE IT RESOLVED, that pursuant to Section 11.1 of the ORP, Section 12.1 of the TDI, Section 5 of the ORP Trust Agreement, and the University's authority over the Retirement Plans Committee Charter, the restated ORP, TDI, ORP Trust Agreement, and Retirement Plans Committee Charter be, and hereby are, adopted and approved. The ORP and TDI are adopted and approved in their restated forms and in the forms presented to the Board and attached hereto as Exhibits A, B, C, and D. The President of the University, or his delegate, hereby is authorized and directed to execute and deliver documents substantially similar to the attached, as applicable, and any ancillary documents and agreements, with such additional terms and conditions as the President or his delegate may approve, such approval to be conclusively evidenced by the execution and delivery of such documents by the President or his delegate.

VOTE RECORDED ON THE FOLLOWING PAGE

Trustee	Yes	No	Trustee	Yes	No
Aaron			Kari		
Ballmer			Lillis		
Bragdon			McIntyre		
Colas			Murray		
Curry			Paustian		
Ford			Ralph		
Gonyea			Wilcox		

Date: _____ Initials: _____

*Seconded Motion:
Student Conduct
Code Revisions*

The Board of Trustees has sole authority to amend UO Policy III.01.01, the Student Conduct Code (“Code”). The Code establishes a Community Standards/Student Conduct Committee (“Committee”), tasking it with “the responsibility for formulating, approving or recommending changes related to the Student Conduct Program.

The Committee met over the course of the last several months to discuss possible changes to the Code. The Committee has submitted 17 changes to the board by the Committee with the support/agreement of the Dean of Students and the administration, generally.

One change (#18 in subsequent materials) has been recommended by the Dean of Students, but it does not have support from the Committee; and one further change (#19 in subsequent materials) has been recommended by the Committee, but it does not have support from the Dean of Students.

At the Academic and Student Affairs Committee (“ASAC”) meeting, the Dean of Students will provide a brief overview of the process and the underlying premises of the 17-agreed upon changes. Please read these in advance as the presentation will *not* focus on them. She will then provide a brief overview of proposed change 18, with a response following a representative chosen by the Committee. That process will repeat for change 19, with the Committee rep providing and overview and the Dean a response.

Given that we cannot predict which version(s), if any, will be forwarded to the full Board for its consideration, and due to the size of the documents, we have only put some of the related materials in this full Board packet. Those include:

1. An executive summary further articulating the changes, with particular focus on items #18 and #19 and the rationales for and against provided by the Dean of Students and the Committee.
2. A document summarizing all proposed changes, cross-referencing the explanation to the redline language.

If you wish to see the full redline versions (both A and B), please refer to the ASAC materials available at <https://trustees.uoregon.edu/node/26> or via email upon request.

The resolution following this overview is blank pending the outcome of the June 7 ASAC meeting.

Board of Trustees of the University of Oregon

Seconded Motion: Adoption of Proposed Changes to Student Conduct Code

Whereas, UO Policy III.01.01, the Student Conduct Code (“Code”) stipulates that the primary mission of the Code is to “set forth the community standards and procedures necessary to maintain and protect an environment conducive to learning”;

Whereas, UO Policy III.01.01 notes that a corollary mission of the Student Conduct Code is to teach students to live and act responsibly in a community setting, with respect for the rights of other students and members of that community...and to encourage the development of good decision-making and personal integrity;

Whereas, to be effective, the Student Conduct Code must be updated and kept current, and must be aligned with state law, federal law and best practices;

Whereas, certain portions of the UO’s Student Conduct Code require updates to reflect best practices, provide greater clarity, and reflect new knowledge, issues, and understanding since the Code’s last update (2015);

Whereas, the Board of Trustees has been presented with a set of recommended changes put forward by the Community Standards/Student Conduct Committee, the Dean of Students and Division of Student Life, or—in most cases—both;

Whereas, the UO’s Policy on the Retention and Delegation of Authority stipulates that the Board retains authority to approve any and all changes regarding student conduct policies;

Whereas, ORS 352.029 provides that the Board manages the affairs of the university by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the board by law, or that are implied by law or are incident to such powers, rights and duties; and,

Whereas, the Academic and Student Affairs Committee has referred this matter to the full Board of Trustees as a seconded motion, recommending adoption;

NOW, THEREFORE, the Board of Trustees of the University of Oregon hereby adopts proposed changes to the Student Conduct Code attached hereto in _____ [insert version(s)] _____.

Vote recorded on the following page.

Trustee	Yes	No	Trustee	Yes	No
Aaron			Kari		
Ballmer			Lillis		
Bragdon			McIntyre		
Colas			Murray		
Curry			Paustian		
Ford			Ralph		
Gonyea			Wilcox		

Date: _____ Initials: _____

EXECUTIVE SUMMARY OF PROPOSED CHANGES TO THE STUDENT CONDUCT CODE

Through a collaborative process, the Office of Student Conduct and Community Standards (OSCCS) and the Student Conduct Committee (“the Committee”) agreed upon 18 proposed changes to the University of Oregon Student Conduct Code. The changes primarily reflect language adjustments to offer clarification of definitions and policies and are labeled in the Crosswalk Document as items 1-17. They also appear identically in both the Version A and Version B proposals. We respectfully submit these 17 changes for review and approval by the Board of Trustees.

In addition to the proposed changes where OSCCS and the Committee reached consensus, there are two areas of dissent. These are reflected in the Crosswalk Document as items 18-19. Item 18 can be found in Version A only. Item 19 can be found in Version B only. Following is a brief discussion providing rationales for the support and dissent for items 18 and 19.

Item 18- Version A: Proposed new violation.

“Violation of Law: - Actions and behaviors that violate local, state, or federal law, but are not expressly defined in the standards above, which negatively and significantly impact the university community and its members, may also be addressed through the procedures set forth in this code.”

Rationale from OSCCS and Office of the Dean of Students (In Favor)	Rationale from Student Conduct Committee (Opposed)
<p>OSCCS recommends that a “Violation of Law” section be added to allow the office to respond to serious criminal behavior that, negatively and significantly impacts the university community, but is not otherwise defined in the student conduct code. The language in the provision clearly limits this jurisdiction to both the requirements set forth in the Code (Section IV and language passed by the Board in 2014) as well as the additional language requiring it to negatively and significantly impact the university community. The intention behind this provision is to create the opportunity for the University to address concerning behavior including but not limited to:</p> <ul style="list-style-type: none"> • Possession of child pornography • Kidnapping • Homicide, attempted or actualized • Sexual abuse of a minor • Vehicular manslaughter • Large-scale vandalism and natural resource damage <p>We have encountered these types of cases and have been unable to charge them under the current code. This type of violation is found in the</p>	<p>The committee opposes the addition that would make any violation of state, federal or local law a conduct violation for the following reasons:</p> <ul style="list-style-type: none"> • Lack of clarity around off-campus jurisdiction would allow this policy to be applied broadly, potentially bringing conduct violations against students for off-campus behavior that has no perceivable impact on the UO community. • The proposal does not specify what would constitute a violation of law (i.e., arrest, arraignment, conviction), meaning that the “preponderance” standard of evidence will hold in determining student sanctions. This places undue value on the criminal justice system at the point of arrest. Students facing legal sanction should only face further sanction from the University in cases that explicitly relate to their status as students or the safety of the campus community. <ul style="list-style-type: none"> ○ Furthermore, this reliance on the criminal justice system will mean that students belonging to groups that

student conduct code of many peer institutions, including Portland State University, Oregon State University, the University of Colorado, and the University of Washington.

These are the types of violations that have significant potential to impact the university community, create risk for our community members and implicate our obligations to assess risk and respond where necessary. (For example, we host many minors on campus during the summer months, and have children in daycare on campus.)

In addition, adding this violation protects the University of Oregon, specifically our investigators, from investigating cases involving sex crimes against minors. Our investigators do not have legal immunity from possessing illegal images of children, nor do they have expertise in performing forensic interviews with children. Thus, they would be placing themselves and the University at legal risk should they investigate these types of cases. We would then be forced to hire external resources to perform investigations into conduct that has already been adjudicated, and at a typically higher evidentiary standard. It is much better for the University to investigate whether a violation of law or policy was found in these cases rather than investigate the behavior itself.

Issuance of charges under this violation would be limited to cases where a legal charges had been issued or a finding made in a court of law or government agency with adjudicative powers. Staff will be trained to examine all cases for disproportionate impact on students related to marginalized identities.

face disproportionate policing also will face disproportionate impact under this addition.

Item 19 – Version B: Proposal to reinstate panel hearings

The Student Conduct Committee supports in principle re-establishing panel adjudications for Student Conduct Code violations, with the exception of Title IX related cases, according to a format and procedures to be determined by the end of spring term 2019 and implemented by the first day of Law School classes, fall term 2019.

Rationale from OSCCS and Office of the Dean of Students (Opposed)	Rationale from Student Conduct Committee (In Favor)
<p>OSCCS and the Office of the Dean of Students oppose the reintroduction of panel hearings based on the following rationale:</p> <ul style="list-style-type: none"> • The University Community already has an established Appeal Panel that hears appealed cases decided by OSCCS and Residence Life. This Panel has 3 Faculty and 3 Students and has the authority to overturn decisions made by the original hearing officer. As such, the UO community already actively participates in the oversight of the student conduct process and serves as a great check-and-balance. <ul style="list-style-type: none"> ○ Participation in current appeals board has been a challenge. The University Senate and ASUO were not able to recommend the Appeals Panelists until Winter Term of this year, over 14 weeks into the academic year. Students who had their cases decided in the fall and who chose to appeal had to wait 3-4 months to hear a decision on their appeal, which had a negative impact. ○ The Appeals Board that was appointed, while passionate and participatory, struggled to meet regularly and to compose appeals decision letters that met the 30-day requirement outlined in the code. • Panels tend to create an adversarial tone for students because they are a construct of the adversarial process. Students are less likely to engage in educational development in a panel model compared to a single adjudicator model because of the intimidating nature of a panel and the ability of a single adjudicator to nuance a conversation to a specific student’s needs. In addition, panels can perpetuate a hostile environment and have the potential to exacerbate trauma, far more than do administrative conferences. 	<p>The Committee supports the reimplementa-tion of a panel hearing option for students at the point of first adjudication (with the exception of Title IX-related cases) for the following reasons:</p> <ul style="list-style-type: none"> • Students should have the right to more than a single adjudicator when they believe they will be treated more justly with the involvement of students and faculty. • In fall 2017, the University Senate passed a resolution calling upon the Student Conduct Committee to develop procedures to allow for the inclusion of students’ peers in cases involving free speech.** Determining what constitutes a free speech could be problematic; therefore the Committee proposes that students should be able to request a panel including peers in any non-Title IX case. • The right to request a panel hearing was removed in 2014 for unclear reasons. By excluding Title IX cases from this reimplementa-tion, the committee seeks to address the unique concerns about panels including students and faculty hearing such cases. • We recognize the Office of Student Conduct and Community Standards’ concern about capacity for panels, which is why we allow a year to develop procedures and build that capacity before implementation. Based on historical trends, we estimate that panels will be requested in a small percentage of cases. <p>**From Senate Resolution US17/18-02 “Resolution to Support the UO Student Collective” Section II, 2.3: “BE IT FURTHER RESOLVED that the Senate calls on the Student Conduct Code and Community Standards Committee to ensure that the Student Conduct Code is revised to include student peers in judgements on disciplinary cases involving free speech, as required by the Policy on Academic Freedom. Given the importance of free</p>

<ul style="list-style-type: none"> • Creating different processes for Title IX-related cases compared to general student conduct cases is ill-advised. Per the United States Office of Civil Rights' latest guidance, it is suggestive of discrimination to have two separate standards for adjudication for Title IX vs. general conduct cases. • There are 2.0 FTE Officers of Administration designated to hear cases, down from 3.0 FTE when panels were last used in 2014. There are staffing capacity issues, regardless of caseload size. Compared to our OUS Peer Institutions in the Pac 12 and AAU, UO has the least amount of professional conduct officers on staff and the highest student-per-conduct-officer ratio. A staffing comparison sheet can be provided upon request. • According to the Association for Student Conduct Administration's (ASCA) Foundations of Professional Practice Academy, beginning student conduct officer training requires 36 hours of learning. In addition to training, the administrative burden for panel hearings is considerable. Schedules of availability for students involved, advisors (often attorneys), witnesses, panelists, and administrators must be coordinated. Due to the sensitive and confidential nature of conduct cases, professional staff time must be used to do this. • Student Conduct is a profession for which professional administrators train in Masters-degree level academic programs. Student conduct professionals are trained to work through issues of fundamental fairness, due process, weighing a standard of evidence, student ethical and moral development, educational action plans, coached conflict resolution, and sensitive dialogue. 	<p>speech and academic freedom, the Senate urges the Committee to develop Student Conduct Code procedures distinct from standard discipline charges"¹</p>
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¹ This resolution was rejected by the President and its components not enacted.

“CROSSWALK” DOCUMENT

The page numbers correspond to the redline code provided. Language in red are the proposed changes in the code itself. Proposed changes 1-17 are agreed upon by both the Office of Student Conduct and Community Standards and the Student Conduct Committee. Proposed change 18 can be found in Version A only; proposed change 19 can be found in Version B only.

1. (page 3) Section II (Definitions), 5

The Office of Student Conduct and Community Standards (OSCCS) recommends an official change of the name of the “Community Standards/Student Conduct Committee” to the **“Student Conduct Committee”**. In practice, this is what the committee is called, and it would be preferable if the language was the same in the Student Conduct Code.

2. (page 3) Section II (Definitions), 8

OSCCS recommends that the definition of **‘Contact of a sexual nature’ for purposes of Sexual Misconduct in the Student Conduct Code means: Intentionally touching a part of another person’s body that, under the circumstances, a reasonable person would know that the other person regards as an intimate part, including but not limited to the other person’s genitals, breasts, groin, or buttocks, without the consent of the other person; Intentionally causing a person to touch an intimate part of another person; or, Intentionally causing a person to touch their own intimate part. For this definition, ‘touching’ includes contact made with bodily fluids.**

This new definition is also more consistent with the variety of cases that the office regularly handles. This language is approved by the Title IX Coordinator and the AAEO team in addition to OSCCS and the Student Conduct Committee.

3. (page 3) Section II (Definitions) 10 (proposed new definition)

The code did not previously define Dean of Students. The following definition addition is proposed: **“Dean of Students” is the person designated by the University President and Vice President for Student Life as the person titled with and given responsibility for oversight of the Dean of Students portfolio.**

4. (page 4) Section II (Definitions), 16

OSCCS recommends that the existing University of Oregon policy on harassment be added to the student conduct code for the purpose of clarity. The code already references this policy, and it will be useful for students to have the policy available for review in this section. **“The University’s policy prohibiting sexual harassment specifically prohibits discrimination on the basis of sex or gender, sexual harassment, sexual violence, sexual assault, dating or domestic violence, sex or gender based stalking or bullying, and other gendered harassment. “Harassment” as defined under the Student Conduct Code will be interpreted to include sexual harassment as defined by the university’s Discrimination Complaint and Response policy. Sexual harassment and sexual misconduct may be committed by any person upon any other person, regardless of the sex, gender, sexual orientation, and/or gender identify of those involved”.**

5. (page 4) Section II (Definitions), 17

OSCCS recommends that, “recruitment and continuing involvement and belonging to an organization”, be added to the definition of hazing in the student conduct code. This change reflects a definition of hazing that is more accurately reflective of the issues OSCCS generally sees when responding to hazing incidents. In addition OSCCS recommends adding “University of Oregon policy” to, section i. Other activities which violate Federal, State, or local laws, or University of Oregon policy. This addition will help the office address incidents of hazing that may violate University policy, but not Federal/State law.

6. (page 5) Section II (Definitions), 21

OSCCS recommends that language be added to the definition of “Mental Incapacitation” in the student conduct code to ensure that it is clear that the condition of being a minor as defined by law should be considered under incapacitation analysis when determining whether consent was present in a sexual misconduct case. (“Minors and children are unable to provide consent when defined as such by Oregon law.”)

7. (page 5) Section II (Definitions), 23

OSCCS recommends that the definition of penetration (related to sexual misconduct), be adjusted to ensure that the definition is more inclusive of sexual contact between a variety of gender identities and sexual orientations. “Any degree of insertion, however slight, by any body part or object into the oral, anal, or vaginal parts of a person.”

8. (page 6) Section II (Definitions), 32

OSCCS recommends that the word group be changed to, “organizational”, related to the definition of a student organization. This change is recommended because it is more consistent with how the term is used at UO when discussing student organizations.

9. (page 6) Section II (Definitions) 2.c. Sexual Advances

The Title IX Coordinator has requested a modification of the definition of sexual advances for clarity.

Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome and sufficiently severe or pervasive that interferes with work or access to educational benefits and opportunities because it has created an intimidating, hostile, or degrading environment and would have such an effect on a reasonable person of the alleged complainant’s status.

10. (page 8) III (Delegations of Authority) 2.b Student conduct committee.

Dean of Students requests that the role of student conduct committee convener be transitioned upward to the Assistant Dean of Students for Conduct and Operations role. This will help to build the capacity of the Director of SCCS.

... the Dean of Student’s designee (typically an Assistant Dean of Students) ... shall be non-voting, ex-officio members of the Student Conduct Committee.

11. (page 11) Section V (Student Conduct Code Violations), 1d

OSCCS recommends adding additional language to the definition of Academic Misconduct for the sake of clarity for both students and instructors. There is currently no language in the Student Conduct Code that makes it clear that intentionally assisting others in the commission of misconduct, is inherently academic misconduct. **“Intentionally assisting others in the commission of academic misconduct is in itself an act of academic misconduct.”**

12. (page 11) Section V (Student Conduct Code Violations), 2b

OSCCS recommends that the language be added to the student conduct code to make it clear that the additional off-campus jurisdiction provided by the 2014 changes applies to this section (Damage, destruction or unauthorized use of property). Without the change, this section is inconsistent with the jurisdiction section of the code because it only prohibits conduct when it takes place on UO owned or operated property. **“or property when applicable under rules regulating “Off-Campus Jurisdiction” (section 2,IV,2,b of this Code)”**

13. (page 12) Section V (Student Conduct Code Violations), 2e

OSCCS recommends that language be added to the student conduct code to make it clear that the additional off-campus jurisdiction provided by the 2014 changes applies to this section (Failure to comply with public officials acting in the performance of their duties). Without the change, this section is inconsistent with the jurisdiction of the code, because it only prohibits conduct when it takes place on UO owned or operated property. **“or when applicable under rules regulating “Off-Campus Jurisdiction” (section 2,IV,2,b of this Code)”**

14. (page 12) Section V (Student Conduct Code Violations), 3b

OSCCS recommends that language be added to the student conduct code to add clarity for students that hazing both defined by UO and by Oregon law is a violation of the code. **“and by Oregon Revised Statute.”**

15. (page 13) Section V (Student Conduct Code Violations), 3i,A

OSCCS recommends that language be added to the student conduct code to make it clear that the additional off-campus jurisdiction provided by the 2014 changes applies to this section (possession or consumption of alcohol by those under 21 years of age). Without the change, this section is inconsistent with the jurisdiction of the code, because it only prohibits conduct when it takes place on UO owned or operated property. **“or when applicable under rules regulating “Off-Campus Jurisdiction” (section 2,IV,2,b of this Code)”**

16. (page 16) VI (Sanctions) 1.k. (proposed change of language for clarity)

OSCCS recommends a change in language from “suspended sanction” to “sanction held in abeyance.” This change in language is intended to clarify the use of the word “suspension” from meaning both separation from the university as well as a temporary abeyance period. This change will assist students in understanding what is meant when a sanction is applied but not implemented. E.g., suspension in abeyance, eviction in abeyance. Currently students receive language like suspended suspension or suspended eviction, and we receive repeated feedback that this is confusing.

Sanction held in Abeyance. The execution of any sanction authorized under the Student Conduct Code may be held in abeyance. When holding a sanction in abeyance, a time limit for the abeyance period shall be designated, and subsequent violations of the Student Conduct Code that will terminate the abeyance period and result in the imposition of the original sanction specified. In the absence of any such violation, the original sanction shall be deemed completed at the end of the abeyance period.

17. (page 18) Section 2 (Student Rights) 6i (proposed new section)

OSCCS recommends that a statement on access to accessibility services to students be added to the student conduct code. This is already a practice utilized by the office, but it is recommended that it is memorialized in the Student Conduct Code.

The University of Oregon is committed to providing an education environment that is accessible to all students. Students in need of accommodations due to a disability should contact the Accessible Education Center as soon as possible. Any accommodations deemed necessary and approved by the Accessible Education Center will be incorporated into the student conduct process as possible.

18. (page 14) Section V (Student Conduct Violations), 3m (proposed new section) in Version A only.

OSCCS recommends that a “Violation of Law” section be added to allow the office to respond to serious criminal behavior that, negatively and significantly impacts the university community, but is not otherwise defined in the student conduct code. The intention behind this provision is to create the opportunity for the University to address concerning behavior including but not limited to: possession of child pornography, kidnapping, homicide, sexual abuse of a minor, vehicular manslaughter, or large-scale vandalism and natural resource damage. This type of violation is found in the student conduct code of many peer institutions, including Portland State University and Oregon State University.

Violation of Law: - Actions and behaviors that violate local, state, or federal law, but are not expressly defined in the standards above, which negatively and significantly impact the university community and its members, may also be addressed through the procedures set forth in this code.

19. (page 30) Intention to alter the process for adjudication (proposed new section) in Version B only.

By unanimous vote on May 11, 2018, the Committee passed the following motion.

The Student Conduct Committee supports in principle re-establishing panel adjudications for Student Conduct Code violations, with the exception of Title IX related cases, according to a format and procedures to be determined by the end of spring term 2019 and implemented by the first day of Law School classes, fall term 2019.

Agenda Item #4

**Academic Area in Focus:
Volcanology, Volcanic Hazards and
Geothermal Energy**

Paul Wallace, Ph.D.

Paul Wallace investigates the processes that make magma deep inside the earth and the role of dissolved gases in making volcanoes erupt explosively. He has studied volcanoes in many places around the world, including Mexico, Hawaii, the western U.S., Iceland, the Antarctic, and on the seafloor in the Atlantic, Pacific and Indian Oceans. He and his group use chemical tools to understand how volcanoes work, and their research requires extensive use of state-of-the-art instrumentation in the Lorry I. Lokey Laboratories at the UO. One major



theme of his research has been how gases cause pressurization of magma stored underground, leading to triggering of volcanic eruptions. His most recent work has focused on giant supereruptions at Yellowstone and Long Valley Caldera in California.

Wallace received a B.S. in Geology from the George Washington University and a Ph.D. in Geology from the University of California, Berkeley. He was a Post-Doctoral Research Associate at the University of Chicago and then worked as a Staff Scientist with the International Ocean Discovery Program at Texas A&M University before coming to the UO in the Fall of 2001. He is currently Professor and Head of the Department of Earth Sciences (formerly Geological Sciences). He is a fellow of the Mineralogical Society of America and in 2016 he received a Fund for Faculty Excellence Award from the UO. He is the coordinator for the Volcanology cluster of excellence.

Josef Dufek, Ph.D.

Josef Dufek studies physical processes in planetary interiors, volcanic eruption dynamics, and multiphase flows that shape the landscape. The Dufek lab is primarily focused on the application of fluid dynamics to understand mass and energy transfer in geological processes, with particular emphasis on volcanic systems. Much of this work explores the dynamics of large, explosive volcanic eruptions that produce hazards to aviation, air quality, and populations living in the vicinity of volcanoes. One of the Dufek lab's research goals is to delineate how multiphase interactions contribute to the structure and composition of planetary interiors, and the role of such interactions in determining the dynamics of volcanic flows using computational, experimental and field studies.



Dufek and his group are currently conducting field investigations in Ecuador, Chile, Mexico, Greece and the Cascades, as well as research focused on eruptive behavior on other planets and moons in the solar system. His computational work uses massively parallel computing clusters, and in his new position he has worked with the UO Research Advanced Computing Services group to enhance the supercomputing potential on campus. His laboratory work involves a combination of fluid dynamics experiments and in building and testing sensors that can be deployed at volcanic systems. Currently he is involved in building three labs on campus, the Volcanic Sensor Lab (VSL), the Compressible and Turbulent Fluids Lab (CTFL) and the Granular and Geophysical Flow Lab (GGFL).

Josef Dufek received a B.S. in Geophysical Sciences from the University of Chicago and a Ph.D. in Earth and Space Science from the University of Washington. He was a Miller Postdoctoral Fellow at the University of California, Berkeley, and was a Professor and Associate Chair at the Georgia Institute of Technology from 2008-2018. In May 2018 he started his faculty position at the University of Oregon. He is a recipient of the Walker and Kuno awards in Volcanology, the Macelwane Medal from the American Geophysical Union (AGU) and is a fellow of the AGU.

Volcanology, Volcanic Hazards, and Geothermal Energy

A Cluster of Excellence at the University of Oregon



Key Goals

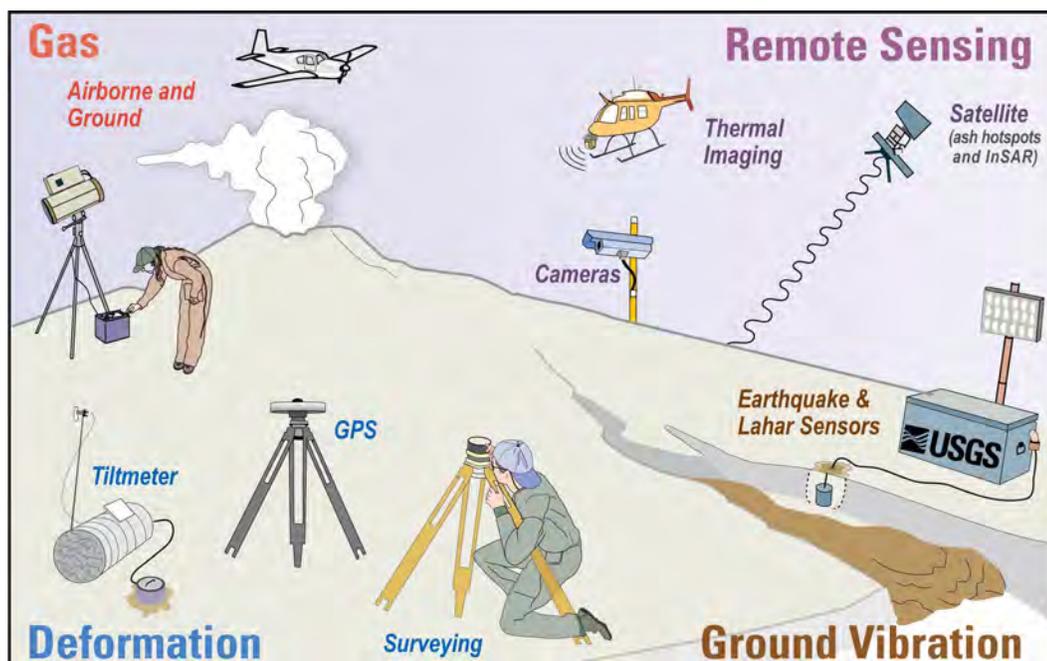
- Build on our already strong reputation in this discipline and become the top academic center for the study of volcanoes in the U.S. and one of the top international programs.
- Recruit outstanding faculty from the highly international field of volcanology.
- Increase our competitiveness for research funding from NSF, NASA, and DOE.
- Develop partnerships with the U.S. Geological Survey (USGS), the Volcano Disaster Assistance Program (VDAP), and the geothermal energy industry.
- Expand course offerings to non-science majors to teach them about the role of earth sciences in societally relevant areas such as natural hazard mitigation and clean energy.
- Position UO as a leader in the broader area of geologic hazards research by integrating the volcanology initiative with the expansion of the Pacific Northwest Seismic Network (PNSN) and development of Earthquake Early Warning (EEW).

Ring of Fire: A Circum-Pacific Belt of Active Volcanoes & Earthquakes



Why Volcanology?

- Volcanic eruptions are spectacular manifestations of a dynamic Earth. They link the deep Earth (the geosphere) to the hydrosphere, atmosphere and biosphere, and they are capable of affecting the global community physically, societally, and economically. Volcanoes modulated the formation of Earth's atmosphere and are the accessible, near-surface manifestation of the deep earth cycling of volatiles like carbon and hydrogen. They can also accumulate economically important metals and other elements.
- About 600 million people live close enough to an active volcano to be directly affected by eruptions, and civilization on a large scale could be threatened by the largest explosive eruptions that have occurred on Earth in the past (e.g., Yellowstone).
- Core volcanological research investigates the following:
 1. How volcanoes work – how magma forms, ascends and erupts, and how the products of volcanic eruptions are dispersed across the Earth's surface and interact with Earth's atmosphere and oceans.
 2. The impact of eruptions on the natural environment (including climate) and on past, present and future societies.
 3. Tapping of volcanic resources such as ore deposits and geothermal energy.
- Reducing vulnerability to volcanic eruptions requires an understanding of the processes that govern eruptive activity and the impact of past volcanic disasters, coupled with coordinated efforts to reduce those impacts in future events.
- For these reasons, innovative volcanological research requires interdisciplinary science.



Strategic Hiring Initiative

This is an exciting time in volcanology because the 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. Recent hires have been strategically made to position the cluster to be a leader in developing technologies and approaches in volcano science.



Thomas Giachetti, Assistant Professor

Professor Giachetti joined the faculty in 2015 following a postdoctoral position at Rice University. His research focuses on magma degassing and associated dynamics, characterizing textures of volcanic products to interpret past eruptive behavior. He also uses computer modeling to better understand the hazards from volcanic debris avalanches.



Josef Dufek, Lillis Professor of Volcanology

Professor Dufek recently joined the faculty and was previously a faculty member at Georgia Tech. His work focuses on the fluid dynamics of eruptive flows and other geophysical phenomena using a combination of laboratory approaches, high performance computing and sensor development.



Meredith Townsend, Assistant Professor

Professor Townsend will join the faculty in 2019 after a postdoctoral position at Brown University. She investigates the propagation of fractures and magma in the subsurface beneath volcanoes like those in Hawaii and Iceland, and the preserved remnants of these transport mechanisms in the rock record.



Proposed Future Hiring

- Two additional positions are envisioned to expand our initiative into a comprehensive program integrating volcanology with energy and resource development and a broader range of geologic hazards.

Geothermal Energy – Studies of geothermal systems and their potential as energy resources, with links to industry and resource development in Oregon and the Pacific NW.

Radiogenic Isotope Geochemistry – 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.

Funding Opportunities

We are creating a critical mass in volcanology that is unrivaled in the U.S. One of our main goals is to secure funding from major, multidisciplinary programs.

NSF:

- Interdisciplinary Research in Hazards and Disasters (PREEVENTS) - The goal of PREEVENTS is to promote interdisciplinary research efforts in hazards-related science to improve the understanding of natural hazards and mitigate their effects.
- NSF Science Technology Center (STC): The STC program supports innovative research that requires large-scale and long-term investment, and typically involve multiple institutions and agencies. No current STC exists in the northwest.
- Cyberinfrastructure for Emerging Science and Engineering Research (CESER): A key programmatic objective of CESER is to support early-stage efforts by collaborative teams of scientists and cyberinfrastructure developers to address needs in new research areas through the development of innovative hardware or software systems.

NASA:

- Earth Science Applications: Disaster Risk Reduction and Response seeks to implement developing technologies to mitigate the impact of hazardous events and to integrate scientific approaches into the decision making process.

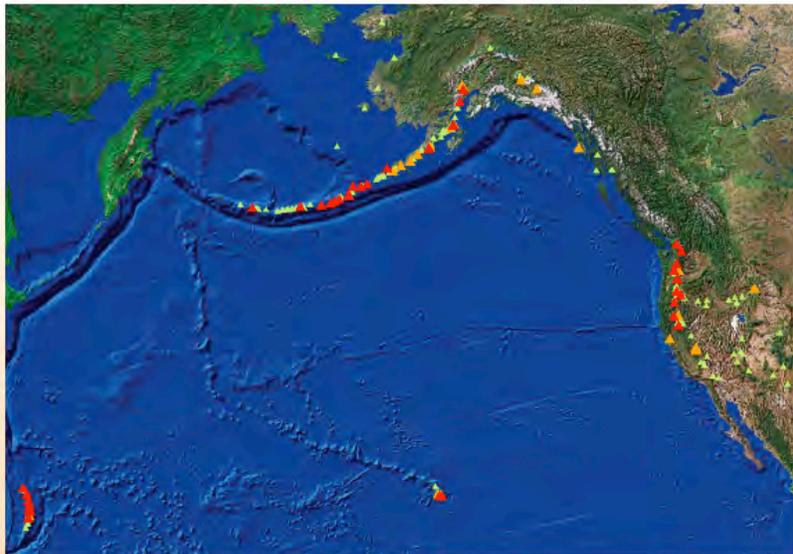
DOE:

- Our proposed cluster hire in Geothermal Energy would position us to compete for future funding opportunities from the Dept. of Energy (DOE). It would also allow us to partner with the geothermal energy industry here in Oregon and in other Pacific rim nations.
- Over the next several years, DOE will establish a national Frontier Observatory for Research on Geothermal Energy (FORGE) in the U.S. A new faculty position in geothermal research would allow UO to play a major role in FORGE.

Partnerships with the U.S. Geological Survey

- Our department has strong collaborative ties with the U.S. Geological Survey (USGS), and our volcanology cluster will partner with them on a variety of projects on active volcanism in the Cascades, Aleutians, and Hawaii.
- We are also well positioned to work with the Volcano Disaster Assistance Program (VDAP), which responds to volcanic crises around the world and strives to reduce fatalities and economic losses in countries experiencing a volcano emergency.
- The USGS Cascade Volcano Observatory (CVO) and VDAP program are based in Vancouver, WA (just 120 miles away), making the UO a uniquely situated partner for a national academic center on volcanic studies and hazard mitigation.

National Volcano Early Warning System



US VOLCANOES and NVEWS Targets The United States has the largest number of young volcanoes capable of erupting of any country in the world. In the past 26 years, 47 eruptions and at least 17 episodes of significant unrest have occurred at 34 different volcanoes. The United States has five volcano observatories (Alaska, Cascades, Hawaiian, Long Valley, and Yellowstone) supported primarily by the USGS Volcano Hazards Program that relies on staff and facilities of the USGS and affiliated academic institutions and State and Federal agencies. Red triangles are the 35 highest-priority NVEWS targets; orange triangles are the 22 high-priority targets; small green triangles are other U.S. volcanoes.

	Highest Priority	High Priority
Alaska	Akutan, Amak, Amukta, Augustine, Bogoslof, Cleveland, Fourpeaked, Kasatochi, Kiska, Makushin, Recheschnoi, Redoubt, Segum, Vsevidof, Yantarni, Yunaska	Black Peak, Chiginagak, Churchill, Dana, Douglas, Dutton, Edgecumbe, Hayes, Kaguyak, Kupreanof, Mount Spurr, Wrangell
Washington	Glacier Peak, Mount Baker, Mount Rainier, Mount St. Helens	Mount Adams
Oregon	Crater Lake, Mount Hood, Newberry, South Sister	North Sister Field
California	Lassen Peak, Mount Shasta	Clear Lake, Inyo Craters, Mono Craters, Mono Lake Field, Medicine Lake
Wyoming		Yellowstone
Hawaii	Kilauea, Mauna Loa	Hualalai

Benefits to the University and Our Community

- Expand the UO's national and international visibility in the earth sciences and natural hazards research. We want to position the UO as a leader in these fields.
- Increase interdisciplinary science at UO. The volcanology initiative will expand our connections with Physics, Computer and Information Science, Geography, and Planning, Public Policy, and Management. The cluster focus on large-scale deployments of miniaturized sensors will have synergy with proposed efforts for the Knight Campus for Accelerating Scientific Impact through sensor and data processing developments.
- The cluster is already interacting closely with key elements of the UO Presidential Initiative for Data Science. In particular, cluster hires have worked with the Research Advanced Computing Services (RACS) to augment the supercomputing potential on campus.
- Increase the UO's involvement with scientists and non-governmental organizations in developing nations, particularly in the Pacific rim.
- Link with the Pacific Northwest Seismic Network (PNSN), which is cooperatively operated by UO and UW, and is expanding as a result of state of Oregon funding and federal USGS funding for an Earthquake Early Warning system. The expanded PNSN and associated geodetic networks will provide opportunities for new research and for leveraging of funds for studies of the Cascade volcanoes.
- Increase use of the advanced materials characterization facilities in CAMCOR (Lorry I. Lokey Laboratories) at the UO. The Lokey Laboratories house state-of-the-art equipment, and the facilities serve both academic and industry users.
- Our initiative is closely linked with the goals of the UO Museum of Natural and Cultural History. Its Explore Oregon permanent exhibit features natural processes that have shaped the Pacific Northwest, and volcanology features prominently. A world-class center of volcanology researchers will help the museum develop new exhibits and will enable us to attract national and international researchers to speak in the museum's public lecture series.
- Establish research and workforce development collaborations with industry. One possibility would be the development of a Masters internship program in geothermal resources, in which students would have summer internships in industry while working on their degrees.

Agenda Item #5

Presidential Initiative in Data Science



Presidential Initiative in Data Science The Vision Takes Shape

Thursday, June 7, 2018

Board of Trustees of the University of Oregon

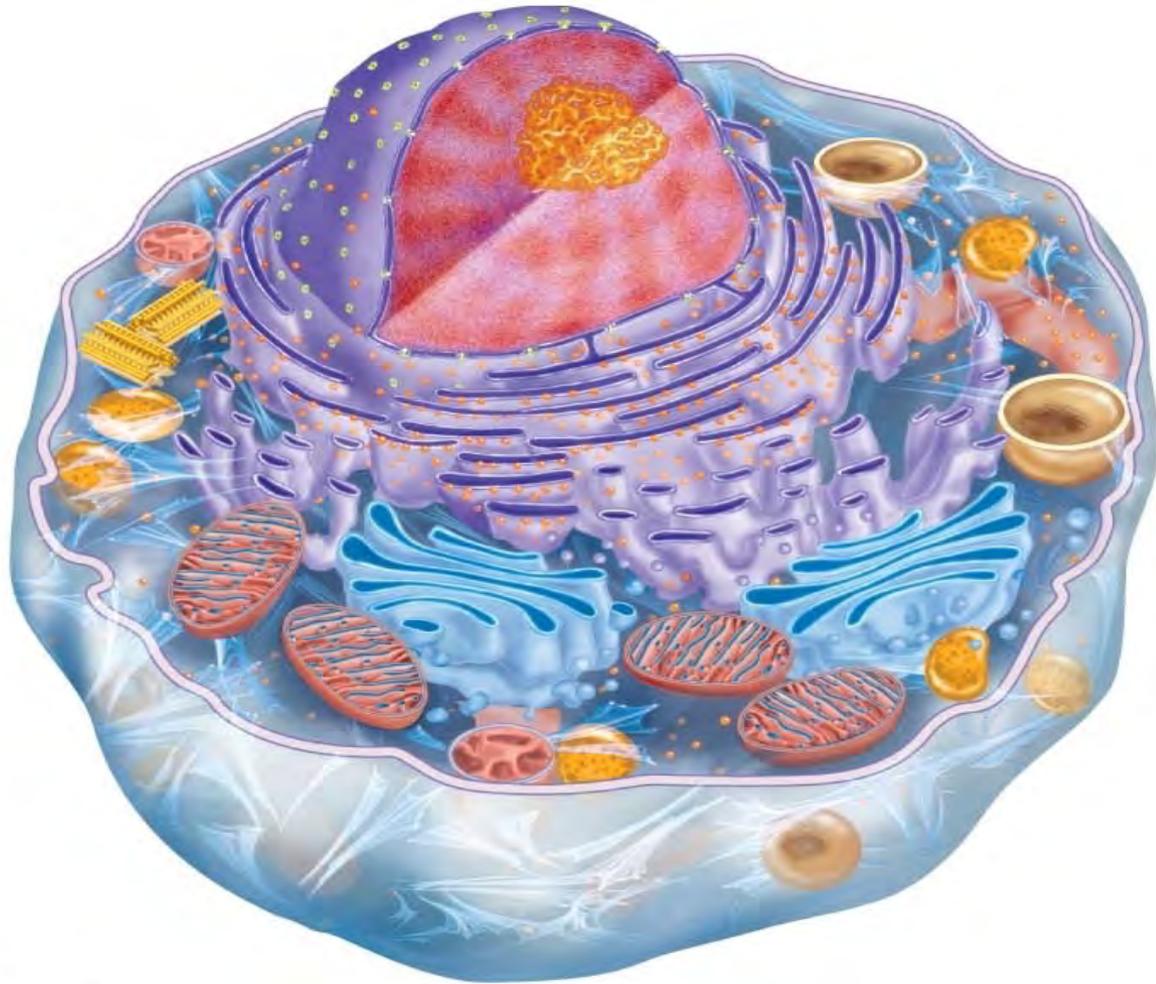
Agenda

- What is Data Science?
- Data Science Visioning Committee
 - Activities and Progress
 - Vision and Guidance
 - Hub and Spoke Model
- Timeline and Metrics of Success

What is Data Science?

3 billion base pairs of information in every cell

100 Libraries of Congress of data are copied every time a cell replicates



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What is Data Science?

- More data has been produced in the past two years than in the entire previous history of humans
- Data science is an interdisciplinary field about processes and systems to extract knowledge or insights from diverse types of data in an integrated way
- It is a continuation of some of the data analysis fields such as statistics, data mining, and predictive analytics
- However, data science also involves much more, including areas like data communication and data ethics

What is Data Science?

- Big Data + Data Analytics = Data Science
- Big Data is generally defined by the four “V”s”.
 - There is a great deal of it (volume)
 - Generated rapidly and continuously (velocity)
 - Taking many different forms and types (variety)
 - Originating from trustworthy sources (veracity).
- Data Analytics
 - Novel ways of extracting useful information from data
 - Math is important for data analytics, but it is not sufficient
 - Modern statistics and computation are crucial
 - As are interpretation, decision making and communication

What are the Skills of a Data Scientist?

MATH & STATISTICS

- ☆ Machine learning
- ☆ Statistical modeling
- ☆ Experiment design
- ☆ Bayesian inference
- ☆ Supervised learning: decision trees, random forests, logistic regression
- ☆ Unsupervised learning: clustering, dimensionality reduction
- ☆ Optimization: gradient descent and variants

DOMAIN KNOWLEDGE & SOFT SKILLS

- ☆ Passionate about the business
- ☆ Curious about data
- ☆ Influence without authority
- ☆ Hacker mindset
- ☆ Problem solver
- ☆ Strategic, proactive, creative, innovative and collaborative



PROGRAMMING & DATABASE

- ☆ Computer science fundamentals
- ☆ Scripting language e.g. Python
- ☆ Statistical computing package e.g. R
- ☆ Databases SQL and NoSQL
- ☆ Relational algebra
- ☆ Parallel databases and parallel query processing
- ☆ MapReduce concepts
- ☆ Hadoop and Hive/Pig
- ☆ Custom reducers
- ☆ Experience with xaaS like AWS

COMMUNICATION & VISUALIZATION

- ☆ Able to engage with senior management
- ☆ Story telling skills
- ☆ Translate data-driven insights into decisions and actions
- ☆ Visual art design
- ☆ R packages like ggplot or lattice
- ☆ Knowledge of any of visualization tools e.g. Flare, D3.js, Tableau

Data Science Visioning Committee: Activities and Progress

Data Science Visioning Committee

The charge of this committee is to generate a proposal to me that addresses the following four major categories of consideration for the creation of a data science program: tools and technical resources, space requirements, educational framework, and initial intellectual foci. I anticipate that your recommendation will be strongly informed by other programs at top universities, as well as the needs of potential employers of our students trained by our new program. I expect your committee to complete your work and present me with your initial recommendation by the end of the Winter Term (2018), and a final proposal by the end of Spring Term (2018).

Data Science Visioning Committee

Name	Affiliation
Leslie Leve	College of Education
Mike Pangburn	Lundquist College of Business
Jessie Minton	Information Services
Joe Sventek	College of Arts and Sciences
Colin Koopman	College of Arts and Sciences
Cass Moseley	Office of the Vice President for Research and Innovation (OVPRI)
Colin Ives	College of Design
Kathleen Scalise	College of Education
Steve Huter	Network Startup Resource Center
Amy Lobben	College of Arts and Sciences
Hal Sadofsky	College of Arts and Sciences
Sarah Nutter	Lundquist College of Business
Brad Shelton	Provost's Office
Nick Maggio	Research Advanced Computing Services, OVPRI
Diane Del Guercio	Lundquist College of Business
Jeremy Piger	College of Arts and Sciences
Seth Lewis	School of Journalism and Communication
Bill Cresko	College of Arts and Sciences
Stacey Wagner	Committee Analyst
Leslie Coonrod	Committee Analyst

Data Science Landscape

- Across the world
 - Data science initiatives are planned or started at most research universities
 - Numerous educational programs in data science have been launched
 - Some of the best programs are on the West Coast of North America
 - Nearly every Fortune 500 company has a 'data science' effort
- At the University of Oregon
 - Digital humanities
 - Geographic information systems
 - Business analytics
 - Theoretical and systems neuroscience
 - Social media data science
 - The internet of wild places
 - Computational genomics
- Most of our progress has been in domains with *relatively* lower investments in methodological expertise

Key Strengths and Challenges at UO

○ Strengths

- Significant work by faculty already to grow data science across campus
- Strong history of interdisciplinary research
- Our identity as a liberal arts research university
- Key investments in high performance computing over last 3 years
- Knight Campus for Accelerating Scientific Impacts
- Strong partners in OSU, PSU and particularly OHSU
- Top data science programs and companies on the West Coast

○ Challenges

- Lack of schools of agriculture, engineering and medicine
- Relative size of our University compared to our aspirational peers
- Growth needed in areas of applied math and computer science
- Resources necessary to attract and retain best faculty and students
- Continued need for growth in physical space and computational tools

Data Science Visioning Committee: Vision and Guidance

Guiding Vision for a Data Science Program

○ Goals

- Build upon history of interdisciplinary research and liberal arts at UO
- Advance new research and educational opportunities
- Mitigate historical structural weaknesses in methodological data science

○ Principles

- Data science covers all areas of the university and society
- Our initiative should therefore be large enough to grow
 - Interdisciplinary research efforts and grant base for new funding
 - Educational opportunities for existing and new students
 - Collaborative efforts with academic institutions and industry
 - Positive impacts on society

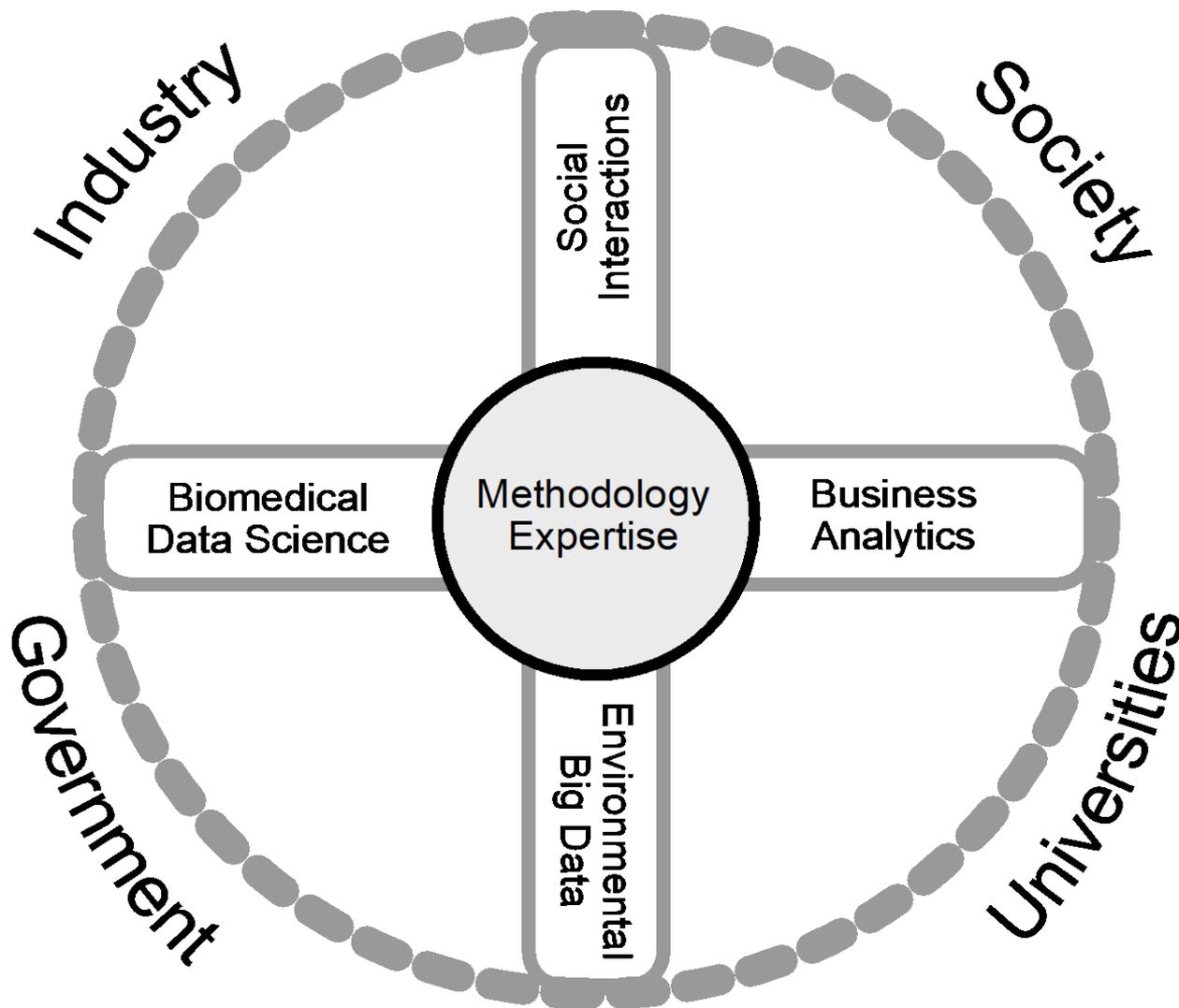
○ Consequences

- The data science program should increase research and educational opportunities
- The data science program should not be sequestered in one school or college
- The data science program should prosper by growing the size of the overall pie

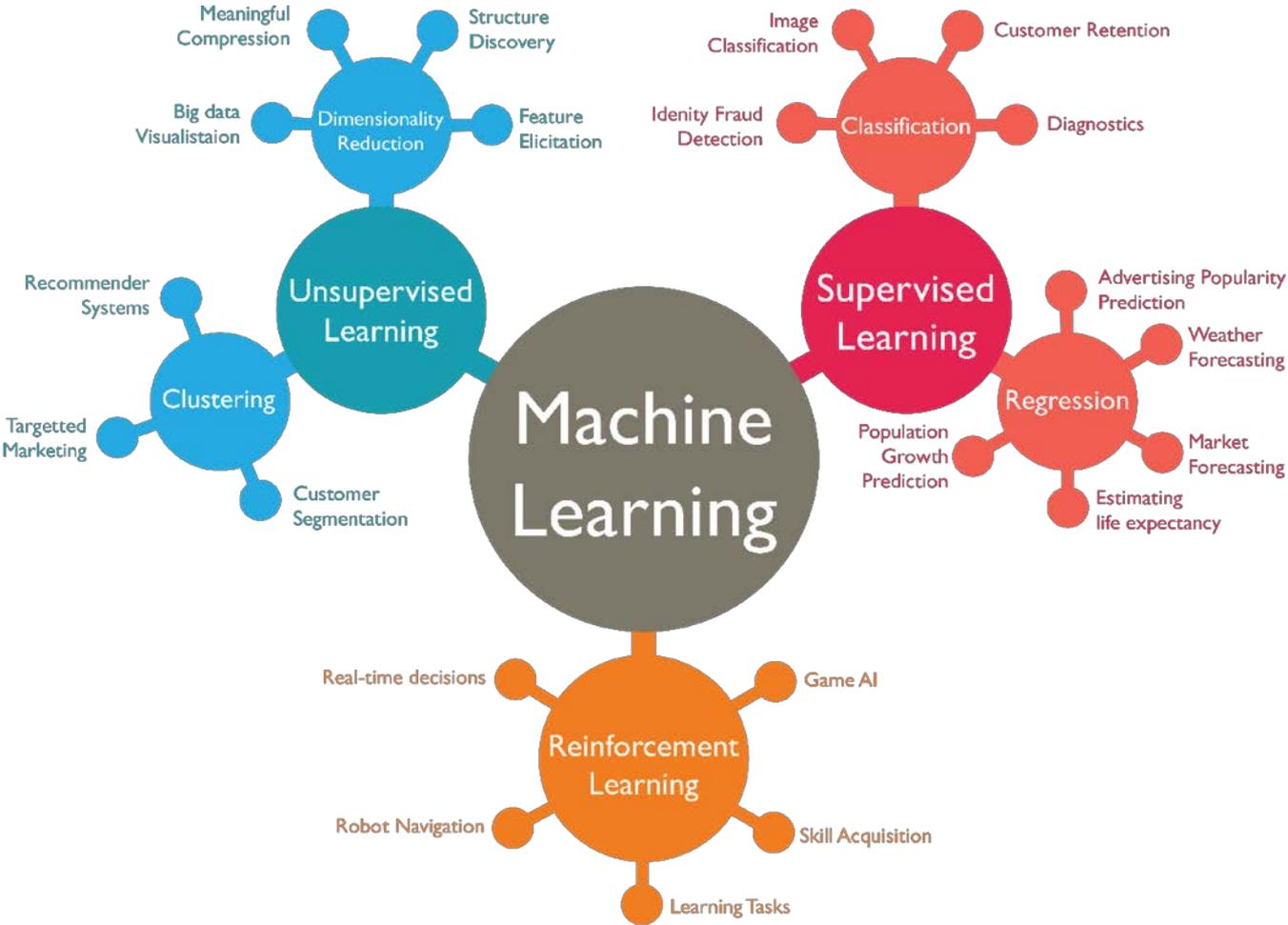
Outline for a Data Science Program

- Acts as a university-wide advanced research institute
 - Support existing and novel research at UO
 - Help develop new research connectivity and impact
- Achieves these goals by building different categories of expertise
 - Domain strengths with data science applications (spokes)
 - Methodological expertise in data science that can pivot (hub)
 - Connectivity and impact (sphere)
- Provides novel graduate and undergraduate education
 - Increase the number and quality of education at each level
 - Bring new students to UO who normally wouldn't think about us
- Makes stronger connections with
 - Sister institutions across Oregon
 - Pacific rim research universities
 - Government, industry and society

Hub and Spoke Model of Data Science @UO

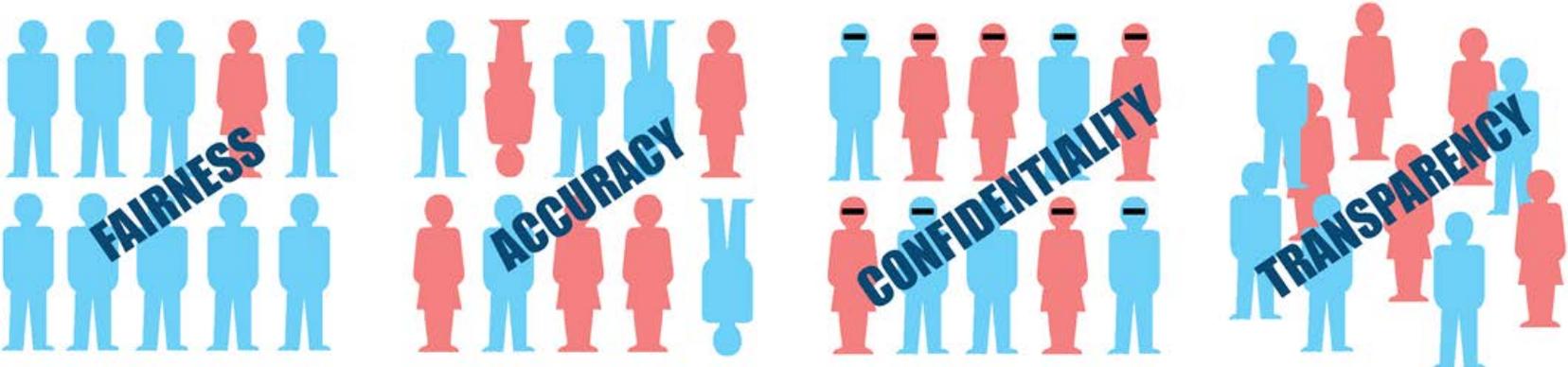


Hub and Spoke Model of Data Science @UO



Hub and Spoke Model of Data Science @UO

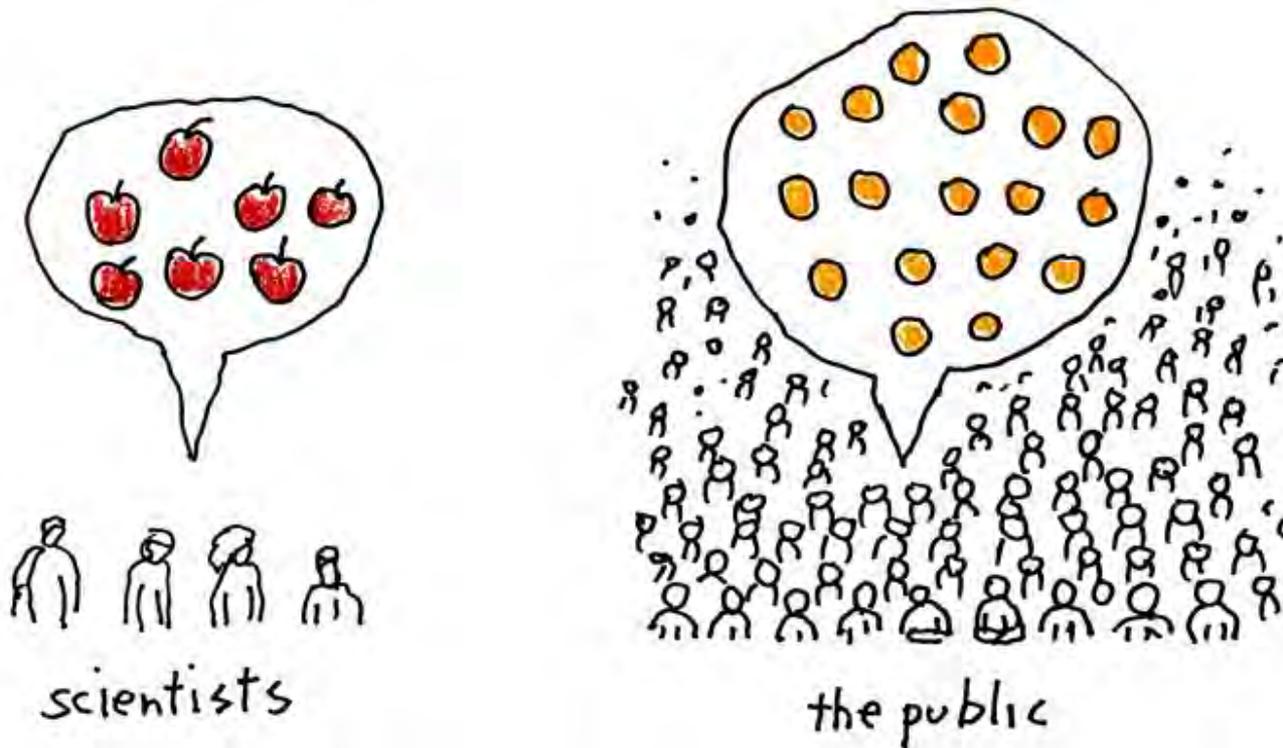
RESPONSIBLE DATA SCIENCE



<http://www.responsibledatascience.org>

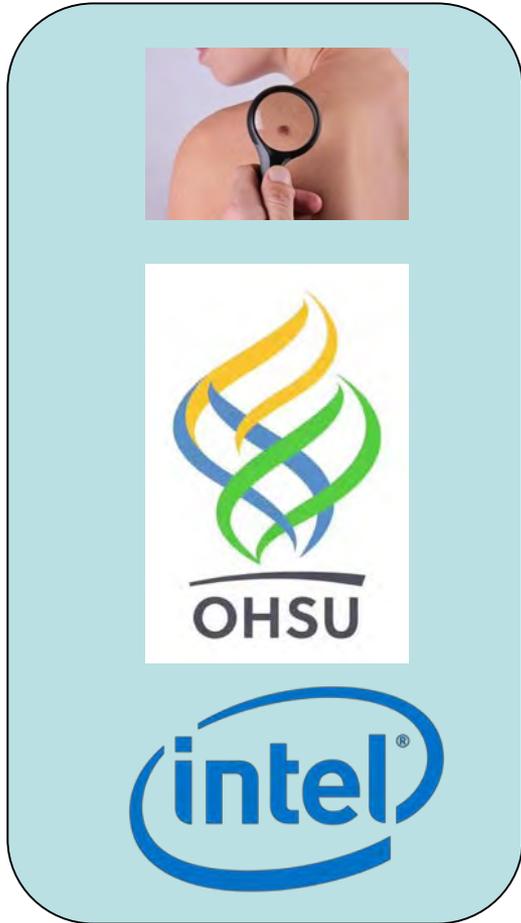
Hub and Spoke Model of Data Science @UO

Science communication



Synergies Across the Hubs and Spokes

Connection

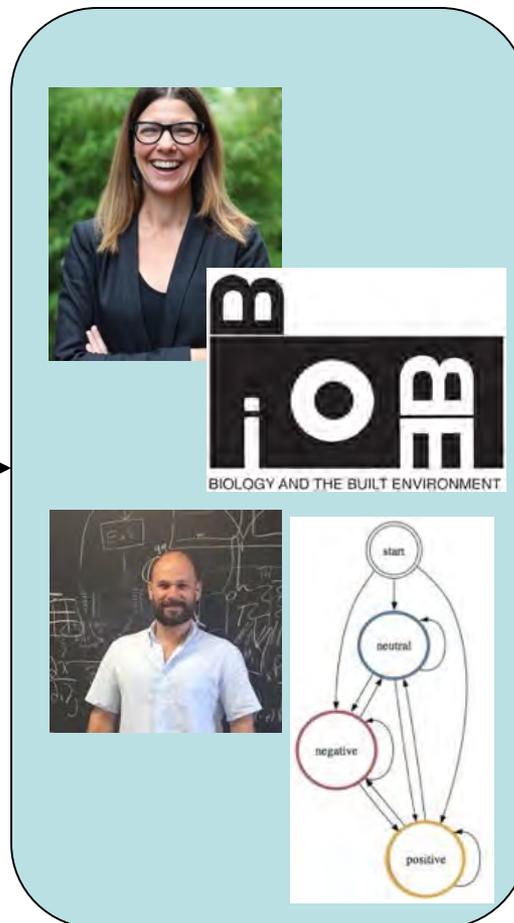


Synergies Across the Hubs and Spokes

Connection

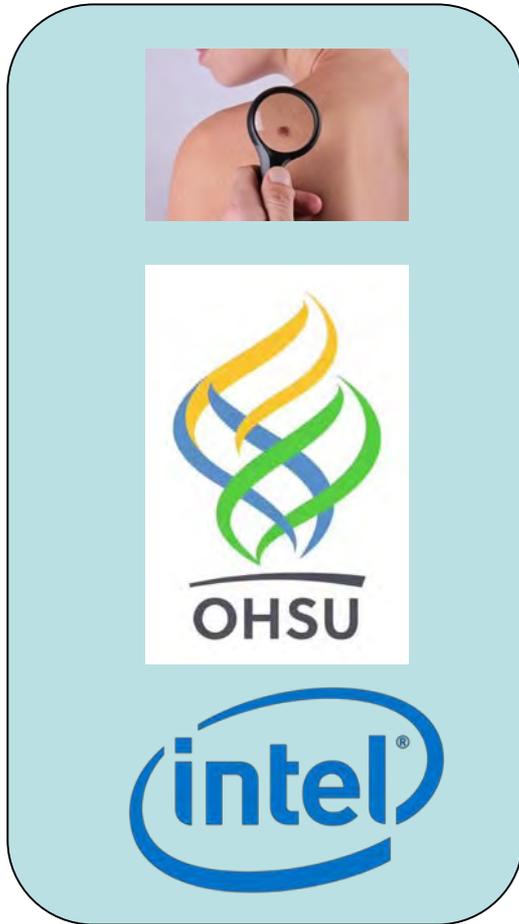


Domain



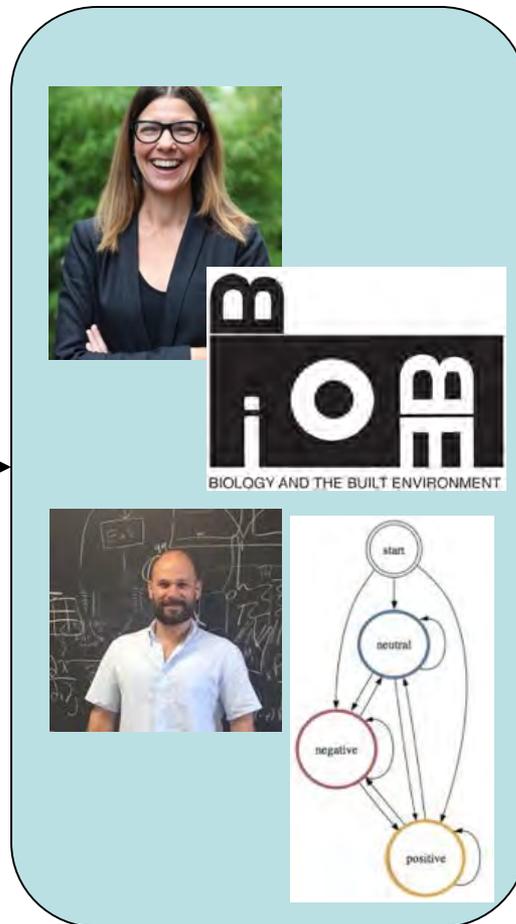
Synergies Across the Hubs and Spokes

Connection



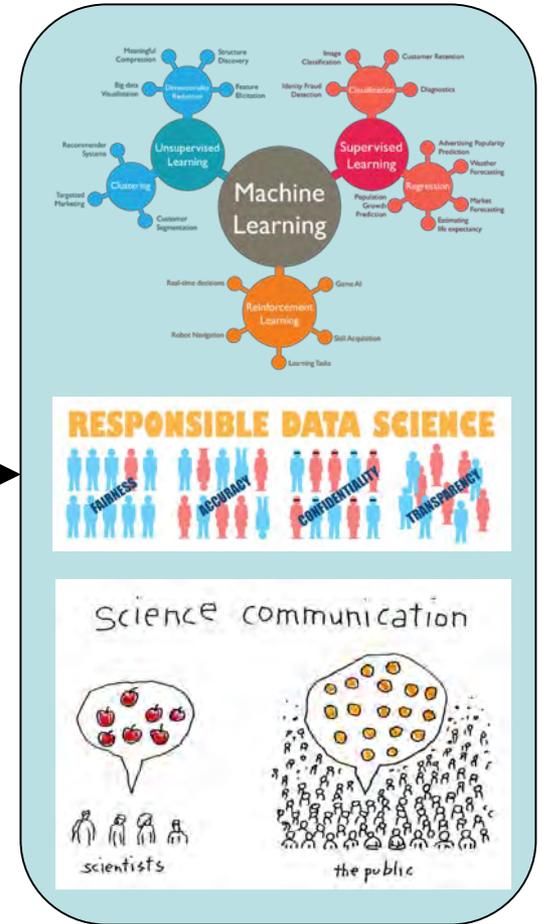
The Connection Hub contains three main elements: a photograph of a person's back being examined with a magnifying glass, the logo for OHSU (Oregon Health & Science University), and the Intel logo.

Domain



The Domain Hub features a photograph of a smiling woman, the logo for BIOLOGY AND THE BUILT ENVIRONMENT (iOB), a photograph of a man in front of a chalkboard, and a diagram of a sentiment analysis model with nodes for 'start', 'neutral', 'negative', and 'positive'.

Methodology



The Methodology Hub includes a central 'Machine Learning' diagram with branches for Unsupervised Learning (Clustering, Dimensionality Reduction, Association, Recommendation Systems, Target Marketing), Supervised Learning (Classification, Regression, Adversarial, Weather Forecasting, Market Forecasting, Estimating life expectancy), and Reinforcement Learning (Real-time decision, Game AI, Robot Navigation, Skill Acquisition, Learning Toads). Below this is a 'RESPONSIBLE DATA SCIENCE' banner with icons for Fairness, Accuracy, Confidentiality, and Transparency. At the bottom is a 'Science Communication' diagram showing a flow from 'scientists' to 'the public'.

Synergies Across the Hubs and Spokes

Connection



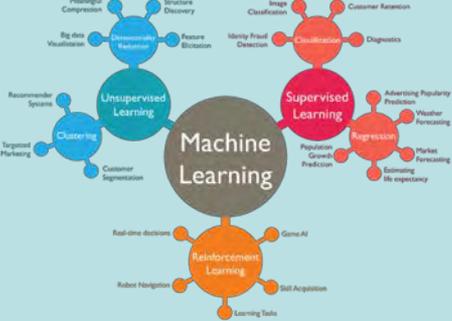


Domain



Image Analysis

Methodology



RESPONSIBLE DATA SCIENCE

FAIRNESS ACCURACY CONFIDENTIALITY TRANSPARENCY

Science communication

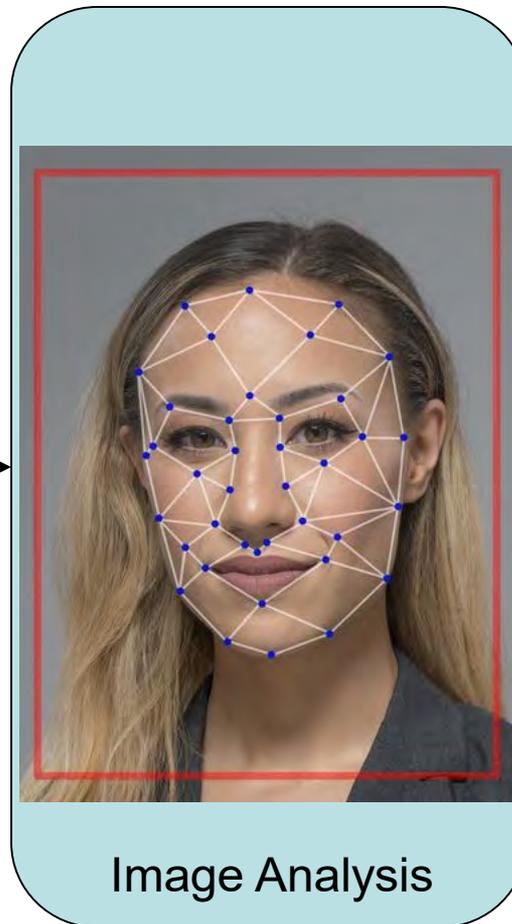
scientists the public

Synergies Across the Hubs and Spokes

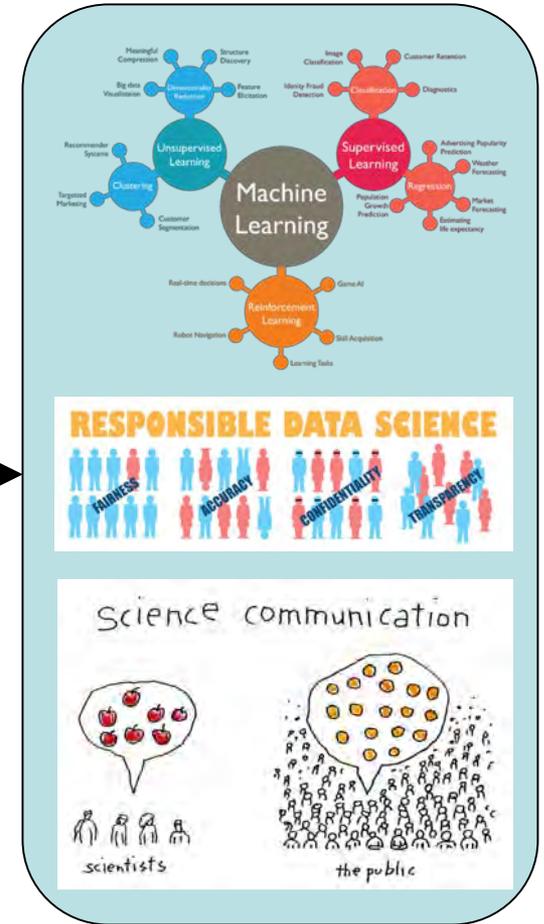
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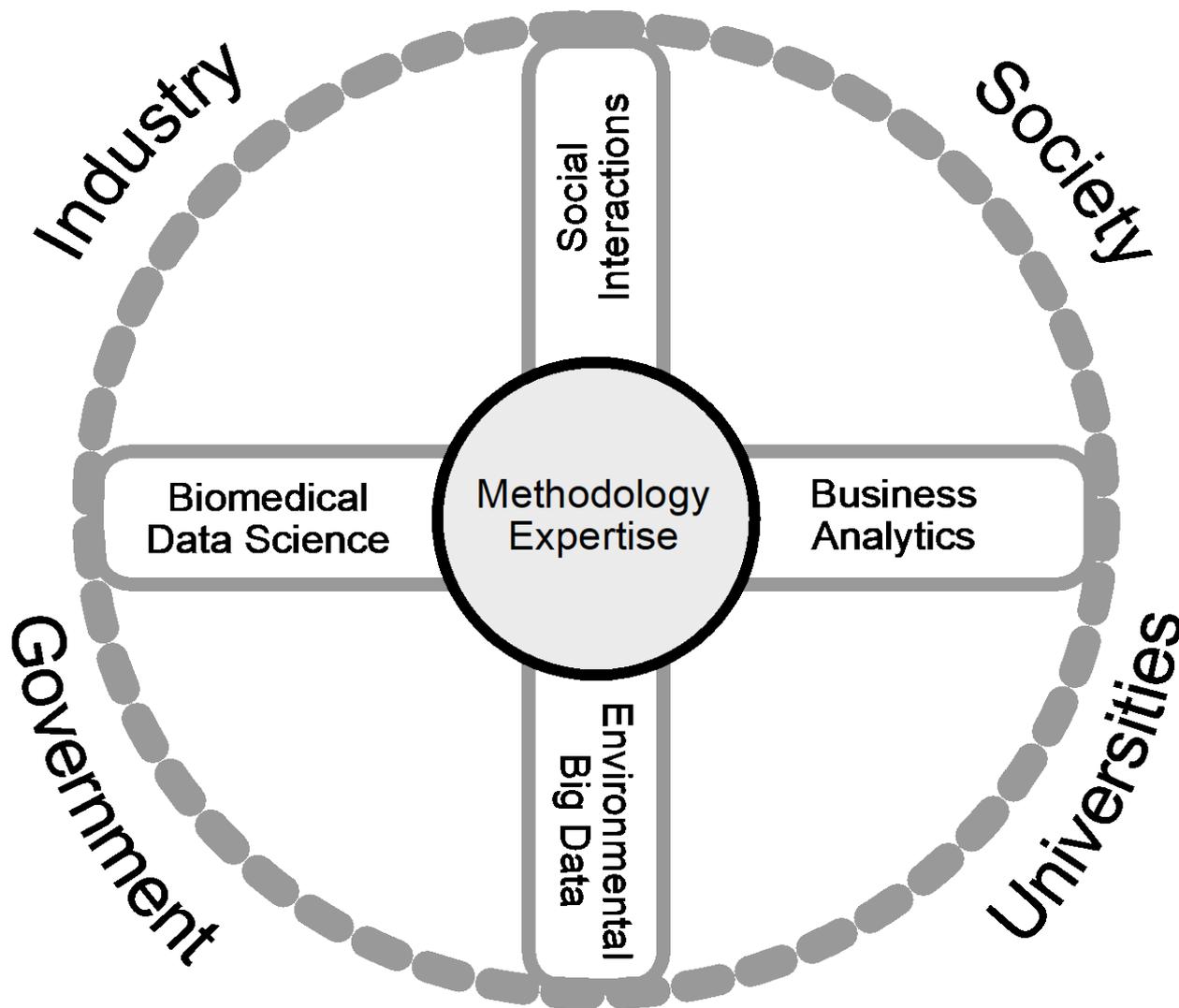
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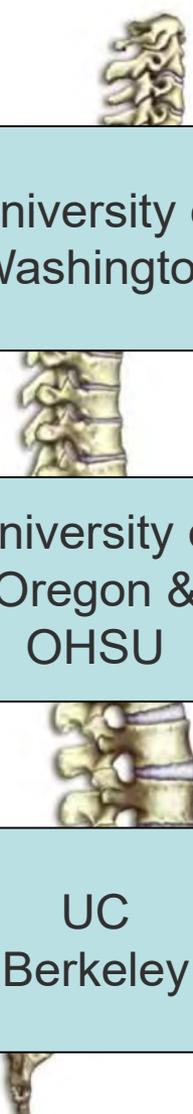
Methodology



Hub and Spoke Model of Data Science @UO



Pacific Coast Backbone of Data Science



University of
Washington

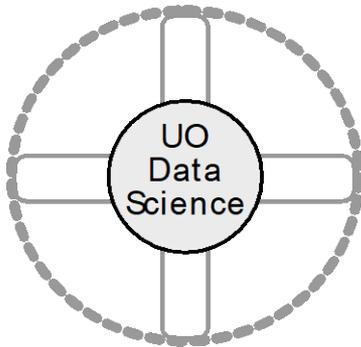
University of
Oregon &
OHSU

UC
Berkeley



eScience Institute

ADVANCING DATA-INTENSIVE DISCOVERY IN ALL FIELDS



BERKELEY

Institute for
Data Science

Pacific Rim Network to Support Data Science



PACIFIC WAVE

Timelines and Critical Milestones

- AY 2017/2018 – creating the vision
 - Support and build upon existing efforts and excitement at UO
 - Begin identifying top faculty who could be key accelerants
 - Data Science Visioning Committee presents proposal to Provost
 - Vetting with key stakeholders across campus and improvements
- AYS2018/2020 – building the research base
 - Initiation of the UO Data Science implementation plan
 - Work with key constituencies across UO to build the program quickly
 - Identify key space and other resource needs – and then solve them
 - Fully launch research program in AY 2019/2020
 - Acquire additional support for the program
- 5 year plan – reaching maturity
 - Full educational implementation at graduate and undergraduate levels
 - Strong connections with Pacific rim academic and industry partners

Proposed Metrics of Success

- Excellence of data science faculty
 - Quality and impact of publications
 - Novel streams of research support
 - Increased awards and improved rankings
- Success of educational activities
 - Increase number and quality of undergraduate students
 - Attract graduate students to UO across a wider range of disciplines
 - Diversify the placement of our students into different fields
- Increased connectivity
 - Establish relationships with academic partners
 - Leadership in academic data science fields
 - Build deep relationships with industry partners
 - Influence the use of data science in society

Questions?

Agenda Item #6

IDEAL Framework Implementation Update

Building a Resilient Campus: IDEAL Activation

a presentation to the Board of Trustees

By the Division of Equity and Inclusion
June 8, 2018

Mission

DEI works to make equity and inclusion *commonplace* in our policies and practices with the goal of creating a vibrant and diverse University of Oregon.



Context

DEI acts as a catalyst and nerve center on issues of equity and inclusion on campus, in the community and at the state, national and global levels. Our students, faculty and staff are our ambassadors to the world.

Strategy

1. Embed equity and inclusion in the daily practices and policies of the UO
2. Align units around the shared IDEAL Framework
3. Mobilize people to do the work

DEI helps academic and administrative units work through “pinch points” and we provide assistance and advice based on what we are learning from campus.

Progress

Challenges

- Pockets of Resistance
- Communication
- Capacity and Resources
- National Climate

Successes

- Diversity Action Plan (DAP) Implementation
- Early Adopters and Enthusiasm
- Supportive Leadership and Strong Partnerships
- Transformed Hiring Processes
- Statewide Influence and National Impact
- LACE Framework

Vision for the Future

Best practices from DAPs are institutionalized across campus, leading to...

... a more welcoming, inclusive, diverse and healthy university environment. The result?

UO becomes a magnet for underrepresented faculty, staff and student excellence, who stay

UO becomes a national leader in creating promising and innovative equity and inclusion practices

UO becomes a self-reinforcing learning community around issues of equity and inclusion

Questions?



Building a Resilient Campus: IDEAL Activation

Prepared for UO Board of Trustees (BOT)

Division of Equity and Inclusion

June 8, 2018

Executive Summary

Thank you very much for your love for the University of Oregon and for all that you do to support our work of making equity and inclusion commonplace on campus and beyond. In this document, which is a supplement to the power point presentation, we provide background information about our Division of Equity and Inclusion, its priorities and the impact of our work. Some of the items referenced below contain documents attached hereto while some information was better relayed by directing you to our website.

I. Overview of DEI:

- a. Organizational Framework for Division of Equity and Inclusion: As a campus-wide unit, the Division of Equity and Inclusion is organized into four units: Office of the Vice President for Equity and Inclusion (VPEI), the Center on Diversity and Community (CoDaC), the Center for Multicultural Academic Excellence and Community and Civic Engagement. More information about these, as well as our talented staff and their unique backgrounds and areas of focus is available on the [DEI website](#).

In addition, we hope that you've had an opportunity to peruse [our Five-Year Report](#), which provides detailed information about our work in advancing President Schill's three key priorities: faculty recruitment coupled with excellence in research and scholarship, access and an enriching student experience for all.

II. IDEAL Framework: During our last presentation to the BOT in 2016, we provided a draft version of IDEAL and our plans for implementing it. We are proud to share with you the final framework that we have used to launch the planning and implementation of promising practices in all of our academic and administrative units (see attached).

- a. The IDEAL framework provided a structure for each of our academic units to engage in planning specific to the local contexts and needs of their constituents. In this section, we have attached an overview of major priorities for the academic and administrative units. For more detailed summaries of campus unit Diversity Action Plans (DAPs), [you may find them here](#).
- b. During part of the DAP planning and review process, several initiatives or issues emerged that were common across multiple portfolios. We pulled together working groups to conduct research and propose next steps for campus-wide efficiencies and actions in each area. A description of their charges is attached.

III. Improving our Recruitment of Diverse Faculty and Staff: Implicit Bias Training is a promising practice that has effectively enhanced search processes in ways that lead to more excellent, diverse candidate pools. Our website contains more information about

the [Implicit Bias Workshops](#). The information will be familiar to those of you who participated in the Board's Implicit Bias session with Dr. Erik Givran.

- IV. Demographic Changes: An important aspect of our work is to facilitate the environment and processes that diversify our campuses. We share three demographic patterns focused on gender, race as well as key demographic groups across campus. (See attached.)

- V. Evaluation Snapshot: Increasingly, we are developing the staff capacity and resources to assess the impact of our work. In this section, we share feedback from our campus on the impact of the Black Student Task Force's (BSTF) [African American Speaker's Series Initiative](#) and the [Implicit Bias Workshops](#) geared toward improving our search processes.



IDEAL FRAMEWORK

A Commitment to Equity, Inclusion, and Diversity

June 1, 2016

Dear colleagues,

We are pleased to share with you the University of Oregon's "IDEAL Framework: A Commitment to Diversity, Equity, and Inclusion." This document represents more than two years of work by the university, and encompasses efforts of the University-wide Diversity Committee and the Division of Equity and Inclusion.

This framework is designed to help guide the University of Oregon as it works to make diversity, equity, and inclusion a reality for all students, faculty, staff, alumni and community members. In order for this important work to be successful, the IDEAL Framework must be integrated into both the 2016 Strategic Framework and the presidential priorities of excellence, access and experience.

The IDEAL Framework directly complements other strategic efforts in that it builds upon previous diversity plans. The current goals and objectives incorporated into the IDEAL Framework are aspirational and vital to enhance the diversity excellence of the university.

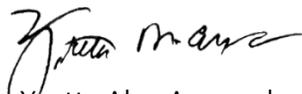
We are proud of the UO's commitment to issues of diversity, equity, and inclusion and look forward to watching the IDEAL Framework come to life.

Additionally, we wish to say a heartfelt "Thank you!" to all of the members of our campus and community who contributed to the IDEAL Framework process, especially those who served on the University-wide Diversity Committee.

Sincerely,



Michael H. Schill
President



Yvette Alex-Assensoh
Vice President for Equity and Inclusion

An Introduction to IDEAL

***“It is our responsibility as a public university to create a learning and research environment that seeks diverse perspectives, demands equity, and fosters inclusion.”
-President Michael H. Schill***

The University of Oregon has three primary priorities – building its academic and research profile; ensuring student access and success; and offering a rich, diverse, and high-caliber educational experience. Diversity, equity and inclusion are integral parts of each of these objectives.

In addition, the UO has three specific priorities within the area of diversity, equity and inclusion, goals which both support and enhance the above priorities. Those include (i) creating a more robust pipeline for diverse students to enter the UO; (ii) increasing diversity and equity among the faculty, staff, administrators, and students; and (iii) creating a more inclusive and welcoming campus environment for all faculty, staff, and students.

The Vice President for Equity and Inclusion, in collaboration with the University-Wide Diversity Committee (UWDC), has established an overarching framework through which the UO community can pursue diversity and inclusion. This “IDEAL Framework” contains five key pillars: *Inclusion, Diversity, Evaluation, Achievement, and Leadership*. Each of these outcomes require various strategies and goals to begin, enhance, and sustain the work of diversity, equity and inclusion. Additionally, a focus of this work has been—and will continue to be—on measurability and the articulation of success. Taken as a whole, IDEAL seeks to make diversity, equity and inclusion a reality for all.

Each of the IDEAL pillars is discussed here in turn, along with relevant strategies and initiatives to effectuate them. This framework is meant to guide decisions, debates, and actions across the entire university. Issues relating to diversity, equity and inclusion are not isolated to one or two departments; they permeate throughout the UO’s units, programs, and offices. Through the leadership of the Division of Equity, Inclusion and Diversity, the UO intends to have a coordinated approach to executing these strategies. The Division will work with various campus departments and units to develop individualized goals and appropriate metrics, as well as to analyze resources, assess timelines, measure success and advise localized leadership.

As with many important endeavors, some of the strategies and initiatives suggested to meet diversity, equity and inclusion goals are resource-intensive. While not every initiative can be funded immediately, the underlying premise of each listed strategy is important and worthy of consideration in planning and decision making. Additionally, there must be thoughtful prioritization among strategies and initiatives which takes into account historical issues and inequities, relative impact, and available resources.

IDEAL → INCLUSION, Diversity, Evaluation, Achievement, Leadership

Students, faculty, staff, and administrators deserve a positive, equitable, and inclusive environment in which they can live, work, learn, and teach. The University of Oregon needs to be a welcoming, supportive and respectful community for people diverse in culture, identity, thought, perspective, and interests.

STRATEGIES AND INITIATIVES

- ✓ Develop and engage university departments and communities in opportunities that enhance campus climate and interpersonal communication.
- ✓ Develop and/or enhance statements about diversity, equity, and inclusion in university and departmental communications.
- ✓ Work to ensure accessibility for all students as it relates to classrooms, technology, and various other university services.
- ✓ Incentivize university actors to make diversity and inclusion a priority.
- ✓ Examine the utility of exchange and visitation programs which would enhance institutional priorities and the university's goals relative to diversity, equity, and inclusion.
- ✓ Better incorporate issues of equity, implicit bias, and cultural understanding in centralized and departmental human resources initiatives such as searches, onboarding, training, and exit interviews.
- ✓ Provide more educational opportunities for students, faculty, administrators, and staff across campus to learn more about inclusive behaviors and cultural competency.
- ✓ Enhance existing and, where appropriate, create new physical spaces for cultural and educational activities that promote inclusion.

IDEAL → Inclusion, DIVERSITY, Evaluation, Achievement, Leadership

The term “diversity” can be defined in a number of different ways. The UO looks at it broadly and inclusively, encompassing race, ethnicity, disability, thought, culture, religion, sexual orientation, gender, and economics. The UO seeks to promote further diversity among its faculty, staff, and student body through active recruitment and intentional retention.

STRATEGIES AND INITIATIVES

- ✓ Put in place national best practices for the recruitment and retention of graduate and undergraduate students with an overall aim of increasing the population of diverse students at the university.
- ✓ Increase and improve pathway and bridge programs for diverse students to ensure greater awareness of the UO and its opportunities as well as engagement with the UO.
- ✓ Examine and implement strategies to retain faculty and staff from typically underrepresented and underserved populations.
- ✓ Develop a network of UO employees, students, alumni, and friends to strengthen community connectivity and support diverse students, faculty, and staff as they work toward reaching personal and professional goals.
- ✓ Develop and implement formal and experiential learning opportunities for students and employees to acquire knowledge and skills with respect to issues of diversity.
- ✓ Support academic projects (e.g. research, curriculum development) on topics that lend themselves to diverse perspectives.
- ✓ Bring to campus scholars from diverse backgrounds to enrich academic discourse and education.
- ✓ Establish and support employee resource groups to enhance professional development opportunities for faculty and staff.

IDEAL → Inclusion, Diversity, EVALUATION, Achievement, Leadership

Research universities produce and preserve knowledge, often relying on evidence, data, and robust analyses. The UO seeks to incorporate unbiased evaluations of the implementation of strategies and initiatives employed to meet institutional goals relating to diversity, equity and inclusion. The UO seeks to establish key metrics and reporting structures necessary to ensure accountability and an inclusive process of review.

STRATEGIES AND INITIATIVES

- ✓ Require each academic and administrative unit to set goals periodically for diversity, equity, and inclusion that align with the goals of the IDEAL Framework and fit their unique circumstances.
- ✓ Develop a standard biennial assessment both centrally and the unit level through which leadership can assess successes, challenges, and opportunities in effectuating their diversity, equity, and inclusion goals.
- ✓ Engage campus departments and programs in evaluating existing diversity, equity, and inclusion initiatives and efforts, and—through collaboration with the Division of Equity, Inclusion and Diversity—establish appropriate and measurable opportunities for improvement.
- ✓ Assess the use of communications tools to educate the community on issues of diversity, equity, and inclusion; and then develop targets and tactics to improve overall outreach.
- ✓ Establish intra-university and university-community partnerships based on proven best practices, and identify measurable goals and outcomes for such partnerships.
- ✓ Create articulable goals for the Division of Equity, Inclusion and Diversity, review and assess the Division’s programmatic activities, and provide a report stressing measurable outcomes.
- ✓ Align existing university resources expended on diversity, equity, and inclusion initiatives with programs and initiatives that have a proven track record of success and impact.

IDEAL → Inclusion, Diversity, Evaluation, **ACHIEVEMENT**, Leadership

The UO is committed to achievement and success for all of its students, faculty, staff, and alumni. All students—no matter what their background—deserve to succeed and graduate in a timely manner from the institution. All faculty—regardless of race, religion, ethnicity, sexual preference, ideas, or physical ability—deserve the resources and encouragement to flourish. All staff similarly must be given tools to succeed at their jobs and advance their careers. The UO is also committed to the ongoing success of all of its alumni.

STRATEGIES AND INITIATIVES

- ✓ Increase the number of awards for diversity-related scholarship, research, teaching, community engagement, and/or exemplary work.
- ✓ Increase undergraduate and graduate student participation in cultural and international experiences.
- ✓ Provide additional avenues for graduate and undergraduate students to participate in scholarship and fellowship programs or other avenues of recognition, especially those who are traditionally underrepresented in such areas.
- ✓ Expand opportunities for students, faculty and staff to participate in professional development.
- ✓ Create a competitive grant program to provide opportunities for units and programs to receive funding to advance impactful work on diversity and inclusion, especially where such work can be sustainable and scalable.
- ✓ Provide enrolled undergraduate and graduate students with the social, academic, and/or financial support that will enable them to succeed at the university.
- ✓ Enhance existing pathway programs and create bridge programs to strengthen the academic preparation of high school, community college, and enrolled undergraduate students for success at the UO.
- ✓ Recognize work and achievement by UO alumni in the area of diversity, equity, and inclusion.
- ✓ Develop and use articulable measurements of success for various goals and initiatives to improve accountability and an understanding of progress.

IDEAL → Inclusion, Diversity, Evaluation, Achievement, LEADERSHIP

Diversity, equity, and inclusion must be part of the agenda of all leaders of the University of Oregon. From the president to department chairs, from the ASUO president to the president of the University Senate, all leaders need to promote the university's values in both plans and action. The Division of Equity and Inclusion will play the central role on campus in promoting equity and inclusion; in supporting the efforts of leaders to achieve diversity, equity, and inclusion; and in tracking progress toward meeting those objectives.

STRATEGIES AND INITIATIVES

- ✓ Include evaluations of commitment to diversity, equity, and inclusion as part of the hiring process for leadership.
- ✓ Articulate statements and goals regarding diversity, equity, and inclusion.
- ✓ Include as part of performance reviews the records of leaders in promoting diversity, equity, and inclusion.
- ✓ Establish conscious recruitment strategies and hiring objectives tailored to the needs of particular units with respect to under-represented faculty, staff, and administrators.
- ✓ Engage development officers throughout the university with leadership in the Division of Equity and Inclusion to identify, pursue and realize opportunities for philanthropic support for diversity, equity, and inclusion priorities.
- ✓ Develop and promote programs that mentor and prepare members of under-represented groups for leadership opportunities at the UO.
- ✓ Share best practices for achieving diversity, equity, and inclusion throughout the university.
- ✓ Ensure that the Division of Equity, Inclusion, and Diversity deploys its resources to achieve maximum effectiveness in its mission of leading efforts on campus.

APPENDIX I

IDEAL Framework Development History

In 2013, President Michael Gottfredson affirmed the centrality of diversity, equity and inclusion to the UO's academic mission. He charged the campus—as well as friends of the university and community partners—to work together to assemble an overarching strategic framework for diversity, equity and inclusion. His charge included the need to develop metrics and evaluative tools to measure performance and drive accountability.

The Vice President for Equity and Inclusion (VPEI), in collaboration with the University-Wide Diversity Committee (UWDC), presented a report to then-Interim President Scott Coltrane and then-Acting Provost Frances Bronet in 2014. Coltrane and Bronet commended the UWDC's work and encouraged it to prioritize strategies for finalization.

After President Michael Schill's appointment in July 2015, the Division of Equity, Inclusion and Diversity—and the UWDC—worked to ensure the IDEAL Framework aligned with and supported his three university priorities. An updated committee report was presented to President Schill in early 2016, and a final framework was prepared by the president in spring 2016 in consultation with the VPEI and UWDC.

In developing IDEAL, the planning team, led by the Division of Equity, Inclusion and Diversity, consulted with several universities, hosted a Diversity Expert in Residence Program, engaged in a listening tour, hosted a day-long symposium on best practices, facilitated focus groups, and held a campus town hall meeting to receive feedback. Additionally, an independent firm conducted an environmental scan of the UO's diversity and inclusion climate as well as a review of previous campus-wide and unit-wide climate data.

A heartfelt “thank you” is due to all members of the UWDC, Division staff, and members of the broader campus community who participated in the development of IDEAL.

APPENDIX II

University-Wide Diversity Committee Members (*served as a chair or committee chair during a portion of their tenure)

Kit Alderdice	Kassia Dellabough	Jane Irungu*
Yvette Alex-Assensoh	Louis DeMartino	Christina Jackson*
Nick Allen	Suzan Dennisa	Jonathan Jacobs
Amber Andri*	Joseph DeWitz	Lisa James
Allison Apana	Andre Djiffack	Keisha Janney
Mary Ann Ayson	Rodney Dorsey	Barbara Jenkins
Randy Babbitt	Ken Doxsee	Shasta Jennings
Jaye Barlous	Stephen Dueppen	Claire Johnson
Jill Baxter	Mike Duncan	Holly Johnson
Andy Berglund	Stan Dura	Kimberly Johnson
Doug Blandy	Becky Dusseau	Lacey Johnson
Jim Blick	Edward Earl	Christy Jones
Bruce Blonigen	Johnny Earl	Jeff Jones
Jim Bouse	Lynn Egli	Teri Jones
Laura Bovilsky	Cheryl Ernst	Daphne Joubran
Jim Brooks	Karen Esquivel	Angela Joya
L. Jane Brubaker	Pam Farmer	Loren Kajikawa
Jennifer Burton	Kassy Fisher	Shelly Kerr
Bob Bussel	Karen Ford	Moira Kiltie
Tayah Butler*	Linda Forrest	Kati Kronholm
Analinda Camacho	Lisa Freinkel	Christian Larson*
Beth Campbell	Dennis Galvan	Jennie Leander
Brooke Carroll	Michelle Garibay	Carrie Leonetti
Matt Chambers	Susan Gary	Mariko Lin
Hana Chan	Jennifer Geller	John Lockhart
Bill Chandos	Hilary Gerdes	Christine Lonigan
James Chang*	Miriam Gershow*	Resa Lovelace
Steven Chatfield	Jonathan Graham	Kathryn Lucktenberg
Rosa Chavez-Jacuinde*	Jenna Greenwood*	Katie Lynch
Sara Clark	Michael Griffel	Betina Lynn
Charise Cheney	Gordon Hall*	Margaret Mahoney
Scott Coltrane	Suzanne Hanlon*	Mohsen Manesh
Nicole Commissiong	Katie Harbert	Bonnie Mann
Kathy Cooks	Beth Harn	Kevin Marbury
Mike Cowles	DeAnna Heying	Chicora Martin
Carolyn Craig	Dawn Helwig	Chelsea Mattson
Audrey Cramer	Carolina Hernandez	John McCole
Jane Cramer	Dan HoSang*	Cortney McIntyre*
Cristine Cullinan	Jill Howe	Erin McKenna
Guyna Daniels	Dave Hubin	Pravy Melata
Edward Davis	Antonio Huerta	Starr Miller
Lorraine Davis	Karen Hyatt	Laurie Mills

Lauren Moe
Patrick Moore
Scott Morrell
Brooks Morse
Melanie Muenzer
Brooke Muller
Chris Murray
Jorge Navarro
Amy Neutzman
Nancy Nieraeth
Jeff Nunes
T. Anil Oomen
Erycka Organ
Eugene Organ
Pam Palanuk
Sari Pascoe*
Daniel Pascoe Aguilar*
Melina Pastos
Angie Peatow*
Melissa Pena
Lisa Peterson
Shari Powell
Maureen Procopio*
Rita Radostitz*
Wendell Raiford
Jenna Rakes
Jim Rawlins*

Horace Raymond
Nancy Resnick
Eric Richardson
Greg Rikhoff
Phil Romero
Shannon Rose
Mark Ruckwardt
Sonja Runberg
Sue Russell
Heidi Sann
Margaret Savoian
Thana Schafer
Ann Schaffer
Grant Schoonover
Ellen Scott
Larry Seno
Paul Shang
Azim Shariff
Tim Shearer
Sara Sheikh
Andrew Shiotani
Abigail Silva
Holly Simons
Craig Smith
Michael Smith
Terry Smith
Diana Sobczynski

Priscilla Southwell
Carol Stabile
Lynn Stephen
Kirstin Sterner
Karen Stokes
Surendra Subramani
Krystal Sundstrom
Jody Sykes
Vanessa Teck*
Roger Thompson
Courtney Thorsson
David To*
Shane Turner
Ana Vaquer-Flynn
Hannah Vasey-Vehrs
Anselmo Villanueva
Jane Waite
Bruce Waltz
Faith Wellman
Chance White Eyes*
L. Fountain Williams
Mary Wood
Stephen Wooten
Ed Wolf*
Stacy York
Naomi Zack*

Academic Diversity Action Plan Activities*

AREA: Inclusion

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Unit-level diversity committee	LCB ¹ ; LIB ² ; OIA ³ ;	CAS ⁴ ; SOMD ⁵ ; UGS ⁶ ; KC ⁷ ;
Trainings & reference material for promotion of inclusive environments		CAS; LAW ⁸ ; LIB; UGS; MNCH ⁹ ; OIA;
Diversity awards program		CAS; SSA ¹⁰ ;
Diversity web page		CAS;
Create a strong & accepted diversity & inclusion mission statement		GRAD ¹¹ ; OIA;
Include diversity value statement in communication	SSA;	
Increase engagement & visibility of underrepresented graduate students & faculty		GRAD;
Mentoring program(s)	JSMA ¹² ;	GRAD; LAW; LCB; CLLAS ¹³ ; SSA; OIA;
Assess and refine language interpretation	JSMA;	
Implicit bias training	JSMA; OIA;	WMC ¹⁴ ;
Create a list of museum related organizations that serve under-represented populations		JSMA;
Outreach programs	JSMA; CLLAS; MNCH;	OIA;
Ensure collections are usable by more than just sighted & hearing patrons	LIB;	

* This summary reflects activities taken from revised DAPs received as of 1/26/18.

¹ Lundquist College of Business

² Libraries

³ Office of International Affairs

⁴ College of Arts & Sciences

⁵ School of Music & Dance

⁶ Undergraduate Studies

⁷ Knight Campus

⁸ School of Law

⁹ Museum of Natural and Cultural History

¹⁰ Services for Student Athletes

¹¹ Graduate School

¹² Jordan Schnitzer Museum of Art

¹³ Center for Latino/a & Latin American Studies

¹⁴ Wayne Morse Center

Academic Diversity Action Plan Activities*

Explore ways to increase discoverability of diversity-related resources		LIB;
Ensure that newspapers from minority communities in Oregon are included	LIB;	
Increase efforts to meet accessibility policy	LIB;	
Develop a “commitment to equity and inclusion” statement	LERC ¹⁵ ;	
Develop/define an “equity lens” using foundational questions		LERC;
Offer bilingual or Spanish-only labor education workshops		LERC;
Support and sponsor campus programs aimed at diversity and culture	MNCH;	
Offer and provide professional development trainings on intercultural communication	OIA;	
Campus-wide translation service		OIA;

AREA: Leadership Succession and Development

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Assess diversity of unit leadership roles over the past decade to create leadership pathways	LCB;	CAS;
Analyze the demographic distribution of named/endowed positions in unit & assign vacated chairs		CAS;
Provide formal/informal opportunities for leadership development		LAW;
Women in Leadership Development Planning Group		LIB;
Actively provide support, mentoring and training for	MNCH;	

¹⁵ Labor Education & Research Center

Academic Diversity Action Plan Activities*

potential leaders from underrepresented groups		
Increase professional development opportunities for underrepresented faculty/staff	SSA; OIA;	
Provide administrative support for faculty to take leadership positions		OIA;
Design new, innovative programming to provide global professional and leadership experiences		OIA;

AREA: Recruitment, Hiring and Retention

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Onboarding program	SSA;	CAS; KC; SSA ¹⁶ ; OIA;
Active recruitment/recruitment plans	SSA;	CAS; KC; SOMD; KC; LERC
Cluster-hires in areas that foster diversity, inclusion, & equity		CAS;
Encourage faculty to identify Target of Opportunity candidates	CAS;	
Hiring students that represent international and cultural diversity	JSMA; CLLAS;	
Create hiring committee procedure intended to reduce bias in hiring process		LAW;
Exit and/or stay interviews	LAW;	
Offer grant opportunities to faculty to conduct research related to diversity, equity, and inclusion		LCB;
Examine hiring process and incorporate best practices on recruiting diverse faculty	LCB;	
Use philanthropy to support minority faculty		LCB; LIB; CLLAS;

Academic Diversity Action Plan Activities*

Provide support to promote the success & retention of a diverse full-time faculty		LERC;
Insure that hiring decisions, annual evaluations, promotions, etc. comply with policies	MNCH;	
Actively encourage UO faculty to apply for the Center's Resident Scholar Program	WMC;	

AREA: Alignment

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Include Diversity, Equity and Inclusion (Cultural Awareness) as a Performance Criteria in Evaluations	JSMA:	UGS; WMC;

AREA: Evaluation

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Examine/analyze data on diversity of Master's vs. Ph.D. students		CAS;
Analyze the degree to which current scholarships for undergraduate students help those from various backgrounds		CAS;
Analyze the demographic distribution of scholarships recipients		CAS;
Annual report on diversity issues		GRAD;
Benchmark staff to assess level of diversity in relation to the UO		JSMA;
Assess relative bar passage and employment results		LAW;
Measure and evaluate faculty & staff participation on equity, inclusion, and diversity		LAW;

Academic Diversity Action Plan Activities*

Assess achievement gaps for underrepresented students	LCB;	
Codify data on current regional, national, and international efforts		SOMD;
Analyze the demographics & political/philosophical viewpoints of speakers at WMC-hosted events		WMC;
Analyze the demographics & political/philosophical viewpoints of faculty		WMC;

AREA: Culture

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Climate survey	LCB; SSA;	LAW; SOMD; WMC;

AREA: Student Success

Activity	Unit(s) Employing	Unit(s) Intending to Employ
Cohort-building groups for underrepresented graduate students		CAS;
Align student recruitment, admissions, and retention to enhance inclusiveness		GRAD; UGS;
Develop online and in person content resources for underrepresented students		GRAD;
Provide study abroad opportunities	OIA;	JSMA; SSA;
Use philanthropy to support students from underrepresented groups	WMC;	CAS; KC; LAW; LCB; LIB; CLLAS;
Broaden outreach to underrepresented groups in student admission		LAW;
Re-evaluate student academic support & encourage more faculty/student interaction	LAW	

Academic Diversity Action Plan Activities*

Develop and share best practices for pedagogy on equity, inclusion, and diversity		LCB;
Expand holistic undergraduate admissions	LCB;	
Provide training and guidance to students on diversity, equity, and inclusion	LCB;	
Explore opportunities for developing more flexible curricula		SOMD;
Develop new graduate and review existing undergraduate curricula		SOMD;
Incorporate best practices for working with diverse populations into advising standards		UGS;
Form a transfer student committee to map challenges and needs		UGS;
Revise university multicultural requirement and curriculum		UGS;
Form a CAIT to overhaul pedagogy for high DFW courses		UGS;
Provide research funds for graduate students from under-represented groups	CLLAS;	
Internship Program(s)		SSA;
Embed diversity, equity, and inclusion into orientation programs		SSA;
Increased focus on timely graduation		SSA;
Awareness of opportunities, awards and scholarships for students from under-represented groups through campus and other local and national organizations.	WMC;	SSA;
Offer stipends to undergraduate Scholars	WMC;	

Academic Diversity Action Plan Activities*

Assess accessibility of overseas GEO Centers for students with disabilities	OIA;
Assess all GEO sites to determine capacity to accommodate/support underrepresented students	OIA;
Increase availability of scholarships for international students	OIA;
Continue pursuits of donations and endowments for curriculum	OIA;

Diversity Action Plan Activities

Administrative Units **only units with completed DAPs are included*

Area	Activity	Unit(s) Employing	Unit(s) Intending to Employ
Culture			
	Climate Surveys, Live Polling, other forms of receiving staff input	Athletics; DOS;	Advancement; VPRI;
	Workshops, Lunch Conversations, Listening Tours, and other forms of Engagement	Advancement; Athletics; VPFA;	
	Provide Feedback to University Leadership in Identifying Areas of Concern Related to Inclusiveness on Campus		Ombuds;
Alignment			
	Include Diversity, Equity and Inclusion (Cultural Awareness) as a Performance Criteria in Evaluations	DOS;	Athletics; SSEM; VPFA;
Evaluation			
	Analyze Achievement Gaps Between Majority and Underrepresented Students		DOS ¹ (annually);
	Monitor Financial Aid Disbursements and the Impact Aid has on Recruitment and Student Success of Diverse Populations		SSEM;
Recruitment, Hiring, Retention			
	Assess and Evaluate Hiring Practices	Ombuds;	Athletics; VPRI ² ;
	Establish Enrollment Targets That Shape the Institution in a Diverse Way		SSEM;
	Compare Current UO Recruitment and Retention Practices Related to Diversity with National Best Practices		SSEM ³ ;
	Establish Partnerships with Student Groups and Campus Offices to Work Together on Recruitment and Retention Efforts		SSEM;

¹ DOS - Dean of Students

² VPRI - Vice President for Research & Innovation

³ SSEM - Student Services / Enrollment Management

Area	Activity	Unit(s) Employing	Unit(s) Intending to Employ
	Conduct Exit and/or Stay Interviews	DOS; VPFA ⁴ ;	Athletics; SSEM; VPRI;
	Employee Engagement Plan Targeted at Retaining Employees		IS;
	Implement System to Identify why Finalists for Positions did not Accept the UO's Offer		VPRI;
	Integrate Supplemental Questions on Diversity, Equity and Inclusion for all Divisional Staff Hiring Processes	DOS;	
	Redesign Language in Vacancy Announcements to Identify a Criterion of Demonstrated and Measurable Commitment to Diversity		VPFA;
	Redesign Language in Position Descriptions to Include Cultural Competence as a Core Competency for All Employees		VPFA;
	Targeted Recruitment from Underrepresented Communities	DOS;	Advancement; Athletics; SSEM; VPFA; Knight Campus;
Inclusion			
	Co-curricular Opportunities for Underrepresented Populations	DOS;	
	Create Safe Space for Underrepresented Groups		Athletics;
	Diversity, Equity and Inclusion and/or Cultural Awareness Training and Education	VPFA;	Athletics; Ombuds; SSEM; IS ⁵ ;
	Employee Recognition Nominations (departmental & university awards)	VPFA;	Athletics;
	Ensure Accessibility of Services	VPFA; Knight	Ombuds; SSEM; Campus; VPRI;
	Implicit Bias Training	DOS; VPFA;	Athletics; SSEM; IS; VPRI;
	Improve Access to Academic and Cultural Support Resources Available on Campus		SSEM; VPFA;
	Include One Article that Addresses Underrepresented Populations in the Unit Newsletter	VPRI;	

⁴ VPFA - Vice President for Finance & Administration

⁵ IS - Information Services

Area	Activity	Unit(s) Employing	Unit(s) Intending to Employ
	Integrate Diversity- and Inclusion-related Components into current Conflict and Communication Training		
	Integrate Education on a Culture of Diversity, Equity and Inclusion into New Employee Orientation	Advancement, Athletics; DOS;	SSEM;
	Internships (graduate and/or undergraduate)		Advancement; VPFA; IS;
	Mentor Program (students, staff, faculty)	Athletics;	SSEM; VPRI;
	Promote the Values of Diversity and Inclusion	Ombuds; SSEM; Knight Campus;	IS;
	Provide Funding for Participation in Diversity-centric Organizations		Athletics; VPFA;
	Special Initiative(s)	Athletics (BEOREGON);	
	Sponsor Workshops on Incorporating Diversity and Inclusivity in Research		VPRI;
	Student Awards	DOS;	
	Student Engagement	Advancement (donor recognition events);	
	Unit-level Diversity Committee	Advancement; SSEM; VPFA; VPRI;	Knight Campus;
	Use Philanthropy to Support Underrepresented Student Access	DOS; SSEM;	Knight Campus;
	Work with Provost and Deans to Pursue NSF ADVANCE and NSF INCLUDES Grants	VPRI (NSF INCLUDES);	VPRI (NSF ADVANCE)
Leadership Development and Succession			
	Leadership Opportunities (students, staff, faculty, coaches)	Athletics; DOS;	VPFA; VPRI;
	Professional Development Opportunities	Advancement; Athletics;	SSEM; VPFA;
	Training for Managers and Hiring Supervisors	Advancement; VPFA;	Athletics; IS; VPRI;

Diversity Action Plan Implementation: Working Groups

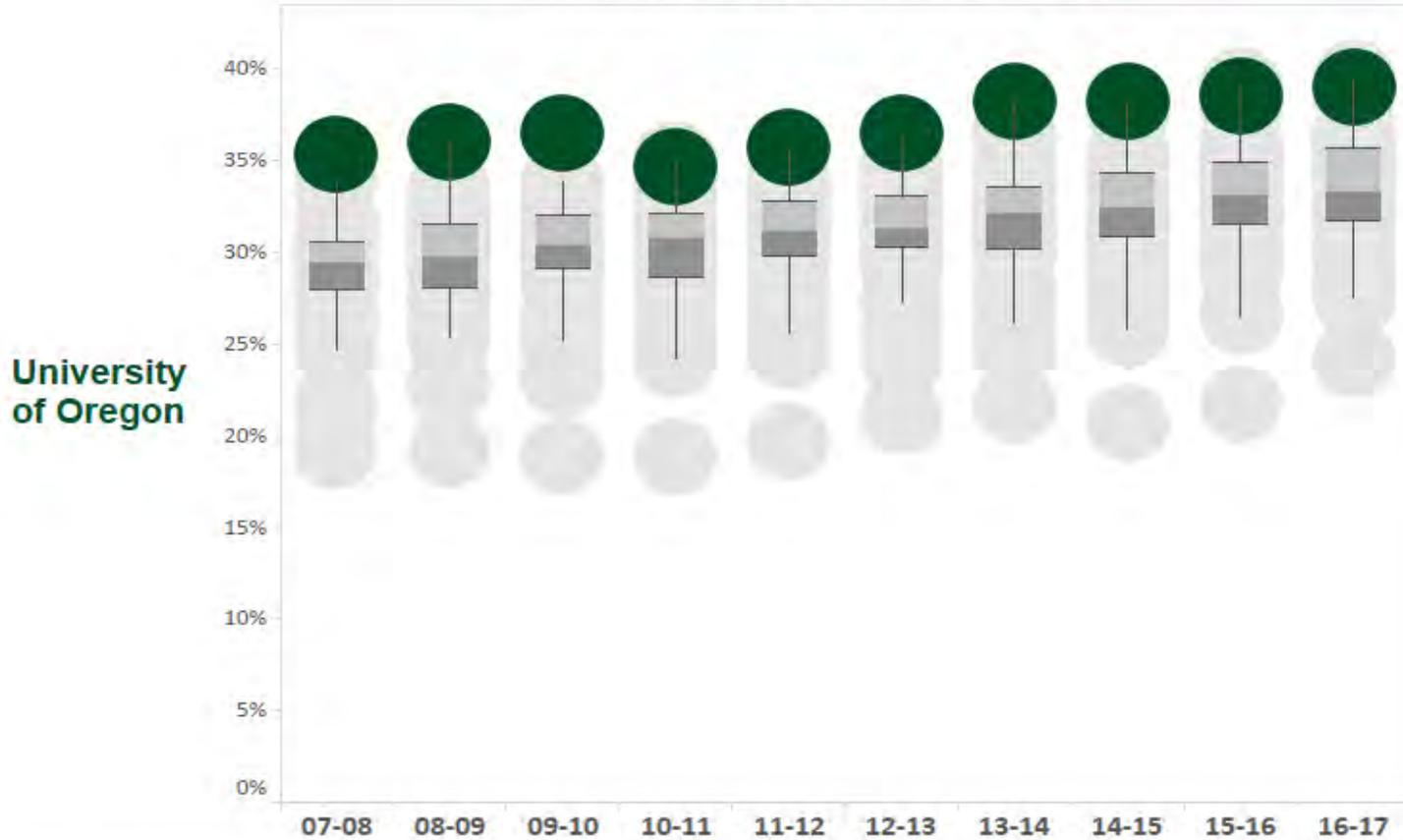
Working Group <i>**selected from tactics found in unit-level DAP tactics**</i>	Charge for Working Group
Implicit Bias Professional Development	<p>Working group to:</p> <ul style="list-style-type: none"> -Identify appropriate types of training for various audiences -Identify trainers and analyze capacity, cost models, etc. -Analyze costs -Identifying who should take training -Identifying opportunities for institutionalization and routinization -investigate impact and sequencing of training
Climate Survey Development and Analytics	<p>Working group should first and foremost identify the <i>goal</i> of climate surveys (both centrally and locally) and would address specific questions and next steps. For example:</p> <ul style="list-style-type: none"> -What questions are appropriate and useful? -What happens once you <i>collect</i> the data? -How does it inform actions and change? -To what extent should surveys differ between units? -How frequently should surveys be done? -What legal considerations are there around language, privacy, or the like? -What is already being done at the UO? -What is being done elsewhere? Best practices? <p>-DEI can begin thinking of appropriate ways to centrally gather information as surveys are conducted</p>
Recruiting Processes, Outlets & Retention Tools	<p>Working group to ensure that equity, inclusion and diversity are embedded in the institutional hiring plan.</p> <ul style="list-style-type: none"> - working group to include faculty and deans to assess the campus infrastructure for faculty retention as it relates to existing resources in light of established best practices at other campuses. -HR compiles a list of diversity recruiting tools and options; maintains on an easy-to-find website and links to Academic Affairs and CoDaC. <ul style="list-style-type: none"> -Where memberships or payment is required to access these, HR analyzes whether it is cost effective to cover such memberships or payment centrally
Professional Development Pilot Projects	<p>Working group to launch a manageable number of pilot programs on campus</p> <ul style="list-style-type: none"> -Work with units to develop parameters and expectations for pilot -Identify those types of activities or opportunities that fall under the very broad term of “professional development” -Separate out what can begin now with what might take more resources (and what those resources are)
Leadership Succession Planning	<p>Working group to identify leadership succession focus</p> <ul style="list-style-type: none"> -Include on agenda at ALT or Deans Council

Diversity Action Plan Implementation: Working Groups

Working Group <i>**selected from tactics found in unit-level DAP tactics**</i>	Charge for Working Group
Evaluate Existing Workshops, Professional Development Programs / Gap Analysis	Working group to develop a set of effective and accessible training opportunities as well as identifying programs offered at other institutions -Develop an associated budget for any that are membership-driven or subscription-based
Onboarding and Training for New Employees & New Supervisors	Working group to evaluate needs and priorities -Inventory of what is currently available (required or optional) and how well both are known and used; the inventory should include what is done in various units as well as centrally. -Analyze the HR inventory to determine what is useful, what aligns with best practices, what is outdated or missing, etc. -Review of best practices and successful training programs at other universities; analysis of resources required to establish or gain access. -Analysis of priority areas of training either because they are most necessary or because they are low-hanging fruit for implementation

UO Women Tenure-Related Faculty compared to Public AAUs, 2008-17

Women Faculty at Public AAUs



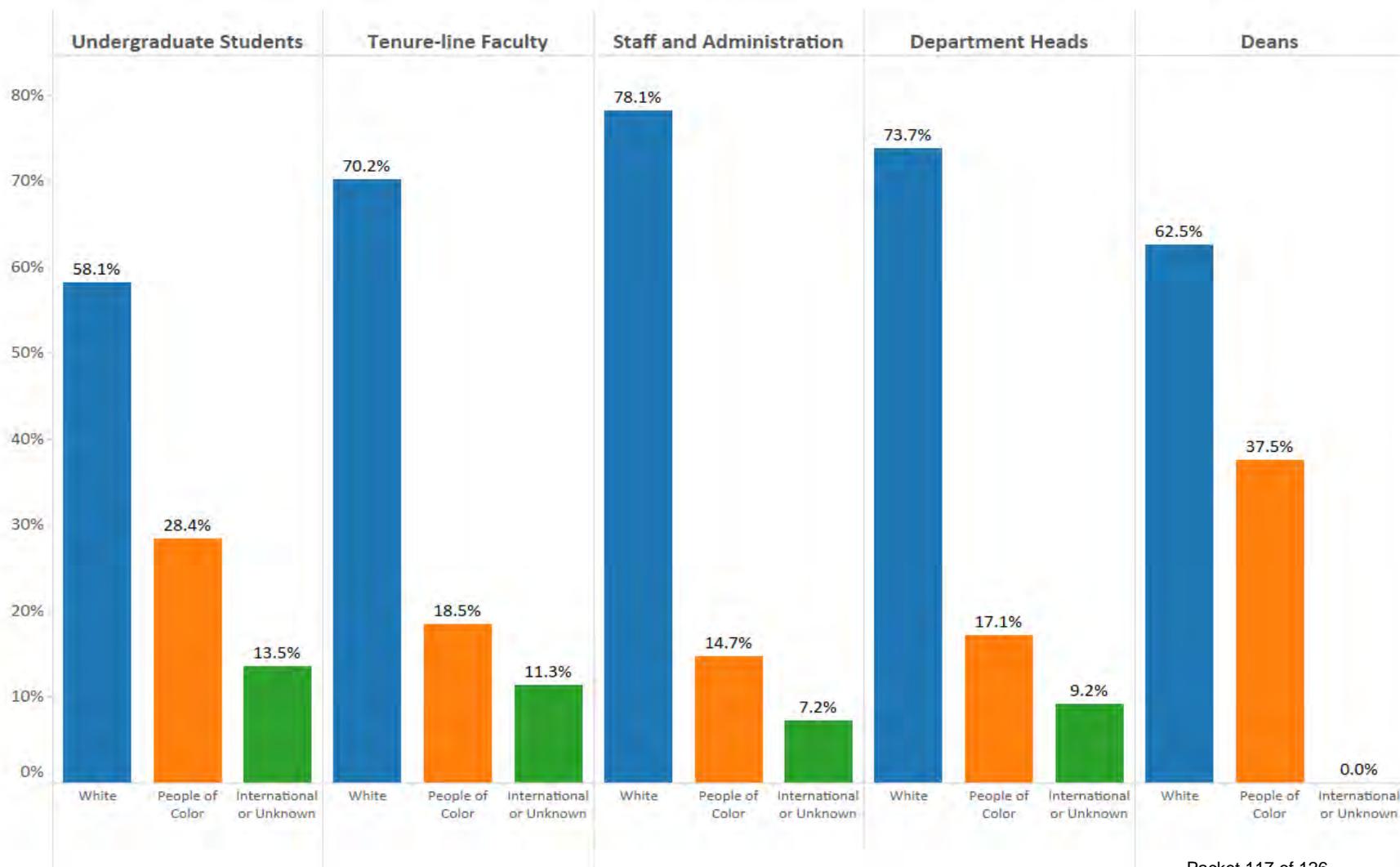
University of Oregon

UO above Public AAU avg



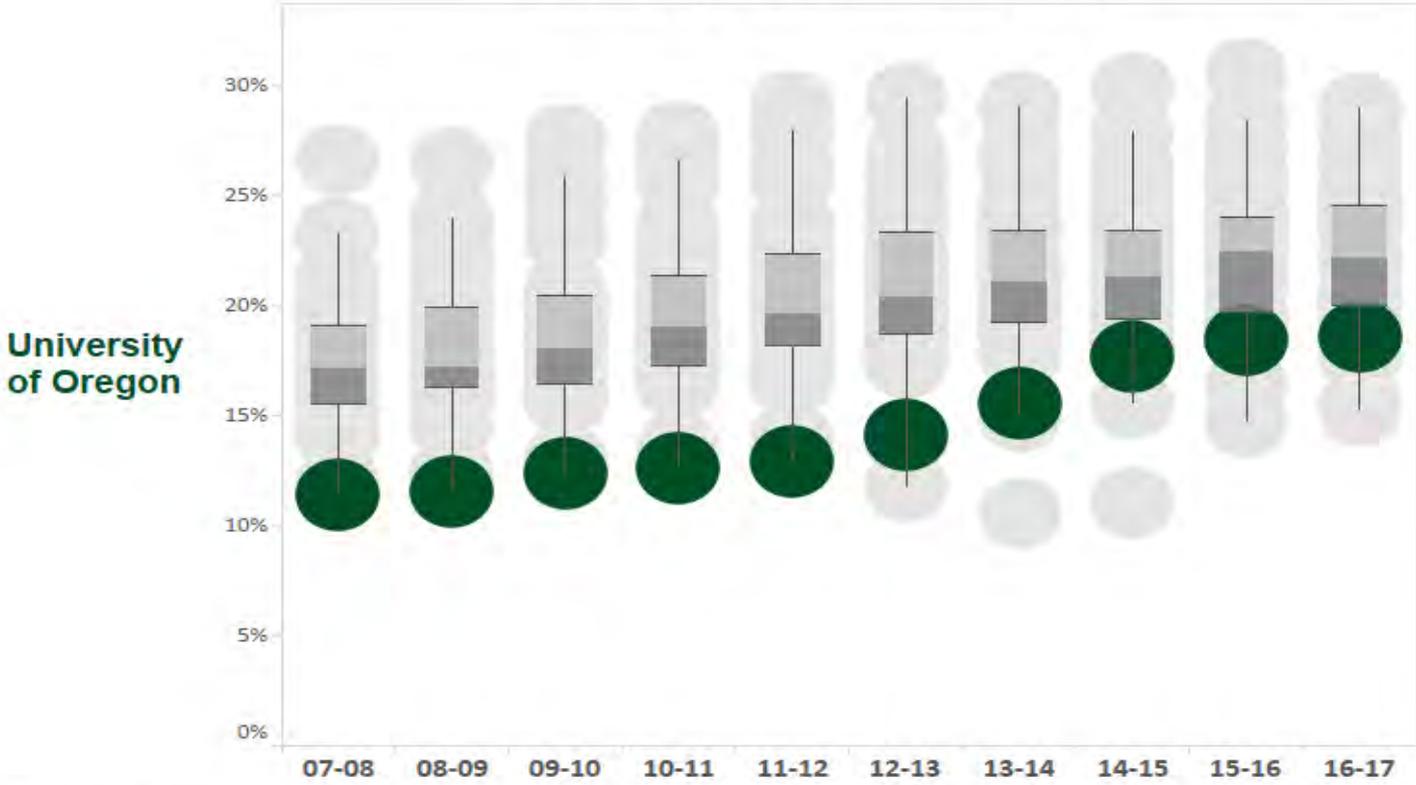
University of Oregon	35%	36%	36%	35%	36%	36%	38%	38%	39%	39%
Avg. for Public AAUs	29%	29%	30%	30%	30%	31%	31%	32%	33%	33%

Race/ethnicity composition of select campus groups, Fall 2017



UO Tenure-Related Faculty of Color Compared to Public AAUs. 2008-17

Faculty of Color at Public AAUs



University of Oregon	11%	12%	12%	13%	13%	14%	16%	18%	18%	19%
Avg. for Public AAUs	18%	18%	19%	20%	20%	21%	21%	22%	23%	23%

UO
below
public
AAU
avg

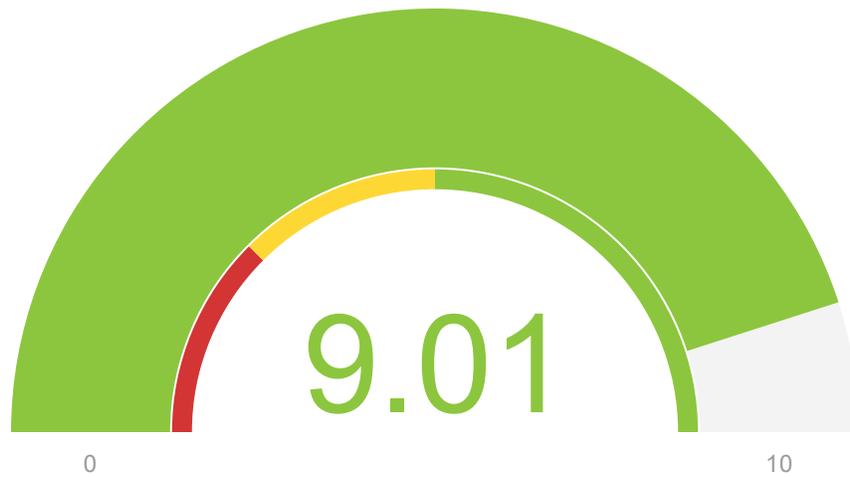


2017-18 AA Speaker Series Aggregate Post-event Feedback

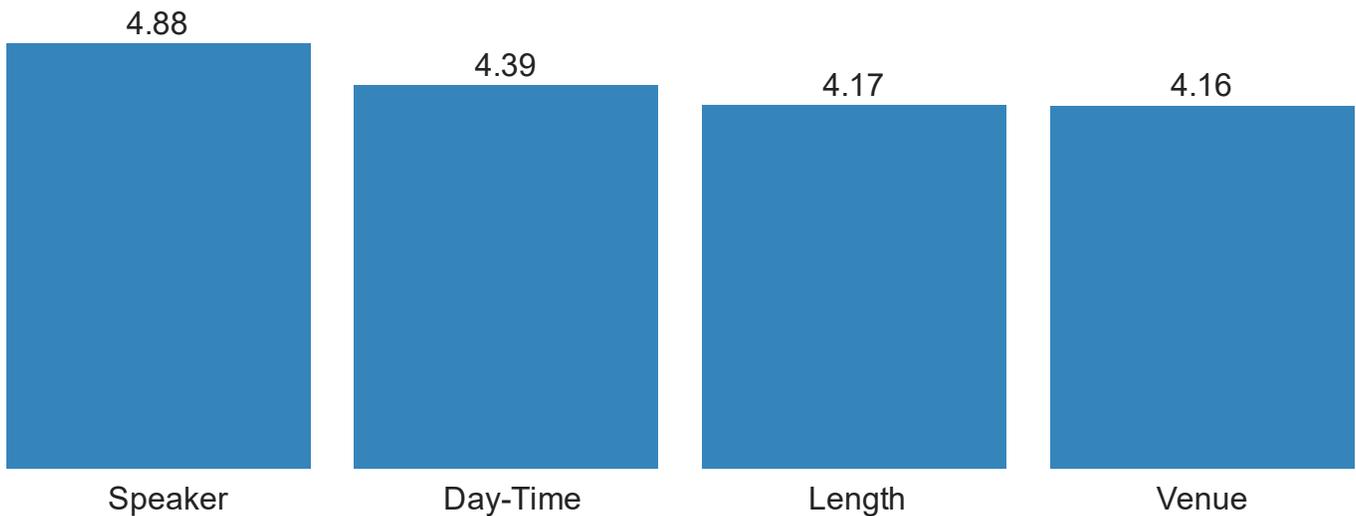
Post-event surveys were sent to people who submitted an online RSVP (and signed in at the event) and those who didn't RSVP but signed in at the event; 600 surveys were sent, we received 269 responses.

Ratings:

Overall, how would you rate the event?



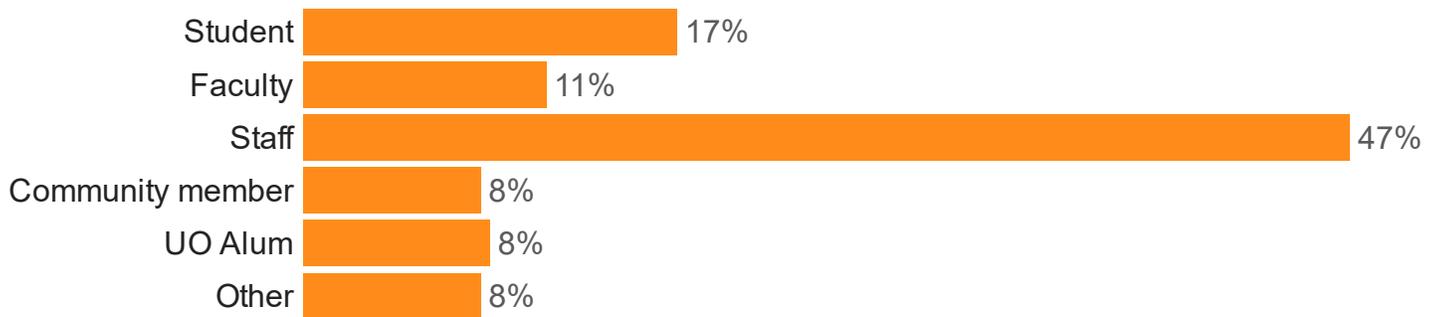
Aspect rating (5.0 maximum score)



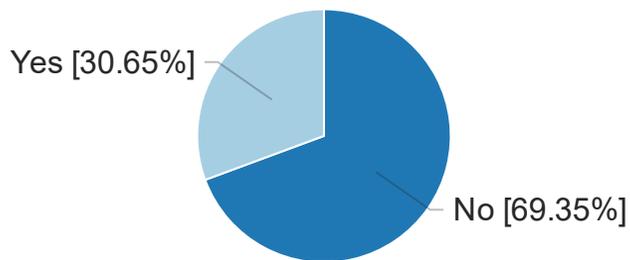
2017-18 AA Speaker Series Aggregate Post-event Feedback

Responder Information & Feedback

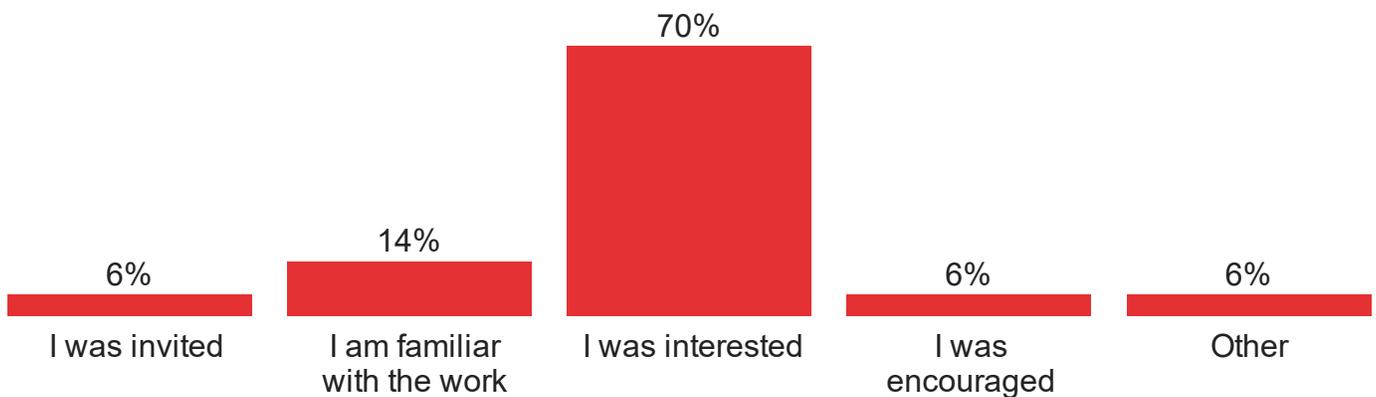
What is your affiliation with the University of Oregon?



Was this the first time you attended one of our events?

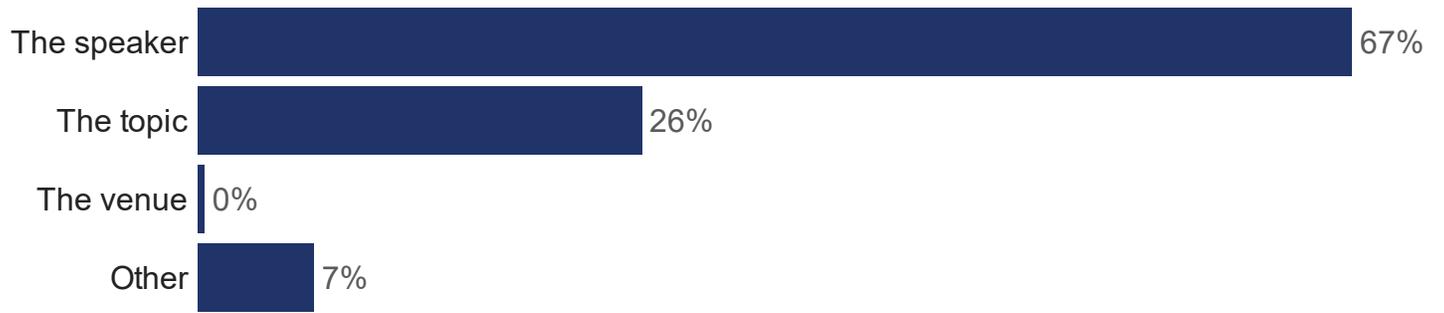


Why did you attend?



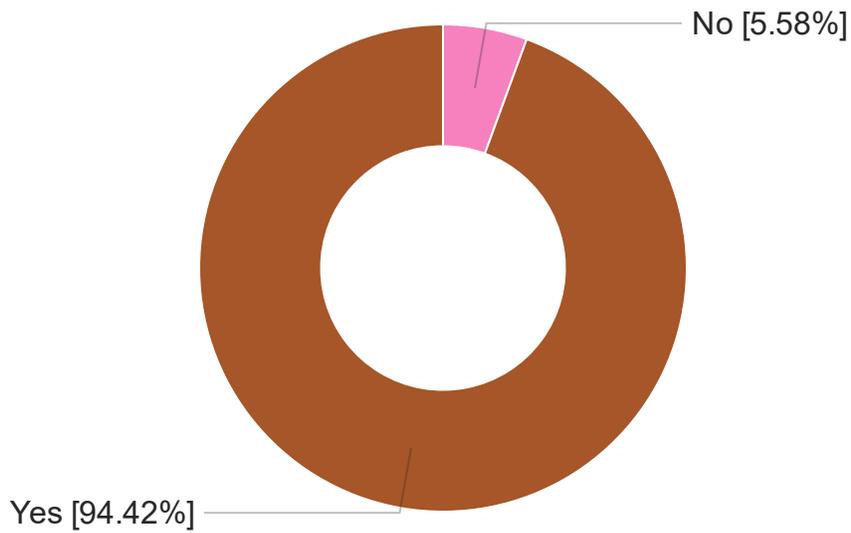
2017-18 AA Speaker Series Aggregate Post-event Feedback

What did you like most about the event?



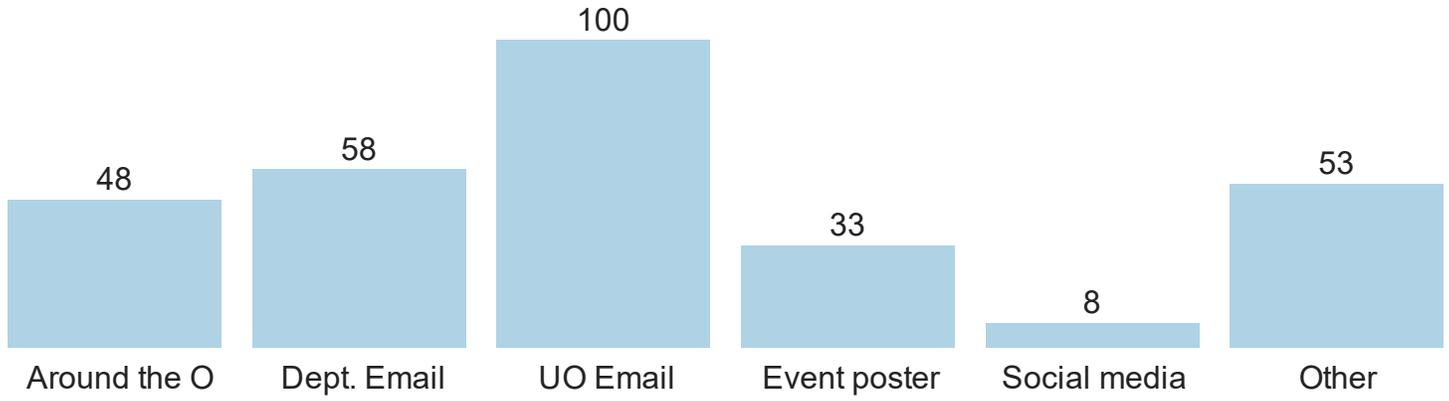
Marketing:

Please notify me of future events



2017-18 AA Speaker Series Aggregate Post-event Feedback

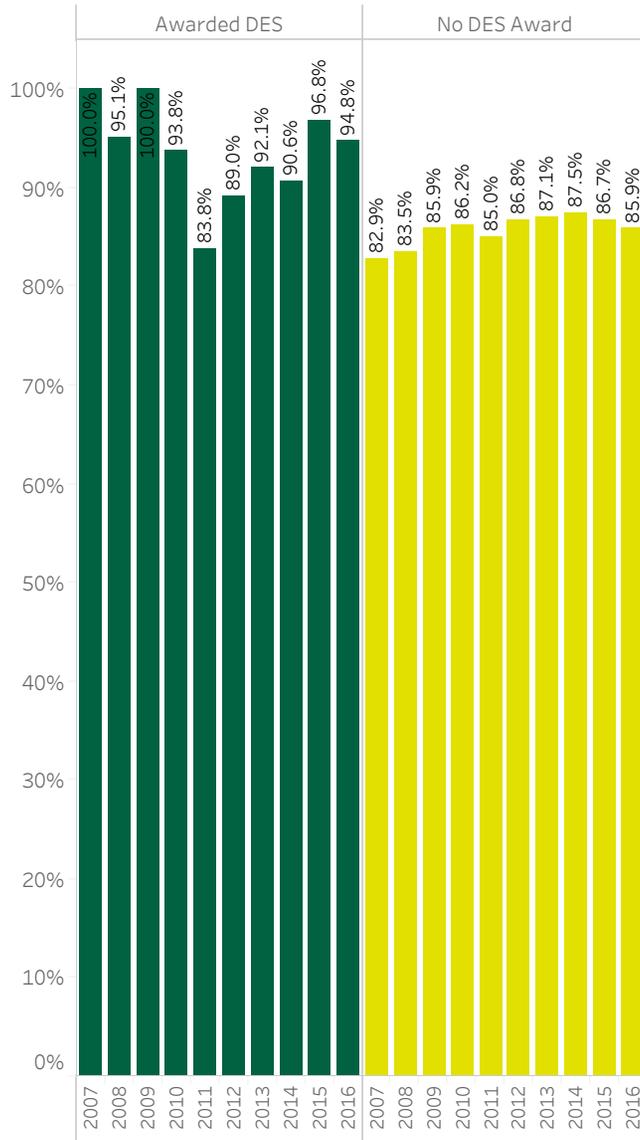
How did you hear about the event?



Diversity Excellence Scholarship Retention Information

Type
■ Awarded DES
■ No DES Award

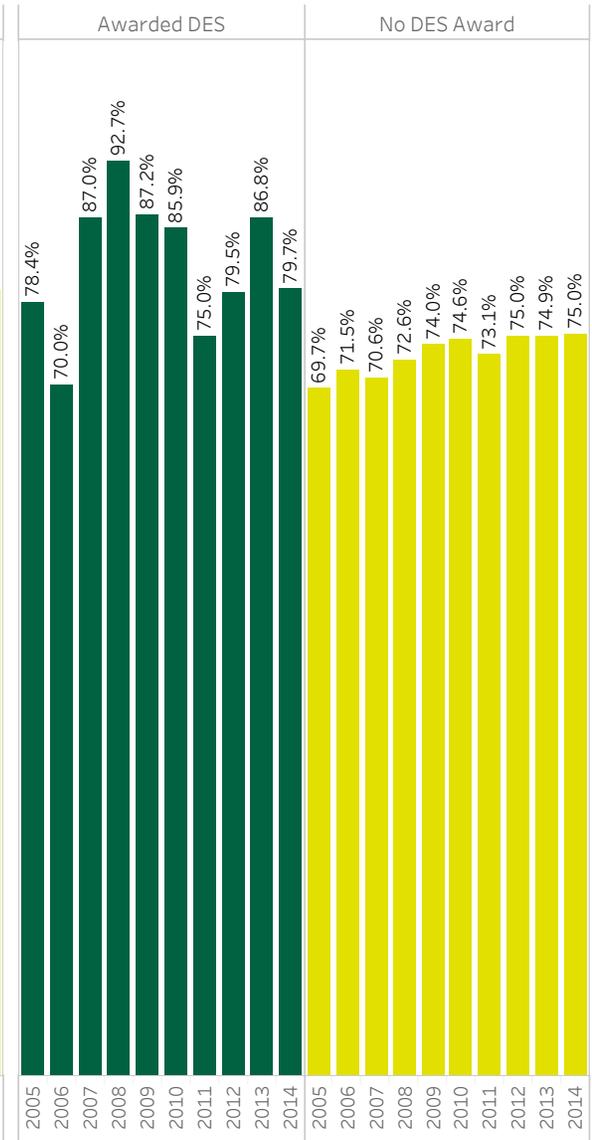
2nd-year retention rate
DES versus Non-DES students



3rd-year retention rate
DES versus Non-DES students



4th-year retention rate
DES versus Non-DES students

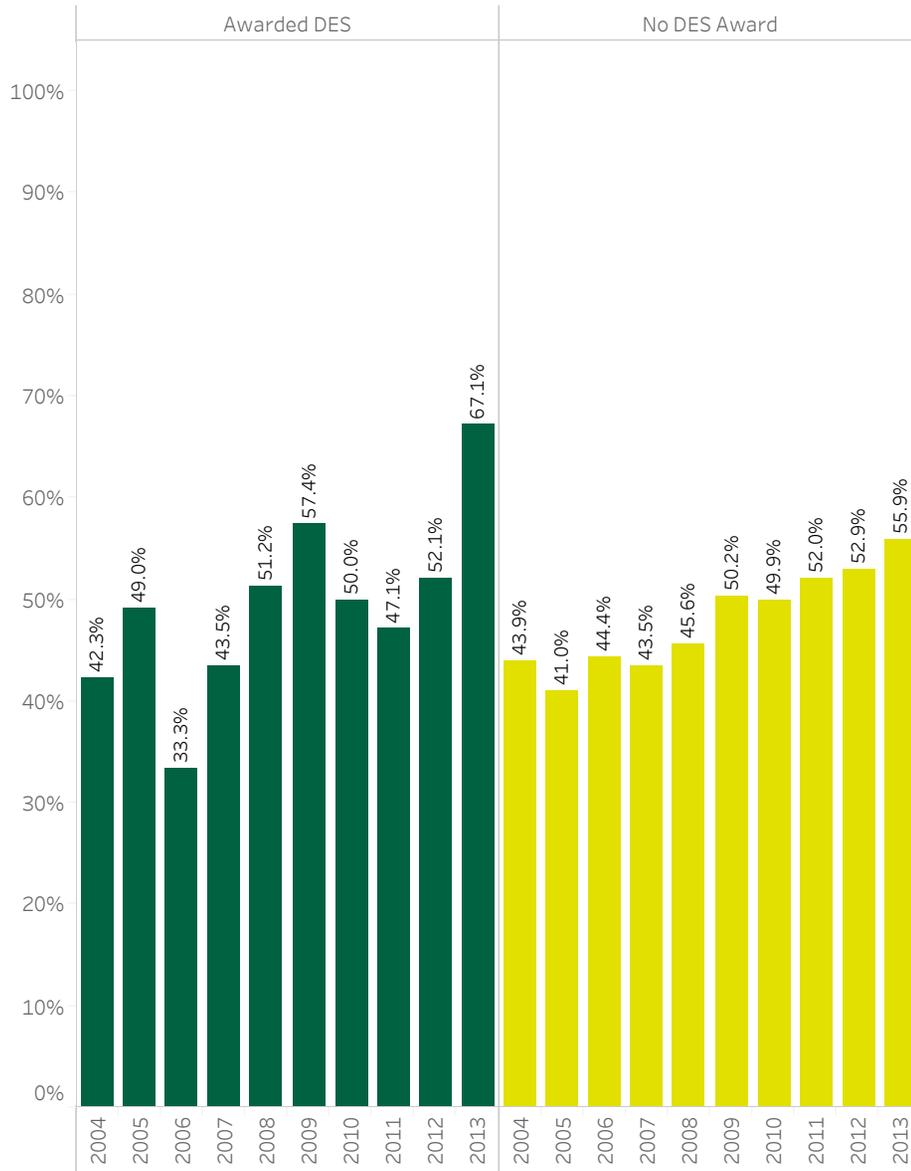


Source: UO Office of Institutional Research

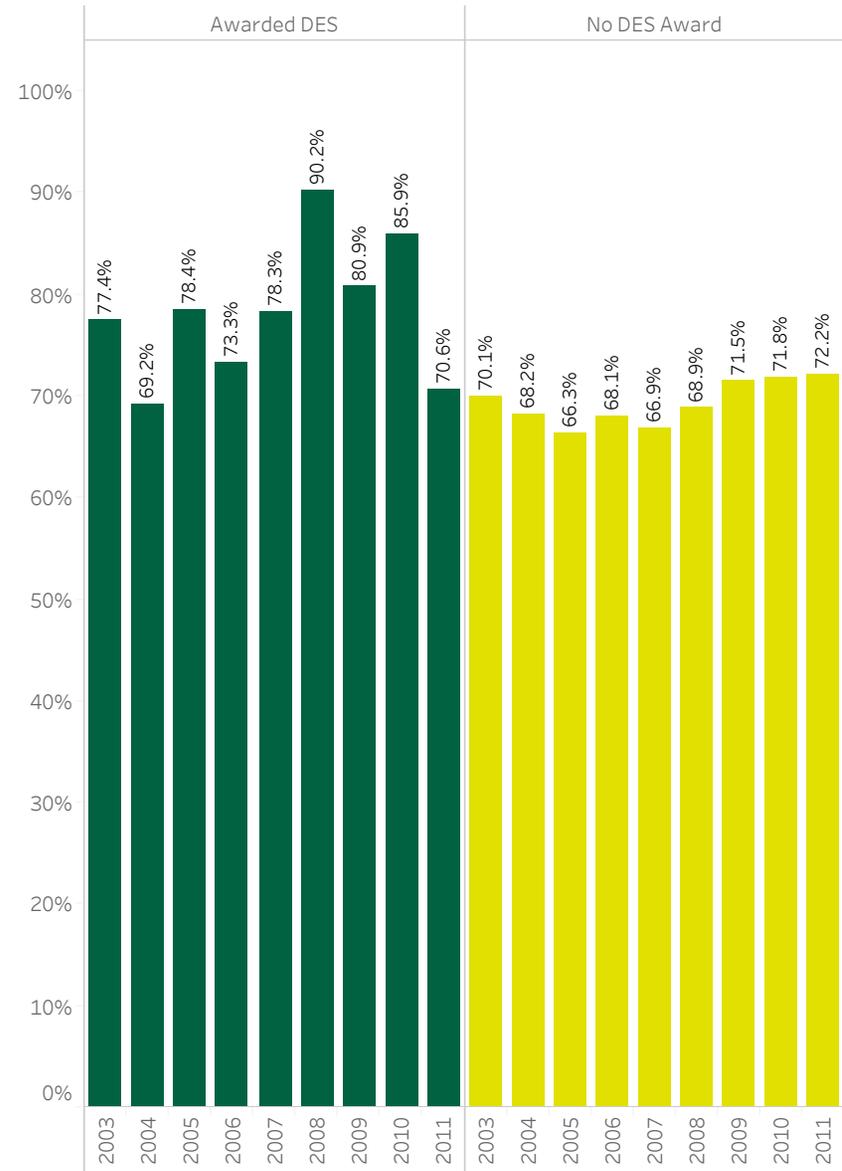
Diversity Excellence Scholarship Graduation Information

Type
■ Awarded DES
■ No DES Award

4-year graduation rates - DES versus Non-DES students



6-year graduation rates - DES versus Non-DES students



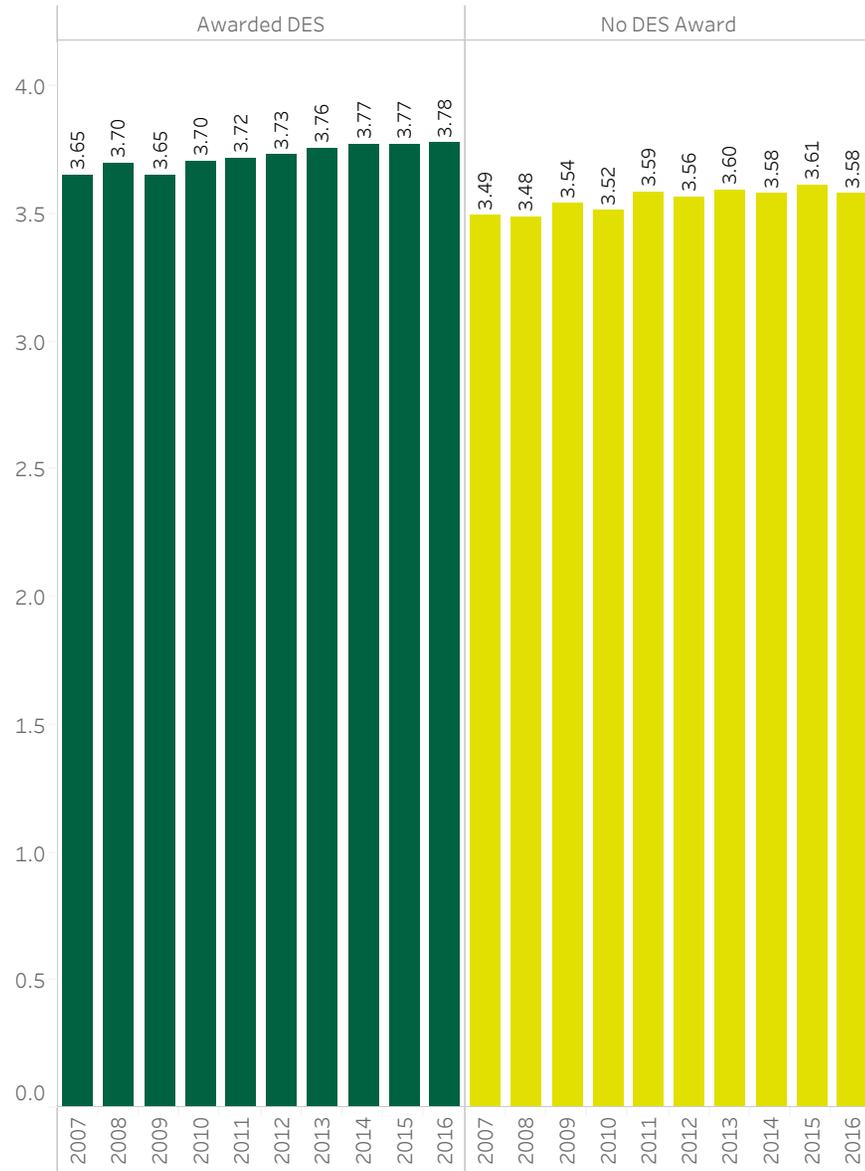
Source: UO Office of Institutional Research

Diversity Excellence Scholarship

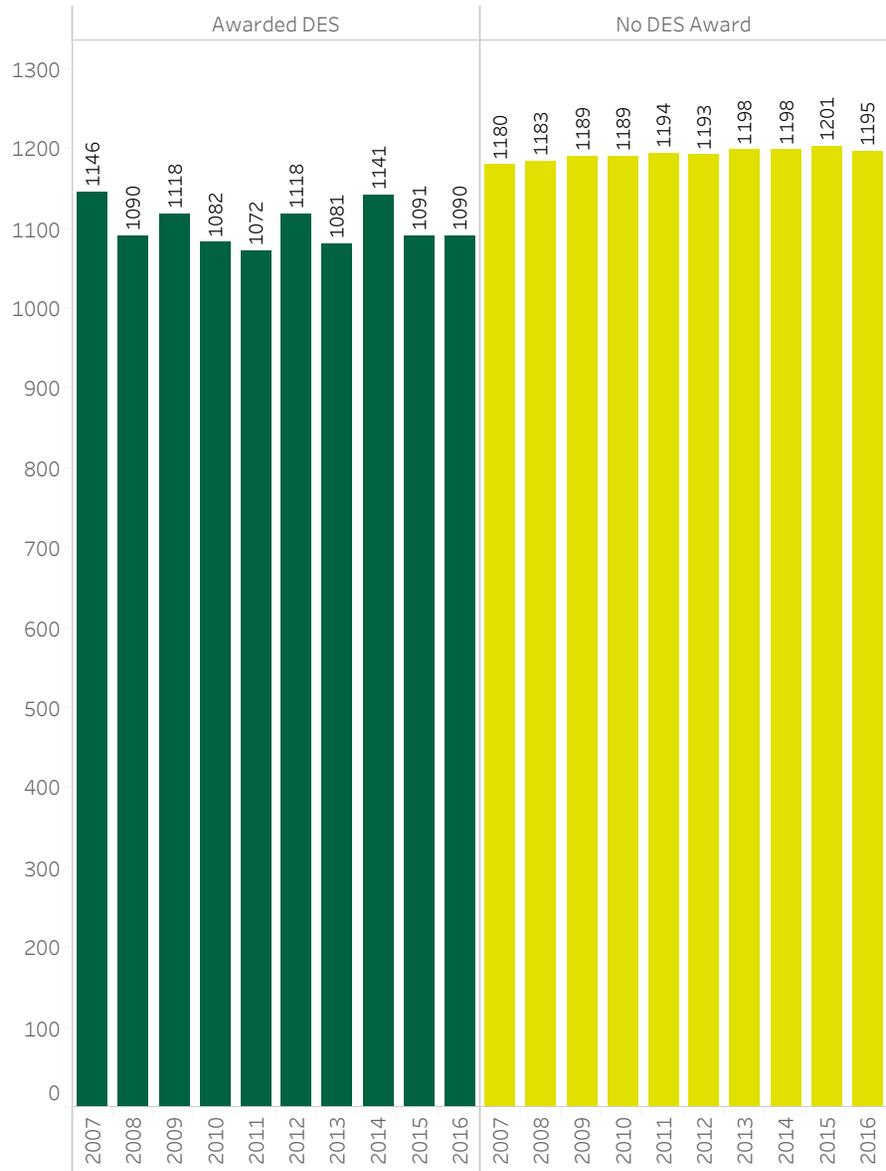
Pre-College Characteristics

Type
■ Awarded DES
■ No DES Award

Average High School GPA - DES versus Non-DES students



Average SAT/ACT (Concorded) - DES versus Non-DES students



Source: UO Office of Institutional Research

Diversity Excellence Scholarship Retention and Graduation Table

Type	Cohort Year	Number in Cohort	Avg HSGPA	Avg SAT/ACT (concorded)	Returned 2nd Year (Pct)	Returned 3rd Year (Pct)	Returned 4th Year (Pct)	Graduated 4th Year (Pct)	Graduated 5th Year (Pct)	Graduated 6th Year (Pct)
Awarded DES	2003	31	3.74	1056	93.5%	80.6%	83.9%	51.6%	74.2%	77.4%
	2004	26	3.60	1055	80.8%	80.8%	80.8%	42.3%	65.4%	69.2%
	2005	51	3.65	1070	90.2%	86.3%	78.4%	49.0%	76.5%	78.4%
	2006	30	3.70	1121	93.3%	80.0%	70.0%	33.3%	73.3%	73.3%
	2007	46	3.65	1146	100.0%	93.5%	87.0%	43.5%	78.3%	78.3%
	2008	41	3.70	1090	95.1%	95.1%	92.7%	51.2%	82.9%	90.2%
	2009	47	3.65	1118	100.0%	93.6%	87.2%	57.4%	78.7%	80.9%
	2010	64	3.70	1082	93.8%	90.6%	85.9%	50.0%	75.0%	85.9%
	2011	68	3.72	1072	83.8%	77.9%	75.0%	47.1%	67.6%	70.6%
	2012	73	3.73	1118	89.0%	84.9%	79.5%	52.1%	75.3%	
	2013	76	3.76	1081	92.1%	90.8%	86.8%	67.1%		
	2014	64	3.77	1141	90.6%	85.9%	79.7%			
	2015	62	3.77	1091	96.8%	90.3%				
	2016	77	3.78	1090	94.8%					
No DES Award	2003	2750	3.54	1187	85.1%	76.3%	73.0%	45.8%	66.0%	70.1%
	2004	3013	3.49	1192	83.9%	74.9%	71.3%	43.9%	64.4%	68.2%
	2005	2960	3.51	1194	83.5%	74.1%	69.7%	41.0%	62.2%	66.3%
	2006	3181	3.50	1181	84.4%	75.0%	71.5%	44.4%	63.9%	68.1%
	2007	3276	3.49	1180	82.9%	74.4%	70.6%	43.5%	62.6%	66.9%
	2008	4096	3.48	1183	83.5%	75.9%	72.6%	45.6%	65.4%	68.9%
	2009	3677	3.54	1189	85.9%	78.1%	74.0%	50.2%	67.8%	71.5%
	2010	3781	3.52	1189	86.2%	77.7%	74.6%	49.9%	68.3%	71.8%
	2011	3953	3.59	1194	85.0%	78.2%	73.1%	52.0%	69.2%	72.2%
	2012	3870	3.56	1193	86.8%	78.7%	75.0%	52.9%	69.9%	
	2013	3837	3.60	1198	87.1%	80.2%	74.9%	55.9%		
	2014	3831	3.58	1198	87.5%	80.3%	75.0%			
	2015	3985	3.61	1201	86.7%	79.5%				
	2016	3865	3.58	1195	85.9%					

Source: UO Office of Institutional Research

Agenda Item #7

Honorary Degrees

(supplemental item posted June 6, 2018)

MEMORANDUM

To: Board of Trustees

Fr: Michael H. Schill, President

Date: June 5, 2018

Re: Honorary Degree Recommendations

It is with great enthusiasm that I recommend to the Board of Trustees that it confer honorary degrees upon two outstanding individuals: Mr. Lorry I. Lokey and Ms. Carrie Mae Weems.

More information on both of these extraordinary people follows, but first I wanted to provide a few words about honorary degrees in general and the process which led us to this point.

I hope you will support this recommendation with an affirmative vote. These two people are terrific examples of spirit, creativity, hard work, and generosity of time, talent, and treasure.

History of Honorary Degrees Granted by the UO

For decades, 1947-1988 to be precise, the University of Oregon did not have legal authority to grant an honorary degree. The ability was reinstated after 1988, subject to approval by the State Board of Higher Education. Four such degrees were awarded between 1994 and 2001: Corazon Aquino, the first female president of the Philippines (1994); Mark Hatfield, a long-time US Senator from Oregon; Helmuth Rilling, co-founder of the Oregon Bach Festival (1996); and Marian Wright Edelman, founder of the Children's Defense Fund (2001).

Then, in 2008, through a bill passed by the state legislature, the UO was given authority to issue honorary degrees to Japanese victims of internment in 1942; 20 such honorary degrees were issued.

Renewed Effort to Grant Honorary Degrees at the UO

Upon my arrival, Chair Lillis and I discussed the value of reinvigorating the UO's use of honorary degrees to recognize accomplished and outstanding individuals who have had an impact on the world. Under the new governance structure (i.e., institutional board), the UO would be able to do this of its own accord.

I believe these degrees are an important tool for the UO to engage with civic, cultural, academic and philanthropic leaders – both alumni and not. Honorary degrees can send a message about what we value, can create or enhance links to the institution and can demonstrate gratitude for a person’s impact in the world.

Given this, we updated a long-standing UO Policy that governed the process for honorary degrees, running those changes through the policy process and the University Senate. After updated, we reconstituted a dormant committee (established in the policy), created a page on our website, and engaged in proactive solicitation of nominees this fall.

Criteria for Honorary Degrees

Under the updated policy, honorary degrees may be awarded to those who have shown outstanding scholarship or artistic achievement in their lifetime, or to those who have performed extraordinary public service or contributions to society in their lifetime.

Nomination and Recommendation Process

The general process is articulated in the policy. All work is done in confidence up until this point of recommendation to the board. The primary steps are:

1. Solicitation of nominees by the committee. This is ongoing, but with a proactive push in the fall.
2. Review of all nominees by the committee against the criteria. Those supported by a majority of the committee are forwarded to the University Senate.
3. Review of nominees by the University Senate in its role representing the university’s faculty. Those supported by a majority of the University Senate are placed in a pool, for up to three years, from which I can make a recommendation to you.
4. Recommendation by me to you for final approval. I may recommend up to two per year from the pool.

Acceptance of an Honorary Degree

If an individual accepts this honor from the UO, we hope they will visit campus so that the community more broadly can honor them. If approved and accepted, we hope to include Mr. Lokey in the upcoming June 18, 2018 commencement activities, and we hope to welcome Ms. Weems to campus in the next academic year for a set of

activities in which she can engage with students, faculty, and the community around her art and experiences.

About the Nominees

Carrie Mae Weems

From the moment she unwrapped the birthday gift containing her first camera, Carrie Mae Weems began making art driven by her desire to better understand the present through a close examination of history and identity.

Long considered one of America's most influential artists, Weems is the first African-American woman to have a solo exhibition at the Guggenheim Museum. She employs images, video, text, and fabric in solo and group artworks that investigate family relationships, cultural identity, sexism, class, political systems, violence, and the consequences of power. In his review of the Guggenheim's thirty-year survey of her work, Holland Cotter of the New York Times described Weems as "a superb image maker and a moral force, focused and irrepressible."

From her seminal work "[The Kitchen Table Series](#)" (1990) to last year's stunning photo collaboration with Mary J. Blige for [W magazine](#), Weems rethinks the way African-Americans, especially women, are portrayed. The world's major museums and galleries show and collect her work, and her page-long list of honors includes the prestigious Prix de Roma, a medal of arts from the US State Department, a \$625,000 MacArthur "genius grant," and the Congressional Black Caucus Foundation's Lifetime Achievement Award. She is the first African-American female artist to have a solo exhibition at the Guggenheim.

Weems was born in Portland, Oregon, in 1953. She began her career as an artist at age eleven as a participant in dance and street theater. As a teenager, she studied modern dance with Ana Halprin, John Cage and Robert Morris. In her early twenties, she became active politically as a union organizer. She earned her bachelor's degree from the California Institute of the Arts and an MFA from the University of California at San Diego.

In nominating Weems for an honorary degree, associate professor of art Amanda Wojick said:

"Her luminous photographs, often of women in exquisitely composed interior and exterior settings, are breathtakingly powerful ruminations of intimacy, history, identity, and connection. To view her work is to enter into an arresting visual experience that is complex and deeply moving. I first encountered Carrie Mae Weems' work as a student in the nineties, and she has long been an inspiration to me as an

artist. She is especially deserving of an honorary degree from the University of Oregon at this moment, given her sustained and eloquent engagement with difficult questions of race, class, and the politics of living in America."

Upon approval by the Board, President Schill hopes that Weems will be able to visit campus during the coming academic year to accept her honorary doctorate and engage with students, faculty, and the community.

Lorry I. Lokey

Lorry I. Lokey is chair emeritus and founder of Business Wire, the international media relations wire service, which he sold to Berkshire Hathaway in 2006. Since then, the Stanford University graduate has invested more than \$800 million to advance learning, beginning with the school he attended as a child, Portland's Alameda Elementary.

An early signer of The Giving Pledge—a commitment by the world's wealthiest individuals and families to donate most of their wealth—Lokey has given away about 98 percent of his lifetime earnings, mainly to help launch or transform leading teaching and research programs, particularly in fields related to biomedical research. Several major universities in the US and Israel, including the University of Oregon, are pursuing discoveries that hold great promise for improving human health and the environment as the result of Lokey's generosity.

At 90, the native Oregonian frequently describes himself as feeling privileged to be in the position to provide such generous support, explaining "Those of us giving grants are really betting on the kids of the future—we want them to do better than we did."

Through his gifts, Lokey purposefully creates human connections that transcend national borders. Richard H. Jones, former U.S. Ambassador to Israel, has said Lokey's financial support of research and teaching collaborations among universities have helped "strengthen the ties between Israel and the U.S."

At the University of Oregon alone, Lokey's giving exceeds \$150 million and enhances the educational experience of every student. He enthusiastically jumpstarted numerous building projects ranging from new science buildings, among them the Lorry I. Lokey Laboratories and the award-winning Allan Price Science Commons and Research Library, to expansion of the School of Music and Dance and renovation of the College of Education's historic quad. In addition to establishing the UO Fund for Faculty Excellence, he also has made extensive commitments supporting the Phil and Penny Knight Campus for Accelerating Scientific Impact.

Professors William Cresko and James Hutchison nominated Lokey for the honorary degree.

In making the nomination, Cresko, a professor of biology and associate vice president for research, said:

“In Yiddish, someone is a mensch if they are a person of integrity and honor. Because of the unyielding support that Lorry has provided his adopted University of Oregon family over many, many years, I can think of no better honor to say that Lorry is truly a mensch. He did not need to provide the resources to better educate thousands of students, to enhance our research infrastructure, and to honor our top faculty, but Lorry did. For that I and many of the rest of the U of O family are forever grateful.”

Hutchison, the Lokey-Harrington Chair in Chemistry, said:

“Lorry is an entrepreneur with the curiosity of a scientist and the heart of a poet. From his generous financial investments sprang forth a period of discovery, innovation and achievement unimaginable before he befriended our campus. Although he was never a student here, the student experience at our university, and our ability to serve Oregonians and the world, are forever enriched because Lorry decided to become our champion.”

Thank You

Thank you for your consideration of this recommendation. I am enthusiastic about the UO's renewed attention to honorary degrees and look forward to your consideration of Mr. Lokey and Ms. Weems.

Board of Trustees of the University of Oregon

Resolution: Conferral of Honorary Degree upon Lorry I. Lokey

Whereas, Mr. Lorry I. Lokey is a native Oregonian who has made philanthropic contributions to support education throughout Oregon, the nation, and the world;

Whereas, Mr. Lokey has become an active member of the UO community, serving in a volunteer capacity for the University of Oregon Foundation, even though he is not an alumnus of the institution;

Whereas, Mr. Lokey has demonstrated a tangible and transformational commitment to scientific and biomedical research at the UO as well as support across campus ranging from music to education to law, including support for facilities, faculty, graduate students, and other research activities;

Whereas, the University of Oregon has a policy governing the conferral of honorary degrees – the institution’s highest ceremonial honor – allowing such degrees to be conferred upon those who have engaged in extraordinary public contributions in their lifetime;

Whereas, in accordance with the aforementioned policy and the laws of the State of Oregon, President Michael H. Schill formally recommends to the Board of Trustees that Mr. Lokey receive an honorary doctorate from the UO.

NOW THEREFORE, the Board of Trustees of the University of Oregon hereby grants an honorary doctor of philosophy degree to Mr. Lorry I. Lokey in recognition of his outstanding achievements and contributions to the University of Oregon and to higher education well beyond Eugene.

Moved: _____ Seconded: _____

Trustee	Yes	No	Trustee	Yes	No
Aaron			Kari		
Ballmer			Lillis		
Bragdon			McIntyre		
Colas			Murray		
Curry			Paustian		
Ford			Ralph		
Gonyea			Wilcox		

Date: _____ Initials: _____

Board of Trustees of the University of Oregon

Resolution: Conferral of Honorary Degree upon Ms. Carrie Mae Weems

Whereas, Ms. Carrie Mae Weems is a native Oregonian who has gained worldwide notoriety for her artistic achievements and who is an inspiration to many who have studied, observed, and experienced her creative work;

Whereas, Ms. Weems embodies the strength, passion, and creativity the UO seeks to instill in students and future leaders;

Whereas, Ms. Weems’ work has been represented and celebrated by the Metropolitan Museum of Art (New York), the Museum of Modern Art (New York), the Museum of Contemporary Art (Los Angeles), the Tate Modern (London), and more;

Whereas, Ms. Weems’ extraordinary work has been recognized by entities ranging from the National Endowment for the Arts and the US Department of State to the MacArthur Foundation and other institutions of higher education;

Whereas, the University of Oregon has a policy governing the conferral of honorary degrees – the institution’s highest ceremonial honor – allowing such degrees to be conferred upon those who have shown outstanding creative achievement in their lifetime;

Whereas, in accordance with the aforementioned policy and the laws of the State of Oregon, President Michael H. Schill formally recommends to the Board of Trustees that Ms. Carrie Mae Weems receive an honorary doctorate from the UO.

NOW THEREFORE, the Board of Trustees of the University of Oregon hereby grants an honorary doctor of philosophy degree to Ms. Carrie Mae Weems in recognition of her outstanding achievements and contributions to society through her artistic and educational work.

Moved: _____ Seconded: _____

Trustee	Yes	No	Trustee	Yes	No
Aaron			Kari		
Ballmer			Lillis		
Bragdon			McIntyre		
Colas			Murray		
Curry			Paustian		
Ford			Ralph		
Gonyea			Wilcox		

Date: _____ Initials: _____